



## Year 11 Music Curriculum Map

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| <b>Overview</b>  | <p><b>Students will continue to study Eduqas 9-1 GCSE Music.</b></p> <ul style="list-style-type: none"> <li>▪ <b><i>'Every Bishop Luffa musician matters,'</i></b> and this course offers the flexibility of students choosing to submit two ensemble performances or a mixture of ensemble and solo performances.</li> <li>▪ Has the flexibility of allowing a range of different musical performances to be assessed including traditional, modern and electric instruments including DJing</li> <li>▪ Students can work on both free compositions alongside working to a compositional brief. This enables students to be able to play to their own strengths and talents</li> <li>▪ Students will have the option to use music technology to develop their creativity and to allow them to compose for any type of instrument or ensemble</li> <li>▪ It offers both un-seen works to be studied alongside more analytical study for 2 set works. The course therefore relies on them developing a musical response rather than merely learning facts to recite</li> <li>▪ It prepares students for KS5 music for both academic and vocational courses which gives more scope at the end of year 11.</li> </ul> <p><b><i>"There is nothing in the world so much like prayer as music is."</i></b> -- William P. Merrill</p> <p>To prepare students for the GCSE Exam</p> |  |   |  |  |                      |
| <b>Year 11</b>   | Autumn 1  | Autumn 2   | Spring 1  | Spring 2   | Summer 1   | Summer 2             |
| <b>Topic</b>     | Revisiting - Developing and structuring free composition.<br><br>Revision of AOS1 and 2 (including set work).<br><br>Preparation of solo and Ensemble performances.   | Completion of Free Composition (2).<br><br>Beginning set brief composition: intentions and exploration of ideas.<br><br>Listening: Revision of AOS 4 including Set work; Africa (TOTO).<br><br>Recording solo and ensemble performances. | Focus on set brief composition (individual task).<br><br>Revision for Mock exam.<br><br>Recording solo / ensemble performances. | Finalising set brief compositions.<br><br>Exemplar papers, previous exam papers PPE exams. | Revision of AOS1-4.<br><br>Example exam question.<br><br>Exam preparation. | Exam session begins. |
| <b>Knowledge</b> | Finalising Free composition.<br><br>Revisiting mark scheme for Component 1- Performing (both solo and ensemble choices).  | Beginning set brief composition: intentions and exploration of ideas.<br><br>How to further develop performance skills as solo artist and group performer.   | Working to a 'brief' composition.<br><br>Developing and extending musical ideas.<br><br>Practice makes perfect.                 | What does the ideal 'music log look like' (examples to consider and mark).                 | Revision of all areas of studies   |                      |

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| <b>Skills</b>     | Walking /Talking Mock.<br>Sample questions.<br>Ensemble and solo performance skills focus. | Research and 2 <sup>nd</sup> Composition Log to begin.<br>Further development of ensemble and solo performance skills. | Performance in practice (recording).<br>Working in ensemble for recording in studio.<br>Working as a solo artist for recording in studio. | Completing musical log book.   |  |  |
| <b>Assessment</b> | Set work: Listening tests.<br>Unprepared listening tests and aural dictation tests.        | Component 3: Listening and Appraising written mock exam.<br>Assessment of Composition 1.                               | Performance Assessment<br>Component 1: Recording and assessment. Teacher marked and externally moderated.                                 | Performance Assessment<br>Component 1: Recording and assessment.<br><br>Assessment of work in progress<br>Composition 2 (draft). | In class Listening and Appraising Tests: Teacher and self-Assessment.<br><br>Assessment of Composition 2 – teacher marked, and externally moderated. | Component 3: Listening and Appraising written Paper. |