



KS4 Curriculum Map – Music:

Topic	Knowledge <i>Substantive knowledge:</i> This is the specific, factual content for the topic, which should be connected into a careful sequence of learning.	Skills <i>Disciplinary knowledge:</i> This is the action taken within a particular topic in order to gain substantive knowledge.	Assessment Opportunities What assessments will be used to measure student progress?
Musical Elements	<ul style="list-style-type: none"> • MAD T SHIRT: - Melody - Articulation and Performance Techniques (Sonority) - Dynamics - Tonality - Structure and Form - Harmony - Instrumentation (Sonority) - Rhythm, Metre and Tempo - Texture 	<ul style="list-style-type: none"> • Exploring the definition of each musical elements and what this means in practical terms. • Performing devices linked to each element. • Composing short melodies and/or accompaniments which incorporate the musical elements and linked devices. • Identifying features of the musical elements through aural and listening activities • Use of musical language • Consolidation of musical literacy (staff notation and other symbols and performance directions) 	<ul style="list-style-type: none"> • Self, peer and teacher verbal feedback for all informal performance and composition tasks • GCSE criteria referred to • Listening activities • Low stake tests on vocabulary (Elements)
AOS1 Musical Forms and Devices 1650-1910	<ul style="list-style-type: none"> • Historical context and musical features of: <ul style="list-style-type: none"> - Baroque period - Classical period - Romantic period • Structure <ul style="list-style-type: none"> - Binary - Ternary - Minuet and Trio - Rondo 	<ul style="list-style-type: none"> • Listening to and aurally identifying features and musical elements of: <ul style="list-style-type: none"> - Baroque period - Classical period - Romantic period • Performing and composing features and elements from each period 	<ul style="list-style-type: none"> • Self, peer and teacher verbal feedback for all informal performance and composition tasks • Solo Performance Assessment • AOS1 Listening Assessment • Low stake tests on vocabulary (Elements, Structure & Form and

	<ul style="list-style-type: none"> - Variation <ul style="list-style-type: none"> • Strophic • Rhythmical and Melodic devices - repetition - contrast - anacrusis - imitation - sequence - ostinato - syncopation - dotted rhythms - drone - pedal - canon - conjunct movement - disjunct movement - ornamentation - broken chord/arpeggio - alberti bass - regular phrasing - melodic and rhythmic motifs - simple chord progressions including cadences - modulation to dominant and relative minor. • In depth study of Badinerie by Bach 		<p>Devices)</p>
<p>AOS2 Music for Ensemble</p>	<ul style="list-style-type: none"> • Historical context and musical features of: <ul style="list-style-type: none"> - Musical Theatre - Blues and Jazz - Chamber Music - Vocal Ensembles - Texture <ul style="list-style-type: none"> - monophonic - homophonic - polyphonic - unison 	<ul style="list-style-type: none"> • Listening to and aurally identifying features and musical elements of: <ul style="list-style-type: none"> - Musical Theatre - Blues and Jazz - Chamber Music - Vocal Ensembles • Performing and composing features and elements from each genre 	<ul style="list-style-type: none"> • Self, peer and teacher verbal feedback for all informal performance and composition tasks • Ensemble Performance Assessment • AOS1 & AOS2 Listening Assessment • Low stake tests on vocabulary (Elements, texture and sonority)

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| | <ul style="list-style-type: none">- chordal- layered- melody and accompaniment- round- canon- counter melody- Sonority | | |
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<p style="text-align: center;">AOS3 Film Music</p>	<ul style="list-style-type: none"> • Historical, cultural, genre context and musical features of film music focusing on: <ul style="list-style-type: none"> - Timbre - Tone Colour, and - Dynamics for effect • The intention, purpose and method of film composers to create a desired effect for the viewer/listener 	<ul style="list-style-type: none"> • Listening to and aurally identifying features and musical elements of various film genres and how they work for the film • Listening to music and answering an extended question utilising the musical elements • Composing features and elements of film music 	<ul style="list-style-type: none"> • Solo Performance Assessment • AOS1, AOS2 and AOS3 Listening Assessment • Extended writing assessment • Low stake tests on vocabulary (Elements, timbre and dynamics)
<p style="text-align: center;">AOS4 Popular Music</p>	<ul style="list-style-type: none"> • Historical context and musical features of: <ul style="list-style-type: none"> - Pop - Rock and Pop - Bhangra - Fusion • Knowledge of how: <ul style="list-style-type: none"> - instrumental and synthesised sound is used - original music may be modified - vocal sounds are used - instruments and voices are combined - sound is computer-generated and amplified - software and samplers are utilised. • Identification and use of the following musical features: <ul style="list-style-type: none"> - 32 bar song form - Strophic - 12 bar blues - verse - chorus - riffs - middle 8 - bridge - fill 	<ul style="list-style-type: none"> • Listening to and aurally identifying features and musical elements of: <ul style="list-style-type: none"> - Pop - Rock and Pop - Bhangra - Fusion • Performing and composing features and elements from each genre • Performance of Africa by Toto 	<ul style="list-style-type: none"> • Self, peer and teacher verbal feedback for all informal performance and composition tasks • Ensemble Performance Assessment • AOS1, AOS2, AOS3 and AOS4 Listening Assessment • Low stake tests on vocabulary (Elements, pop and fusion specific vocabulary)

	<ul style="list-style-type: none"> - instrumental break - intros and outros - improvisation - loops - samples - panning - phasing - syncopation - driving rhythms - balance - standard chord progressions - melismatic and syllabic writing - lead and backing vocals - backing tracks - primary chords - secondary chords - cadences. <ul style="list-style-type: none"> • In depth study of Africa by Toto 		
<p>Composition Skills</p>	<ul style="list-style-type: none"> • MAD T SHIRT musical elements and how they are utilized in musical compositions. • Analysis of a film composition 	<ul style="list-style-type: none"> • Composing for a set brief • Melodic writing • Thematic development • Harmonic progression • Effective use of articulation and dynamics • Structure realisation 	<ul style="list-style-type: none"> • Self, peer and teacher verbal feedback for all informal performance and composition tasks • Free composition assessment • Listening questions from all AOS