


**Performing Arts Department - Year 11 Music**

Year 11 the proficient musician / singer: students will compound their knowledge & skills, will be exam ready for their GCSE and start to prepare for their sixth form journey						
 <b>Shirley High Curriculum Map</b>	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
	Theme/Topic/Skill:	Theme/Topic/Skill:	Theme/Topic/Skill:	Theme/Topic/Skill:	Theme/Topic/Skill:	Theme/Topic/Skill:
	Group Performance Listening & Theory	Composition PPE 3	Solo Performance Listening & Theory PPE4	Solo Performance Listening & Theory	Exam prep Coursework final deadline	OCR Music exam
<b>Why Now?</b>	To enable learners to use their knowledge of performing in groups to rehearse & record their first GCSE component  To enable learners to gain knowledge on popular music from Rock & Roll of the 1950's through to modern day solo artistes	To enable learners to use prior skills to create & record their final GCSE composition.  To enable learners to use prior knowledge to good effect in their PPE's	To enable learners to use prior knowledge to good effect in their PPE's  To enable learners to gain knowledge of the concerto through time preparing them for their PPE and building valuable theoretical knowledge.	To enable learners to use their solo performance skills to rehearse & record their second GCSE component.  To enable learners to gain knowledge of rhythms of the world and to build their cultural capital knowledge with historical & musical facts.	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>	To develop group performance skills  To develop knowledge of popular music	To create a composition  To develop understanding of Film Music	To develop knowledge of AoS2: Concerto through time	To develop solo performance skills  To develop knowledge of AoS3 Rhythms of the World	To develop knowledge of areas of study 2, 3, 4 & 5	Sitting OCR Music exam May / June
<b>Students will...</b>	<p><b>Learn group performance skills:</b> Marking criteria - technical control &amp; fluency; expression, interpretation and ensemble awareness; difficulty. Individual instrumental/vocal skill, appropriate song choice, suitable group partner(s), rehearsal discipline, time management, mic technique, recording tricks, pitfalls, challenges.</p> <p><b>The organisation of sound:</b> duration, dynamics, pitch, structure, tempo, texture, timbre.</p> <p><b>AoS5: Conventions of pop Rock 'n' Roll of the 1950's &amp; 1960's.</b> Instruments used and features of each: drum kit, bass guitar, electric guitar, lead guitar, voice, piano, saxophone. Solo/lead instrument.</p> <p><b>Rock Anthems of the 1970's &amp; 1980's:</b> Power chords, falsetto. Verse/chorus structure. Coda, bridge. Intro/outro Chromatic harmony, word painting. Cross-rhythms. Melisma. Parallel motion, contrasting motion. Reverb, distortion, foot pedals, synths</p> <p><b>Pop ballads of the 1970's – 90's:</b> Lyrics/story telling/painting pictures with words, Minor key Solo's, accompaniment, synths, effects, music software, computers.</p> <p><b>Solo artists from 1990 onwards:</b> Vocal features, stage presence, body language, vocal effects, accompaniment, structure, style.</p> <p><b>Structure of a pop song:</b> Intro, verse, bridge, chorus, middle 8, outro, coda.</p> <p>Vocalisation. Descant. Harmony, unison, call &amp; response.</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>Calypto</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 Instruments: surdo, caixa, repinique, cuica, 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>	Walking bass, riff, hook, ostinato, counter melody; sequence, imitation, A Cappella, Vibrato, Falsetto, Portamento, Scat, Riffing, Coda, bridge. Intro/outro	Underscoring,, ostinato, Leit-motif, accented, syncopated, atonal, Repetition, modulation, sound effects, clash chords, discord, dissonance, atonal, percussive, metallic sound,	<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  slap, tone, bass, dampening, master drummer, call & response, syncopated rhythms	Recap on all LfL	Recap on all LfL

	Chromatic harmony, word painting. Cross-rhythms. Melisma. Parallel motion, contrasting motion. Reverb, distortion, foot pedals. Power chords, forte Intro, verse, bridge, chorus, middle 8, outro, coda. Lyrics/story telling/painting pictures with words, Major V. Minor keys, Solo's, accompaniment, synths, effects, music software, computers. Intro, verse, bridge, chorus, middle 8, outro, coda. Vocalisation. Descant. Harmony, unison, call & response. Vocalisation, stage presence, body language, vocal effects, accompaniment, structure, style Note pattern, rhythmic phrase, lyrics, chord sequence, stimuli, annotation.	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.	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>	research pop artistes	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>	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 & 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 & 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.  Occasionally musicians are brought in to play for the students to broaden their musical knowledge.	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 & 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 & 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.  Occasionally musicians are brought in to play for the students to broaden their musical knowledge.	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 & 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 & 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.  Occasionally musicians are brought in to play for the students to broaden their musical knowledge.	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 & 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 & 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.  Occasionally musicians are brought in to play for the students to broaden their musical knowledge.	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 & 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 & 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.  Occasionally musicians are brought in to play for the students to broaden their musical knowledge.	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 & 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 & 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.  Occasionally musicians are brought in to play for the students to broaden their musical knowledge.
<b>Practical Application of Skills</b>	Creating/composing a piece of music in groups	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