KS5 Curriculum Overview Music

<u>Year 12</u>

TERM 1 & 2 TOPIC	*Key Skills/Subject Links	*Career links & BV
Unit 33 – Solo Music Performance 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.	*Key Skills/Subject Links Play and Perform — Pupils learn the correct posture for their chosen instrument. They perform as an ensemble and also as soloists. Developing accuracy. Improvise and compose — Students have the option to create their own compositions and include them as part of their programme. Notation — students learn their pieces by using the appropriate sheet music for their instruments. Listening — Students critique their playing technique for development purposes. Musical devices — Controlling dynamics while playing. Timing through counting rests. Tone quality. Cross curricular links — Maths and Dance. Graphical representations of information linking to science, maths and geography. Key vocabulary and opinions linking to English. Critical	*Career links & BV 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. This also builds confidence and can be useful in many jobs by developing communication skills, and problem solving. This topic explores music from different genres. This promotes mutual respect and tolerance of other faiths and cultures.
TERMS 3 & 4 TOPIC	*Key Skills/Subject Links	*Career links & BV
 Unit 23 – Music Performance Techniques 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. 	Play and Perform – Perform as an ensemble and also as soloists. Developing accuracy through the study of levelled pieces. Improvise and compose – Students have the option to create their	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

exercises to develop problem solving. their technique. This topic explores music Notation – students from different genres. This learn their pieces by promotes mutual respect using the appropriate and tolerance of other faiths and cultures. sheet music for their instruments. **Listening – Students** critique their playing technique for development purposes. Musical devices -**Controlling dynamics** while playing. Timing through counting rests. Tone quality. 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. **TERM 5 & 6 TOPIC** *Career links & BV *Key Skills/Subject Links **Unit 24 – Music Project** Play and Perform -Students are encouraged to Perform as an ensemble work in ensembles where Be able to prepare and work as a member of a and also as soloists in a possible, promoting mutual team towards a successful live event large scale concert. respect and democracy by Be able to prepare individually for the delivery taking an active role in of a successful live music event, undertaking Improvise and compose group work. appropriate responsibilities throughout the - Students have the This also builds confidence option to use their own and can be useful in many project Be able to contribute to a performance to a compositions for their jobs by developing technically acceptable level appropriate to performance. communication skills, and context problem solving. Understand the complete process when Notation – students preparing for and delivering a live music event. learn their pieces by This topic explores music using the appropriate from different genres. This sheet music for their promotes mutual respect and tolerance of other instruments. faiths and cultures. **Listening – Students** critique their playing technique for development purposes.

> Musical devices – Controlling dynamics while playing. Timing

own instrumental

communication skills, and

through counting rests.
Tone quality.
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.

KS5 Curriculum Overview Music

<u>Year 13</u>

TERM 1 & 2 TOPIC	*Key Skills/Subject Links	*Career links & BV
Unit 40 – Working and Developing as a Musical	Play and Perform –	Students are encouraged to
Ensemble	Perform as an ensemble.	work in ensembles where
		possible, promoting mutual
 Understand the elements of musical ensembles 	Improvise and compose	respect and democracy by
 Be able to plan as a musical ensemble 	 Students have the 	taking an active role in
 Be able to develop as a musical ensemble 	option to create their	group work.
 Be able to perform as a musical ensemble. 	own compositions for	This also builds confidence
	this unit.	alongside public
		performance skills and can
	Listening – Students	be useful in many jobs by
	critique their own and	developing communication
	their groups playing	skills, and problem solving.

	technique for	
	development purposes.	This topic explores music from different genres. This
	Musical devices –	promotes mutual respect
	Controlling dynamics	and tolerance of other
	while playing. Timing	faiths and cultures.
	through counting rests.	
	Tone quality.	
	,	
	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.	
TERMS 3 & 4 TOPIC	*Key Skills/Subject Links	*Career links & BV
Unit 22 – Music Session Styles	Play and Perform –	Students are encouraged to
	Perform as an ensemble	work in ensembles where
 Understand the stylistic elements across a wide 	and also as soloists in a	possible, promoting mutual
range of musical genres	variety of musical	respect and democracy by
 Be able to develop stylistically accurate musical 	genres.	taking an active role in
material for contrasting genres		group work.
 Be able to apply stylistically accurate elements 	Improvise and compose	This also builds confidence
to a range of musical genres in different	 Students compose in 	alongside public
performance situations.	one of the musical styles	performance skills and can
	they have studied.	be useful in many jobs by
		developing communication
	Notation – students notate their	skills, and problem solving.
	compositions by using	This topic explores music
	the appropriate sheet	from different genres and
	music for their	cultures. This promotes
	instruments.	mutual respect and tolerance of other faiths
	Listening – Students	and cultures.
	study music from a	and cultures.
	variety of musical	
	<u> </u>	
	genres.	
	Musical devices –	
	Controlling dynamics	
	while playing. Timing	
	through counting rests.	
	Tone quality.	
	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.	
TERM 5 & 6 TOPIC	*Key Skills/Subject Links	*Career links & BV
 Unit 30 – Pop Music in Practice 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. 	Play and Perform – Perform as soloists and as an ensemble. Improvise and compose – Students create original pop music. Notation – students notate their compositions by using the appropriate sheet music for their instruments. Listening – Students study music from a variety of musical genres. Musical devices – Controlling dynamics while playing. Timing through counting rests. Tone quality. 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.	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. This topic explores music from different pop genres. This promotes mutual respect and tolerance of other faiths and cultures.