‘Raising the Achievement of All’

WELL-SEQUENCED **CONTEXUALISED/INCLUSIVE** **AMBITIOUS**

Year 11 Music Curriculum map

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1
Key Questions	• Do I know all or most of the keywords for each Area of Study? Are there any gaps in my learning? What can I do to improve my solo and ensemble performance?	• Do I know all or most of the keywords for each Area of Study? What are the gaps in my knowledge? How can I compose effectively to a Set Brief (NEA)?	• Can I answer exam questions effectively on genres from each Area of Study? How can I organise my ideas effectively in my composition work?	• How can I revise effectively? • What resources can help me consolidate my knowledge? How can I improve my composition ideas?	Revision and Exam Preparation.
Content: ‘Know what’	• Consolidation of Area of Study 2, 4, 5 and selected topics of Area of Study 3. • Purposeful practice for Area of Study 1 - solo and ensemble performance.	• Consolidation of Area of Study 2, 4, 5 and remaining topics of Area of Study 3. • Decide which composition Set Brief to work on and what key ideas/themes are to be explored.	• Revision of Area of Study 2 – 5. • Reflect on Year 11 Trial Exams and begin to identify personal targets for revision. • Know what common mistakes are in the exams and how to avoid them. • Know what refinements and improvements are needed for composition work.	• Revision of Area of Study 2 – 5. Know what to expect in the final listening exam. • Know how to feel confident going into the exam. • Know how to prepare effectively for the final exam. • Submit all performances and compositions including write ups.	
Expertise ‘Know how’	• Know how to use knowledge of Area of Study (AoS) 2, 4, 5 and selected topics of AoS 3, to contextualise the music, recognise features typical of each genre and be able to describe them using MR D TIGHTS vocabulary. • Know how to answer exam style questions confidently. • Performing as a soloist confidently and contributing as an ensemble performer.	• Know how to use knowledge of Area of Study (AoS) 2, 4, 5 and remaining topics of AoS 3, to contextualise the music, recognise features typical of each genre and be able to describe them using MR D TIGHTS vocabulary. • Know how to answer exam style questions confidently. • Know how to develop ideas effectively within a second composition. • Know how to write-up a score or commentary for each piece of composition work.	• Know how to recall effectively and retrieve accurately. • Know how to use a range of techniques to consolidate learning. • Know how to use time effectively in exams including how to use extra time. • Know how to refine aural skills. • Know how to refine and improve compositions.	• Know how to revise effectively. Know how to use a range of techniques to consolidate learning. • Know how to use time effectively in exams including how to use extra time. Know how to refine aural skills. • Know how to complete compositions and write ups. • Know how to record solo and ensemble performances at high quality and provide a lead sheet or full score for submission.	

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	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1
Literacy/ Numeracy/ SMSC/	• Music literacy, opportunities to collaborate and express self though sound • Exploring a range of music different contexts and cultures • Building confidence as a solo and ensemble performer	• Music literacy, reading CGP textbook • Opportunities for extended writing • Opportunities to express self through composition • Exploring a range of music different contexts and cultures	• Music literacy, reading CGP textbook • Opportunities for extended writing • Opportunities to collaborate and express self though sound • Exploring a range of music different contexts and cultures • Building confidence as an ensemble performer	• Music literacy, reading CGP textbook • Opportunities for extended writing • Opportunities to collaborate and express self though sound • Exploring a range of music different contexts and cultures • Building confidence as a composer	
Disciplinary literacy	• Opportunities for extended reading • Key Tier 2 and Tier 3 words identified and defined • Opportunities for extended writing • Oracy skills developed through live explanation/ contrast and compare activities				
Careers	• Starter activities related to career opportunities • Class discussions on the different careers music can lead you into • Discussion on the different music venues and genre to help students with their pathway • Provide extra-curricular clubs to help develop their practical skills through the introduction of peri teacher • Linking the different ranges of music to career opportunities • Visit to local music venues to help inspire				