


**Performing Arts Department – Year 11 Music**

 <b>Shirley High Curriculum Map</b>	<b>Year 11 the proficient musician / singer: students will compound their knowledge &amp; skills, will be exam ready for their GCSE and start to prepare for their sixth form journey.</b>					
	<b>Autumn 1</b>	<b>Autumn 2</b>	<b>Spring 1</b>	<b>Spring 2</b>	<b>Summer 1</b>	<b>Summer 2</b>
	Theme/Topic/Skill:	Theme/Topic/Skill:	Theme/Topic/Skill:	Theme/Topic/Skill:	Theme/Topic/Skill:	Theme/Topic/Skill:
	Film Music Composition	Composition PPE 3	Solo Performance Listening & Theory PPE4	Solo Performance Listening & Theory	Exam prep Coursework final deadline	OCR Music exam
<b>Why Now?</b>	<p>To enable learners to use prior knowledge to good effect in their study of film Music.</p> <p>To enable learners to use prior skills to create &amp; record their final GCSE composition</p>	<p>To enable learners to use prior skills to create &amp; record their final GCSE composition.</p> <p>To enable learners to use prior knowledge to good effect in their PPE's</p>	<p>To enable learners to use prior knowledge to good effect in their PPE's</p> <p>To enable learners to gain knowledge of the concerto through time preparing them for their PPE and building valuable theoretical knowledge.</p>	<p>To enable learners to use their solo performance skills to rehearse &amp; record their second GCSE component.</p> <p>To enable learners to gain knowledge of rhythms of the world and to build their cultural capital knowledge with historical &amp; musical facts.</p>	To enable learners to use prior knowledge to good effect in their study of areas of study 2-5	To enable learners to use prior knowledge to good effect in their final exam
<b>Fundamental Concepts</b>	<p>To develop understanding of film music</p> <p>To develop composition skills</p>	<p>To create a composition</p> <p>To develop understanding of Film Music</p>	<p>To develop knowledge of AoS2: Concerto through time</p>	<p>To develop solo performance skills</p> <p>To develop knowledge of AoS3 Rhythms of the World</p>	To develop knowledge of areas of study 2, 3, 4 & 5	Sitting OCR Music exam May / June
<b>Students will...</b>	<p><b>Background music</b> in film often referred to as <b>underscoring</b>, adding <b>mood</b> to a scene, reinforcing dramatic developments and aspects of character establishing atmosphere, time and place, moving the action forward, describing character, accompany scene changes, add to the dramatic impact provide continuity across edits.</p> <p><b>Mickey-Mousing</b>, e.g. someone slipping on a banana skin could use a descending scale followed by a cymbal crash. <b>Mickey-Mousing</b> often found in comedy films.</p> <p><b>Orchestration</b> (Organisation of musical instruments for an ensemble performance) and <b>instrumentation</b> (Particular type of instrument used in a music). Adding Instrumental colour suggesting images through music, eg bagpipes evoking Scotland or muted brass suggesting something sinister. As well as instrumental colours, other musical elements can help to create a mood. Horror films often use atonal music. <b>Atonal</b> music not related to a tonic note (has no sense of key). Musical scores for comedy films, such as the <i>Carry On films</i>, using unexpected twists and turns in the melody and rapid changes of musical style. Cowboy and western movies using rhythmic <b>ostinati</b> &amp; accented <b>syncopated</b> chords</p> <p>A <b>leitmotif</b> a recurring musical idea</p> <p><b>Composition</b></p>	<p><b>AoS4: Film music</b> Study composers, works, scores and arrangements.</p> <p>A <b>leitmotif</b> a recurring musical idea. Repetition, modulation, cadence, sound effects, clash chords, discord, dissonance, atonal, percussive, metallic sound, suspensions, dynamic swells, sustained notes, brass motifs. Long answers: description, explanation &amp; analyse through listening.</p> <p>Classical pieces used in films</p> <p><b>AoS4: Programme Music:</b> Four Seasons by Vivaldi programme music. Development of ideas, ostinato, counter melody; sequence, use of musical elements; understanding stylistic &amp; structural conventions.</p> <p><b>AoS4: Game music:</b> MIDI, synths, motifs, sequencing, inversions, note values, augmentation, diminution, polyrhythm, cross-rhythm &amp; syncopation</p> <p>Leitmotifs in film music Expression in film music Creating atmosphere and mood in programme Music Diegetic &amp; non diegetic music</p> <p><b>Listening exercises, comparison questions, long answers, exam questions</b> <b>Key words &amp; meanings</b></p> <p><b>Composition</b></p>	<p><b>The organisation of sound:</b> duration, dynamics, pitch, structure, tempo, texture, timbre.</p> <p><b>AoS2: The concerto through time</b></p> <p><b>The Baroque Concerto</b> Harmony, counterpoint, polyphonic, basso continuo Instr: harpsichord, flute, organ, The baroque solo concerto &amp; concerto grosso</p> <p><b>The Classical Concerto</b> The changes from Baroque to Classical Form &amp; Structure Crescendos &amp; diminuendos, The piano &amp; orchestral music binary &amp; ternary form, theme &amp; variation, legato &amp; staccato, pianoforte Instr: orchestras The classical structure</p> <p><b>The Romantic Concerto</b> Programme music Accents, rubato, octaves, dissonance, virtuoso, cantabile, cadenza, articulation, tone, preludes, glissando, bow &amp; pizzicato. Instr: bigger orchestra's Changes in dynamics &amp; expression Romantic composers &amp; soloists</p> <p><b>Listening exercises, comparison questions, long answers, exam questions</b> <b>Key words &amp; meanings</b></p> <p>An introduction to The Rhythms of the World</p>	<p><b>Solo performance skills:</b> Marking criteria - technical control &amp; fluency; expression &amp; interpretation, difficulty. Individual instr./vocal skill, appropriate song choice, confidence.</p> <p><b>The organisation of sound:</b> duration, dynamics, pitch, structure, tempo, texture, timbre.</p> <p><b>AoS3: Rhythms of the world</b></p> <p><b>Indian classical &amp; Bhangra.</b> Raga &amp; Tala Instruments used &amp; features of each: the sitar, Tampura, Tabla. The chaal, fusion, hip-hop, layers, samples, sound effects</p> <p><b>Palestinian Music &amp; Israeli music:</b> monophonic, improvisation, ornaments, heterophonic, melisma, ululations, String instruments: Zither, kanun, oud, rababah Wind instruments: mijwiz, arghul, shababa Percussion instr: doumbek, riq, deff, zills.</p> <p><b>Greek Music:</b> String instr: Bouzouki, Outi, Laouto, Lyra Wind instr: Floyera, Karamoudza, Bagpipes Percussion instr: Daouli, Toubeleki, Defi</p> <p><b>African music</b> The drums: The djembe, dundun, donno, sabar. Playing techniques: the slap, tone, bass, dampening</p> <p>The master drummer</p> <p>Complex rhythms call &amp; response syncopated rhythms Polyrhythms</p> <p>Types of drums:: dunduns, sabra, djembes, bells &amp; rattles</p> <p>Non percussion instr. Balafon, Kora, mbira, flute, whistle pentatonic scales</p> <p><b>A Cappella singing</b> Ladysmith Black Mambazo Mbube, &amp; isicathamiya Four-part harmonies, call &amp; response</p> <p><b>Listening exercises, comparison questions, long answers, exam questions</b> <b>Key words &amp; meanings</b></p> <p>To understand compositional task</p>	<p><b>Calypso</b> Steel pans, bongos, conga, claves Syncopated rhythms wide range of instruments sustained notes Variety of instruments New styles Rapso &amp; Soca</p> <p><b>Samba Music</b> Percussion instruments Call &amp; response complex texture contrasting rhythms &amp; syncopation Batucada Instrumentos: surdo, caixa, repinique, cuíca, tamborim, agogo</p> <p><b>Listening exercises, comparison questions, long answers, exam questions</b> <b>Key words &amp; meanings</b></p> <p><b>Bite size learning of the areas of study</b></p> <p>AoS2: The concerto through time</p> <p>AoS3: Rhythms of the world</p> <p>AoS4: Film &amp; Game music</p> <p>AoS5: Conventions of pop</p> <p>Recap of knowledge</p> <p>Language for learning The organisation of sound</p> <p>The Baroque Concerto The Classical Concerto The Romantic Concerto</p> <p>Listening exercises</p>	<p><b>Listening exercises, comparison questions, long answers, exam questions</b> <b>Key words &amp; meanings</b></p> <p><b>OCR Music exam (9-1) May / June</b></p>
<b>Language for Life (Key terms/Vocabulary)</b>	Diegetic & non diegetic, riff, hook, ostinato, motif, counter melody; sequence, imitation	Underscoring,, ostinato, Leit-motif, accented, syncopated, atonal, Repetition, modulation, sound effects, clash chords, discord, dissonance, atonal,	<b>Baroque concerto:</b> Harmony, counterpoint, polyphonic, basso continuo. Instr: harpsichord, flute, organ, The baroque concerto grosso	The sitar, Tampura, Tabla. The chaal, fusion, hip-hop, layers, samples, sound effects	Recap on all LfL	Recap on all LfL

		percussive, metallic sound, suspensions, dynamic swells, sustained notes, brass motifs ostinato, counter melody; sequence, the musical elements; Diegetic & non diegetic music	<b>Classical Concerto:</b> Crescendos & diminuendos, binary & ternary form, theme & variation, legato & staccato, pianoforte  <b>Romantic Concerto:</b> Accents, rubato, octaves, dissonance, virtuoso, cantabile, cadenza, articulation, tone, preludes, glissando, bow & pizzicato.	slap, tone, bass, dampening, master drummer, call & response, syncopated rhythms Pentatonic scales  A Cappella singing Mbube, isicathamiya  MIDI, synths, motifs, sequencing, inversions, note values, augmentation, diminution, polyrhythm, cross-rhythm & syncopation monophonic, improvisation, ornaments, heterophonic, melisma, ululations,		
<b>Extended writing Opportunities</b>	Listening exercises/long answers on AoS 2-5	Listening exercises/long answers on AoS 2-5	Listening exercises/long answers on AoS 2-5	Listening exercises/long answers on AoS 2-5	Listening exercises/long answers on AoS 2-5	Listening exercises/long answers on AoS 2-5
<b>Maths Across the Curriculum</b>	Time signatures / note values / counting the bars / beats per minute (BPM) / clapping rhythms / rhythm dictation / compound time	Time signatures / note values / counting the bars / beats per minute (BPM) / clapping rhythms / rhythm dictation / compound time	Time signatures / note values / counting the bars / beats per minute (BPM) / clapping rhythms / rhythm dictation / compound time	Time signatures / note values / counting the bars / beats per minute (BPM) / clapping rhythms / rhythm dictation / compound time	Time signatures / note values / counting the bars / beats per minute (BPM) / clapping rhythms / rhythm dictation / compound time	Time signatures / note values / counting the bars / beats per minute (BPM) / clapping rhythms / rhythm dictation / compound time
<b>Links to careers/aspirations</b>	Performer, session musician, Composer of film music, graphic designer, composer of game music	Performer, session musician, Composer of film music, graphic designer, composer of game music	Performer, session musician, Composer of film music, graphic designer, composer of game music	Performer, session musician, Composer of film music, graphic designer, composer of game music	Performer, session musician, Composer of film music, graphic designer, composer of game music	Performer, session musician, Composer of film music, graphic designer, composer of game music
<b>Cultural Capital</b>	<p>Diversity: In GCSE lessons students are taught about music from all over the world. Many different genres are covered, including Indian Classical Music; Bhangra; African Rhythms; South American &amp; Caribbean music; Middle Eastern music. All instrumentation, traditional and non-traditional, are covered. Students are encouraged to perform and compose in any style they like and to use any instrumentation including rapping &amp; beatboxing. Girls are encouraged to take up instruments previously associated with boys, such as drums and electric guitar. All students are taught to respect the opinions and musical tastes of other students.</p> <p>Occasionally musicians are brought in to play for the students to broaden their musical knowledge.</p>	<p>Diversity: In GCSE lessons students are taught about music from all over the world. Many different genres are covered, including Indian Classical Music; Bhangra; African Rhythms; South American &amp; Caribbean music; Middle Eastern music. All instrumentation, traditional and non-traditional, are covered. Students are encouraged to perform and compose in any style they like and to use any instrumentation including rapping &amp; beatboxing. Girls are encouraged to take up instruments previously associated with boys, such as drums and electric guitar. All students are taught to respect the opinions and musical tastes of other students.</p> <p>Occasionally musicians are brought in to play for the students to broaden their musical knowledge.</p>	<p>Diversity: In GCSE lessons students are taught about music from all over the world. Many different genres are covered, including Indian Classical Music; Bhangra; African Rhythms; South American &amp; Caribbean music; Middle Eastern music. All instrumentation, traditional and non-traditional, are covered. Students are encouraged to perform and compose in any style they like and to use any instrumentation including rapping &amp; beatboxing. Girls are encouraged to take up instruments previously associated with boys, such as drums and electric guitar. All students are taught to respect the opinions and musical tastes of other students.</p> <p>Occasionally musicians are brought in to play for the students to broaden their musical knowledge.</p>	<p>Diversity: In GCSE lessons students are taught about music from all over the world. Many different genres are covered, including Indian Classical Music; Bhangra; African Rhythms; South American &amp; Caribbean music; Middle Eastern music. All instrumentation, traditional and non-traditional, are covered. Students are encouraged to perform and compose in any style they like and to use any instrumentation including rapping &amp; beatboxing. Girls are encouraged to take up instruments previously associated with boys, such as drums and electric guitar. All students are taught to respect the opinions and musical tastes of other students.</p> <p>Occasionally musicians are brought in to play for the students to broaden their musical knowledge.</p>	<p>Diversity: In GCSE lessons students are taught about music from all over the world. Many different genres are covered, including Indian Classical Music; Bhangra; African Rhythms; South American &amp; Caribbean music; Middle Eastern music. All instrumentation, traditional and non-traditional, are covered. Students are encouraged to perform and compose in any style they like and to use any instrumentation including rapping &amp; beatboxing. Girls are encouraged to take up instruments previously associated with boys, such as drums and electric guitar. All students are taught to respect the opinions and musical tastes of other students.</p> <p>Occasionally musicians are brought in to play for the students to broaden their musical knowledge.</p>	<p>Diversity: In GCSE lessons students are taught about music from all over the world. Many different genres are covered, including Indian Classical Music; Bhangra; African Rhythms; South American &amp; Caribbean music; Middle Eastern music. All instrumentation, traditional and non-traditional, are covered. Students are encouraged to perform and compose in any style they like and to use any instrumentation including rapping &amp; beatboxing. Girls are encouraged to take up instruments previously associated with boys, such as drums and electric guitar. All students are taught to respect the opinions and musical tastes of other students.</p> <p>Occasionally musicians are brought in to play for the students to broaden their musical knowledge.</p>
<b>Practical Application of Skills</b>	Creating/composing a piece of music	Creating/composing a piece to a brief	Creating/composing a piece of music in groups	Creating/composing a piece of music in groups Exam prep	Exam prep	Exam prep