

KS5 Curriculum Overview Music

Year 12

TERM 1 & 2 TOPIC	*Key Skills/Subject Links	*Career links & BV
Unit 33 – Solo Music Performance <ul style="list-style-type: none"> Know how to choose appropriate pieces for an extended programme of music Be able to perform an extended programme of music to an audience Know the processes required in preparation for the performance of an extended programme of music. 	<p>Play and Perform – Pupils learn the correct posture for their chosen instrument. They perform as an ensemble and also as soloists. Developing accuracy.</p> <p>Improvise and compose – Students have the option to create their own compositions and include them as part of their programme.</p> <p>Notation – students learn their pieces by using the appropriate sheet music for their instruments.</p> <p>Listening – Students critique their playing technique for development purposes.</p> <p>Musical devices – Controlling dynamics while playing. Timing through counting rests. Tone quality.</p> <p>Cross curricular links – Maths and Dance. Graphical representations of information linking to science, maths and geography. Key vocabulary and opinions linking to English. Critical thinking.</p>	<p>Students are encouraged to work in ensembles where possible to produce a balanced programme of music, promoting mutual respect and democracy by taking an active role in group work.</p> <p>This also builds confidence and can be useful in many jobs by developing communication skills, and problem solving.</p> <p>This topic explores music from different genres. This promotes mutual respect and tolerance of other faiths and cultures.</p>
TERMS 3 & 4 TOPIC	*Key Skills/Subject Links	*Career links & BV
Unit 23 – Music Performance Techniques <ul style="list-style-type: none"> Know effective instrumental or vocal technique through a structured practice routine Be able to apply effective instrumental or vocal technique in solo performance Be able to apply effective instrumental or vocal technique in group performance. 	<p>Play and Perform – Perform as an ensemble and also as soloists. Developing accuracy through the study of levelled pieces.</p> <p>Improvise and compose – Students have the option to create their</p>	<p>Students are encouraged to work in ensembles where possible, promoting mutual respect and democracy by taking an active role in group work.</p> <p>This also builds confidence and can be useful in many jobs by developing</p>

	<p>own instrumental exercises to develop their technique.</p> <p>Notation – students learn their pieces by using the appropriate sheet music for their instruments.</p> <p>Listening – Students critique their playing technique for development purposes.</p> <p>Musical devices – Controlling dynamics while playing. Timing through counting rests. Tone quality.</p> <p>Cross curricular links – Maths and Dance. Graphical representations of information linking to science, maths and geography. Key vocabulary and opinions linking to English. Critical thinking.</p>	<p>communication skills, and problem solving.</p> <p>This topic explores music from different genres. This promotes mutual respect and tolerance of other faiths and cultures.</p>
TERM 5 & 6 TOPIC	*Key Skills/Subject Links	*Career links & BV
<p>Unit 24 – Music Project</p> <ul style="list-style-type: none"> Be able to prepare and work as a member of a team towards a successful live event Be able to prepare individually for the delivery of a successful live music event, undertaking appropriate responsibilities throughout the project Be able to contribute to a performance to a technically acceptable level appropriate to context Understand the complete process when preparing for and delivering a live music event. 	<p>Play and Perform – Perform as an ensemble and also as soloists in a large scale concert.</p> <p>Improvise and compose – Students have the option to use their own compositions for their performance.</p> <p>Notation – students learn their pieces by using the appropriate sheet music for their instruments.</p> <p>Listening – Students critique their playing technique for development purposes.</p> <p>Musical devices – Controlling dynamics while playing. Timing</p>	<p>Students are encouraged to work in ensembles where possible, promoting mutual respect and democracy by taking an active role in group work. This also builds confidence and can be useful in many jobs by developing communication skills, and problem solving.</p> <p>This topic explores music from different genres. This promotes mutual respect and tolerance of other faiths and cultures.</p>

	<p>through counting rests. Tone quality.</p> <p>Cross curricular links – Maths and Dance. Graphical representations of information linking to science, maths and geography. Key vocabulary and opinions linking to English. Critical thinking.</p>	
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KS5 Curriculum Overview Music

Year 13

TERM 1 & 2 TOPIC	*Key Skills/Subject Links	*Career links & BV
<p>Unit 40 – Working and Developing as a Musical Ensemble</p> <ul style="list-style-type: none"> ▪ Understand the elements of musical ensembles ▪ Be able to plan as a musical ensemble ▪ Be able to develop as a musical ensemble ▪ Be able to perform as a musical ensemble. 	<p>Play and Perform – Perform as an ensemble.</p> <p>Improvise and compose – Students have the option to create their own compositions for this unit.</p> <p>Listening – Students critique their own and their groups playing</p>	<p>Students are encouraged to work in ensembles where possible, promoting mutual respect and democracy by taking an active role in group work. This also builds confidence alongside public performance skills and can be useful in many jobs by developing communication skills, and problem solving.</p>

	<p>technique for development purposes.</p> <p>Musical devices – Controlling dynamics while playing. Timing through counting rests. Tone quality.</p> <p>Cross curricular links – Maths and Dance. Graphical representations of information linking to science, maths and geography. Key vocabulary and opinions linking to English. Critical thinking.</p>	<p>This topic explores music from different genres. This promotes mutual respect and tolerance of other faiths and cultures.</p>
TERMS 3 & 4 TOPIC	*Key Skills/Subject Links	*Career links & BV
<p>Unit 22 – Music Session Styles</p> <ul style="list-style-type: none"> Understand the stylistic elements across a wide range of musical genres Be able to develop stylistically accurate musical material for contrasting genres Be able to apply stylistically accurate elements to a range of musical genres in different performance situations. 	<p>Play and Perform – Perform as an ensemble and also as soloists in a variety of musical genres.</p> <p>Improvise and compose – Students compose in one of the musical styles they have studied.</p> <p>Notation – students notate their compositions by using the appropriate sheet music for their instruments.</p> <p>Listening – Students study music from a variety of musical genres.</p> <p>Musical devices – Controlling dynamics while playing. Timing through counting rests. Tone quality.</p> <p>Cross curricular links – Maths and Dance. Graphical representations of information linking to science, maths and geography. Key vocabulary and opinions</p>	<p>Students are encouraged to work in ensembles where possible, promoting mutual respect and democracy by taking an active role in group work. This also builds confidence alongside public performance skills and can be useful in many jobs by developing communication skills, and problem solving.</p> <p>This topic explores music from different genres and cultures. This promotes mutual respect and tolerance of other faiths and cultures.</p>

	linking to English. Critical thinking.	
TERM 5 & 6 TOPIC	*Key Skills/Subject Links	*Career links & BV
Unit 30 – Pop Music in Practice <ul style="list-style-type: none"> Know different genres of pop music Know how pop music developed Be able to perform original pop music Be able to perform pop music as part of an ensemble. 	<p>Play and Perform – Perform as soloists and as an ensemble.</p> <p>Improvise and compose – Students create original pop music.</p> <p>Notation – students notate their compositions by using the appropriate sheet music for their instruments.</p> <p>Listening – Students study music from a variety of musical genres.</p> <p>Musical devices – Controlling dynamics while playing. Timing through counting rests. Tone quality.</p> <p>Cross curricular links – Maths and Dance. Graphical representations of information linking to science, maths and geography. Key vocabulary and opinions linking to English. Critical thinking.</p>	<p>Students are encouraged to work in ensembles where possible, promoting mutual respect and democracy by taking an active role in group work. This also builds confidence alongside public performance skills and can be useful in many jobs by developing communication skills, and problem solving.</p> <p>This topic explores music from different pop genres. This promotes mutual respect and tolerance of other faiths and cultures.</p>