

Subject Curriculum Overview

Subject: Music		Year Group: 12	AUTUMN TERM
Topic	Key Learning Points	Key Vocabulary	Assessments
Half term 1: Theory skills, score reading, Development of the Classical Symphony, Haydn set work	<p>End Points:</p> <ul style="list-style-type: none"> to understand how the symphony developed from the Baroque era up to and including Beethoven to be able to discuss key case study symphonies in detail to be able to analyse extracts from Haydn 104 <p>Knowledge:</p> <ul style="list-style-type: none"> to have a thorough understanding of Haydn 104 to understand and use classical compositional techniques 	See Appendix C of Eduqas A Level Music specification	Practice questions Mini composition tasks
Half term 2: Development of the Classical Symphony, Mendelssohn set work	<p>End Points:</p> <ul style="list-style-type: none"> To understand how the symphony developed in the Romantic era To be able to discuss key case study symphonies in detail To be able to analyse extracts from Mendelssohn 4 <p>Knowledge:</p> <ul style="list-style-type: none"> To have a thorough understanding of Mendelssohn 4 To have a thorough understanding of developments in symphonic writing between 1750 and 1900 		Practice questions

Subject Curriculum Overview

Subject: Music		Year Group: 12	SPRING TERM
Topic	Key Learning Points	Key Vocabulary	Assessments
Half term 1: Popular Genre Study Performance Workshops	<p>End Points: To understand the progression of the chosen popular genre To perform solo pieces for a small audience with accuracy and expression</p> <p>Knowledge: To know the key features and aurally identify the subgenres/key composers within the chosen popular genre To know how to play own instrument with confidence and competent technique</p>		Practice questions Informal performance
Half term 2: Popular Genre Study Performance Workshops	<p>End points: To understand the progression of the chosen popular genre To perform solo pieces for a small audience with accuracy and expression</p> <p>Knowledge: To know the key features and aurally identify the subgenres/key composers within the chosen popular genre To know how to play own instrument with confidence and competent technique</p>		Practice questions Informal performance

Subject Curriculum Overview

Subject: Music		Year Group: 12	SUMMER TERM
Topic	Key Learning Points	Key Vocabulary	Assessments
Half term 1: Theory and dictation skills Free composition	End Points: To be able to answer aural dictation questions To draft an original composition Knowledge: To know techniques for how to tackle aural dictation questions To know key features in the chosen genre for composition and use them effectively		Practice questions Composition check ups
Half term 2: Free composition Performance Workshops	End Points: To complete an original composition To perform solo pieces for a small audience with accuracy and expression Knowledge: To know key features in the chosen genre for composition and use them effectively To know how to play own instrument with confidence and competent technique		Composition check ups Mock recital
How parents can support learning in the subject this academic year			
Encourage attendance at music clubs (choir, orchestra, jazz band, guitar club) and getting involved with the school musical Encourage frequent performance opportunities both in school and outside of school Key stage 4/5 trip to watch a concert at Symphony Hall in Birmingham (TBC)			
Recommended Reading			
AS AND A LEVEL MUSIC STUDY GUIDE (EDUQAS) (loaned by school) WCT Handbook (digital book available via school) A History of Western Music – Burkholder, Grout & Palisca		The Symphony: From Mannheim to Mahler – Wild & Tarrant (loaned by school) Alevelmusic.com (Dr Tom Pankhurst’s website) Tonesavvy and Teoria are useful websites for dictation and aural skills	
Recommended Listening			
Symphony: <i>Symphony in D</i> – Stamitz; <i>Lamentatione, Farewell, London</i> – Haydn; <i>Eroica, Pastorale, Choral</i> – Beethoven; <i>Italian</i> – Mendelssohn; <i>Symphonie Fantastique</i> – Berlioz; <i>Faust Symphony</i> – Liszt; <i>New World</i> – Dvorak; <i>Resurrection</i> – Mahler; <i>Till Eulenspiegel</i> – Strauss Rock & Pop: <i>Lucy in the Sky with Diamonds</i> – The Beatles; <i>My Generation</i> – The Who; <i>The Times They Are a-Changin'</i> - Bob Dylan; <i>Nowhere to Run</i> – Martha and the Vandellas; <i>Rocket Man</i> – Elton John; <i>Heroes</i> – David Bowie; <i>Superstition</i> – Stevie Wonder; <i>Ghost Town</i> – The Specials; <i>Don’t Look Back in Anger</i> – Oasis Musical Theatre: <i>Oklahoma!</i> , <i>South Pacific, The Sound of Music</i> – Rodgers and Hammerstein; <i>West Side Story</i> – Bernstein; <i>Follies, A Little Night Music, Sweeney Todd</i> – Sondheim; <i>Joseph and the Amazing Technicolor Dreamcoat, Jesus Christ Superstar, The Phantom of the Opera</i> – Lloyd Webber; <i>Les Miserables, Miss Saigon</i> – Schonberg; <i>Godspell, Wicked</i> – Schwartz Jazz: <i>Maple Leaf Rag, The Entertainer</i> – Scott Joplin; <i>Charleston</i> – James P Johnson; <i>Dippermouth Blues</i> – King Oliver’s Creole Jazz Band; <i>The Heebie Jeebies</i> – Louis Armstrong & His Hot Five; <i>Caravan</i> – Duke Ellington; <i>Alligator Crawl</i> – Fats Waller; <i>Moonlight Serenade</i> – Glenn Miller; <i>Anthropology</i> – Charlie Parker & Dizzy Gillespie; <i>So What</i> – Miles Davis			