

Year 12 MUSIC

Overall Intent:

In the Sixth Form, our musicians continue to develop and apply the musical knowledge, understanding and skills they gained at KS4. They are encouraged to engage critically and creatively with a wide range of music and musical contexts and reflect on how music is used in the expression of personal and collective identities. Through the three components – Appraising music, Performance and Composition – we aim for our students to explore and develop their own musical strengths and foster a love of music from all backgrounds. By the end of the key stage, they should possess a deep knowledge of the components of composition and a rich vocabulary applicable to music appreciation and criticism. Additionally, they will have the skills and understanding needed to access higher education and university degree courses in music and music-related subjects, as well as music-related and other careers.

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Topic/area of study	WESTERN CLASSICAL TRADITION 1650-1910 MUSIC FOR MEDIA		WESTERN CLASSICAL TRADITION 1650 – 1910 MOZART	MUSIC FOR THEATRE		FREE COMPOSITION
Key learning aims – knowledge and skills	<p>Students will:</p> <p>Study a Baroque solo concerto, Film Music, melody/rhythm dictation.</p> <p>Use their knowledge and understanding of musical elements when appraising music from this area of study.</p> <p>Learn to listen attentively to unfamiliar music from all named composers in selected areas of study to identify accurately described</p>	<p>Students will:</p> <p>Study a Baroque solo concerto, melody/rhythm dictation, identifying modulation, identifying and writing chords.</p> <p>Continue to learn to develop musical ideas, including extending and manipulating musical ideas and compose music that is musically convincing.</p> <p>Respond to a composing brief,</p>	<p>Students will:</p> <p>Study the operas of Mozart, including Le Nozze di Figaro, melody/rhythm dictation, identifying modulation, identifying and writing chords, identifying cadences, intervals (melodic & harmonic), scales, etc.</p> <p>Learn to listen attentively to unfamiliar music from all named composers in selected areas of study to identify</p>	<p>Students will:</p> <p>Study leitmotif/melisma, syllabic, Mickey-mousing, sonority.</p> <p>Use their knowledge and understanding of musical elements when appraising music from this area of study.</p> <p>Continue to learn to listen attentively to unfamiliar music from all named composers in selected areas of study to identify accurately described musical elements and use musical language to include staff notation.</p> <p>Learn how the style of the composer's music has varied over time through comparison of published music.</p> <p>Use their skills to perform a solo piece which is recorded.</p>	<p>Students will:</p> <p>Begin their free composition as part of their composing portfolio.</p> <p>Use their composing skills to date to plan their first draft.</p>	

	<p>musical elements and use musical language to include staff notation.</p> <p>Continue their composing development, learning more harmonic and melodic conventions.</p> <p>Use their composing skills to react to short composing exercises.</p>	<p>creating a short composition reflecting structure and development of ideas presented.</p> <p>Learn how the style of the composer's music has varied over time through comparison of published music</p> <p>Learn how to structure their research in an answer to an essay question based on Music for Media.</p>	<p>accurately described musical elements and use musical language to include staff notation.</p> <p>Use their instrumental skills to perform a solo performance in front of their peers.</p>	<p>Learn how to structure their research in to an answer to an essay question based on Music for Theatre.</p>		
Assessment	AP1: Two 10-mark questions/short listening exercises	AP2: Composing task	AP3: 10-mark question/essay	AP4: Performance	AP5: AQA Listening paper	