

# Y11 Music Curriculum Progression Map

	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
<b>Dates</b>	4 <sup>th</sup> September – 20 <sup>th</sup> October	30 <sup>th</sup> October – 15 <sup>th</sup> December	2 <sup>nd</sup> January – 9 <sup>th</sup> February	19 <sup>th</sup> February – 23 <sup>rd</sup> March	9 <sup>th</sup> April – 25 <sup>th</sup> May	4 <sup>th</sup> June – 24 <sup>th</sup> July
<b>Weeks</b>	7 Weeks	7 Weeks	6 Weeks	5 Weeks	5 Weeks	7 weeks
<b>Lessons</b>	7 Lessons	7 Lessons split at teacher's discretion	6 Lessons split at teacher's discretion	5 Lessons split at teacher's discretion	7 Lessons split at teacher's discretion	N/A
<b>Unit Titles</b>	Key Musical devices (melodic; harmonic and textural)		Practice listening questions/key word revision		Exam practice	N/A
	Revisiting Year 10 AoSs	Coursework: Composition to a Brief		Exam practice	Targeted revision of key terms/listening skills	N/A
<b>Sequence</b>	<ul style="list-style-type: none"> <li>AoSs revisited simultaneously with Cubase refresher, in order to ensure that students have technical ability to effectively begin their composition brief when it arrives.</li> </ul>	<ul style="list-style-type: none"> <li>Studying examples of similar pieces of descriptive music to the exam brief, and drawing out musical features (RABBIT)</li> <li>Planning own composition</li> <li>Starting the creative process</li> <li>Developing</li> <li>Refining</li> </ul>	<ul style="list-style-type: none"> <li>Where appropriate – extra time for coursework</li> <li>Musical vocab</li> <li>Listening skills and aural identification of musical features</li> </ul>	<ul style="list-style-type: none"> <li>Where appropriate – extra time for coursework</li> <li>Musical vocab</li> <li>Listening skills and aural identification of musical features</li> </ul>	<ul style="list-style-type: none"> <li></li> </ul>	N/A
<b>Rationale</b>	Activities to reinforce learning and knowledge from Year 10. This is essential to ensure that Year 10 work is committed to long-term memory as much as possible.  Cubase composition unit is also revisited at this point in order to prepare students for forthcoming official exam composition brief – due at the end of September.	Composition brief starts in earnest for students here. They are given a significant amount of lesson time in order to get their composition up to a good standard before Christmas. Unlike the composition for instrument, this can only be completed in school for most students because most use a specific software that enables them to express their ideas more freely than they might otherwise be able to do.	While there may be additional time needed in lessons for the composition to a brief (at department's discretion), work now needs to be increasingly focused on applying students' knowledge and listening skills to related exam questions, in order to sufficiently prepare them for this experience.	See previous box.	Coursework is all in: exam prep is the focus. There are 2 key areas: <ul style="list-style-type: none"> <li>Facts/Vocabulary relating to AoSs</li> <li>Practising actually <b>hearing and identifying</b> musical features by ear</li> </ul>	N/A
<b>Key Building Blocks</b>	Knowledge of: <ul style="list-style-type: none"> <li>World Music/Rhythms of the World</li> <li>Conventions of Pop Music</li> <li>Concerto/classical music in context</li> </ul>	Knowledge of: <ul style="list-style-type: none"> <li>World Music/Rhythms of the World</li> <li>Conventions of Pop Music</li> <li>Concerto/classical music in context</li> </ul>	Knowledge of: <ul style="list-style-type: none"> <li>RABBIT words, and how they <b>affect</b> music</li> <li>Key vocab related to RABBIT words</li> <li>Descriptive and analytical writing</li> <li>Cubase – using competently</li> </ul>	Knowledge of: <ul style="list-style-type: none"> <li>RABBIT words, and how they <b>affect</b> music</li> <li>Key vocab related to RABBIT words</li> <li>Cubase – using competently</li> </ul>	Knowledge of: <ul style="list-style-type: none"> <li>RABBIT words, and how they <b>affect</b> music</li> <li>Key vocab related to RABBIT words</li> <li>Cubase – using competently</li> </ul>	N/A
<b>Retrieval Practices</b>	Do Now activities Low stakes quizzes Interleaved themes Self-quizzing homework	Do Now activities Low stakes quizzes Interleaved themes Self-quizzing homework	Do Now activities Low stakes quizzes Interleaved themes Self-quizzing homework	Do Now activities Low stakes quizzes Interleaved themes Self-quizzing homework	Do Now activities Low stakes quizzes Interleaved themes Self-quizzing homework	N/A
<b>Key Skills</b>	<b>Performing – Listening - Composing</b> Speaking Reading Writing	<b>Performing – Listening - Composing</b> Speaking Reading Writing	<b>Listening - Composing</b> Speaking Reading Writing	<b>Listening - Composing</b> Speaking Reading Writing	<b>Listening - Composing</b> Speaking Reading Writing	N/A
<b>Key terms</b>	<ul style="list-style-type: none"> <li>Baroque: polyphonic; cadenza; virtuoso; harpsichord; grosso; ornaments</li> <li>Samba &amp; African drumming: instrument names; call &amp; response; syncopation; polyrhythm; dotted rhythms</li> <li>Pop:</li> <li>Calypso: steel pan; tremolo; syncopation</li> <li>Classical; homophonic; cadenza; virtuoso</li> <li>Indian: instrument names; rag; tal;</li> </ul>	<ul style="list-style-type: none"> <li>Classical; homophonic; cadenza; virtuoso</li> <li>Pop:</li> <li>Bhangra: dhol; chaal;</li> <li>Greek: irregular TS; bouzouki; defi</li> <li>Romantic; large orch; cadenza; virtuoso</li> <li>Palestinian/Israeli: microtonal; oud</li> </ul>	Key vocab relating to RABBIT words: <ul style="list-style-type: none"> <li>Tempo – allegro; andante; adagio, accelerando</li> <li>Harmony – maj; min; diatonic; chrom; pedal</li> <li>Rhythm – see previous, plus note values</li> <li>Instruments – Strings; WW; Brass; Perc</li> <li>Melody – conjunct; disjunct; ostinato</li> <li>Form – ABA; verse/chorus</li> <li>Dynamics – piano; mezzo; forte; (de)cresc</li> <li>Texture – mono; homo; polyphonic</li> </ul>	Key vocab relating to RABBIT words: <ul style="list-style-type: none"> <li>Tempo – allegro; andante; adagio, accelerando</li> <li>Harmony – maj; min; diatonic; chrom; pedal</li> <li>Rhythm – see previous, plus note values</li> <li>Instruments – Strings; WW; Brass; Perc</li> <li>Melody – conjunct; disjunct; ostinato</li> <li>Form – ABA; verse/chorus</li> <li>Dynamics – piano; mezzo; forte; (de)cresc</li> <li>Texture – mono; homo; polyphonic</li> </ul>	Key vocab relating to RABBIT words: <ul style="list-style-type: none"> <li>Tempo – allegro; andante; adagio, accelerando</li> <li>Harmony – maj; min; diatonic; chrom; pedal</li> <li>Rhythm – see previous, plus note values</li> <li>Instruments – Strings; WW; Brass; Perc</li> <li>Melody – conjunct; disjunct; ostinato</li> <li>Form – ABA; verse/chorus</li> <li>Dynamics – piano; mezzo; forte; (de)cresc</li> <li>Texture – mono; homo; polyphonic</li> </ul>	N/A
<b>Numeracy</b>	<ul style="list-style-type: none"> <li>Continually reinforced through notations and musical theory</li> </ul>	<ul style="list-style-type: none"> <li>Continually reinforced through notations and musical theory</li> </ul>	<ul style="list-style-type: none"> <li>Continually reinforced through notations and musical theory</li> </ul>	<ul style="list-style-type: none"> <li>Continually reinforced through notations and musical theory</li> </ul>	<ul style="list-style-type: none"> <li>Continually reinforced through notations and musical theory</li> </ul>	N/A
<b>Formative Assessment</b>	Peer & Self-Assessment Model performance/answer evaluation Low stakes quizzes Teacher feedback for practical skills	Peer & Self-Assessment Model performance/answer evaluation Low stakes quizzes Teacher feedback for practical skills	Peer & Self-Assessment Model performance/answer evaluation Low stakes quizzes Teacher feedback for practical skills	Peer & Self-Assessment Model performance/answer evaluation Low stakes quizzes Teacher feedback for practical skills	Peer & Self-Assessment Model performance/answer evaluation Low stakes quizzes Teacher feedback for practical skills	N/A
<b>Summative Assessment</b>		AP1 listening assessment: ROTW & Concerto		AP2 listening assessment: ROTW & Concerto & Pop		N/A
<b>SMSC &amp; Cultural Capital</b>	<ul style="list-style-type: none"> <li>Understanding context of World Musics</li> <li>Working as an ensemble/teamwork</li> <li>Trips organised where possible and appropriate</li> </ul>	<ul style="list-style-type: none"> <li>Understanding context of World Musics</li> <li>Working as an ensemble/teamwork</li> <li>Trips organised where possible and appropriate</li> </ul>	<ul style="list-style-type: none"> <li>Accessing orchestral music – stereotypically not music for the social demographic of many of our students.</li> <li>Trips organised where possible and appropriate</li> </ul>	<ul style="list-style-type: none"> <li>Accessing orchestral music – stereotypically not music for the social demographic of many of our students.</li> <li>Trips organised where possible and appropriate</li> </ul>	<ul style="list-style-type: none"> <li>Accessing orchestral music – stereotypically not music for the social demographic of many of our students.</li> <li>Trips organised where possible and appropriate</li> </ul>	N/A

Linking curriculum to careers						N/A
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