

Year 11 Curriculum - 2022-23

	Autumn Term		Spring Term		Summer Term	
	1	2	1	2	1	2
Key Concepts	Exam style – Little Shop	Composition exercise	Performance preparations	Aural perception and dictation	Exam practise	
National Curriculum Knowledge & Understanding	Reflect upon and evaluate their own and others' music	Broaden musical experience and interests, develop imagination and foster creativity Reflect upon and evaluate their own and others' music	Develop performing skills individually and in groups to communicate musically with fluency and control of the resources used	Broaden musical experience and interests, develop imagination and foster creativity Develop as effective and independent learners with enquiring minds	Engage with and appreciate the diverse heritage of music, in order to promote personal, social, intellectual and cultural development	
Assessment	Exam style questions – Section B	Composition submission	Performance Submission	Listening assessment	Mock papers	
Why this?	Now that students already have an understanding of the optional set works, we can effectively approach exam style.	It is important that pupils learn to compose in a variety of different styles. By completing a number of composition submissions, they are gaining a deeper understanding of more styles and creating a bank of work that can be used to select the best two compositions at the end of the year.	It is important that pupils learn to perform in a variety of different styles. By completing a number of performance submissions, they are gaining a deeper understanding of more styles and creating a bank of work that can be used to select the best two performances at the end of the year.	This is a valuable bridging unit to further study of Music. Throughout the course we have been training students ears to 'relative pitch'. This unit hones those skills and directs them towards useful skills for exam style.	Any amount of knowledge and skills would be useless without an understanding of how to apply them.	
Why now?	Having covered all of the 'content' required, pupils now need to begin to gain an understanding of how to apply knowledge and skills gained.	Pupils need to complete two composition submissions. Completing these now means that they can still improve these	Pupils must demonstrate the improvements that they have made to performance throughout the course.	This is certainly the most demanding part of the course. Aural perception required students to have first grasped all musical elements, and	Only after covering all aspects of the course can we effectively prepare students for the precise exam style and type of exam questions that they will	

		before the end of the course.		performed/composed enough to have trained their ear to a certain extent.	face.	
Skills & Characteristics	<p>Listening - <i>Actively and critically listening to music builds a valuable skill-set used throughout KS3 Music and opens students up to new musical experiences</i></p> <p>Creativity - <i>An invaluable characteristic in any young person, possessing the ability to think creatively to reach a solution to a problem is an asset in any walk of life</i></p> <p>Staying Positive - <i>Staying and remaining positive when faced with a challenge will build resilience in students, musicality doesn't come naturally to all and a positive attitude is crucial to progress</i></p> <p>Teamwork - <i>As part of all ensemble work, musicians rely on others, using teamwork throughout these lessons will help our students realise the power of working effectively as part of a larger group/team</i></p>					
Aspirations & Careers	By introducing pupils to a wide array of skills that they may choose to develop and ultimately master, we are more likely to hook in a wider proportion of pupils through their musical preference – thereby increasing their aspiration to master their instrument. This allows us to introduce further career options such as those in the popular industry.	Composing is one of three strands covered in the Music Curriculum, and now that the students have the knowledge and skills required, this unit acts as a suitable introduction to this strand which will form a large part of Music A Level for those who choose to opt for it and informs a wide array of new career possibilities.	Most students who opt to study music do so because of a passion for performing on their instrument. This topic directly informs that career path as well as preparing pupils who don't go down that line for presentations, interviews and performing under pressure in general.	By introducing pupils to a wide array of skills that they may choose to develop and ultimately master, we are more likely to hook in a wider proportion of pupils through their musical preference – thereby increasing their aspiration to master their instrument. This allows us to introduce further career options such as those in the popular industry.	By introducing pupils to an increasingly diverse selection of musical genres and traditions, we are more likely to hook in a wider proportion of pupils through their musical preference – thereby increasing their aspiration to master their instrument. This allows us to introduce further career options such as those in the popular industry.	

YEARLY END POINTS

Basic (Lower Ability End Points)	Clear (Middle Ability End Points)	Detailed (Higher Ability End Points)
<ul style="list-style-type: none"> Understand key vocabulary Apply key vocabulary to a wide variety of musical styles Be able to play at Grade 2 standard on any 	<ul style="list-style-type: none"> Understand more than the key vocabulary Apply more than just the key vocabulary to a wide variety of musical styles Be able to perform at Grade 3 standard on 	<ul style="list-style-type: none"> Understand all area of study terms Apply all AoS terms to any piece of music Be able to perform at Grade 4 or above on any instrument.

Basic (Lower Ability End Points)	Clear (Middle Ability End Points)	Detailed (Higher Ability End Points)
instrument. <ul style="list-style-type: none"> • Understand the basics of composition: melody and chords. 	any instrument <ul style="list-style-type: none"> • Understand and demonstrate the basics of composition: melody and chords 	<ul style="list-style-type: none"> • Demonstrate knowledge of composition techniques such as melody, chords and harmony through composition exercises.