

KS5 Curriculum Map – Music:

Topic	Substantive Knowledge This is the specific, factual content for the topic, which should be connected into a careful sequence of learning.	Disciplinary Knowledge (Skills) 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?
Instrumental Music of Haydn, Mozart and Beethoven	<ul style="list-style-type: none"> • the characteristics and principles of instrumental music in the Classical period • the forms and style of the Classical period as found in the music of Haydn, Mozart and Beethoven. • the orchestra and instruments of the Classical period • the use of instrumental techniques including articulation • instrumentation and texture • techniques of melodic construction • phrasing and structure • musical vocabulary and terminology related to instrumental music e.g Harmonic change and melodic and harmonic devices • dynamics and expressive devices. • the historical and social context of the music of the Classical period • the effect of purpose and intention on how music is created and developed • the reading and writing of associated staff notation • working conditions for musicians 	<ul style="list-style-type: none"> • Formal analysis of a variety of sonatas, string quartets, Concertos and Symphonies • Performance of extracts from sonatas, string quartets, concertos and symphonies • Listening analysis of a wide variety of repertoire to support learning • Reading of Music History articles 	<ul style="list-style-type: none"> • Completion of practice exam questions • Completion of three performance assessments • String Quartet Composition Exercise.

Western Tonal Harmony	<ul style="list-style-type: none"> the use of Western Tonal Harmony including inversions, cadences and harmonic progressions, dominant sevenths and harmonic 	<ul style="list-style-type: none"> Completion of a variety of harmony exercises that develop a deep understanding of Western Tonal Harmony 	<ul style="list-style-type: none"> Assessed Harmony Exercises
Jazz Harmony and listening	<p>Introduction to listening skills for AS:</p> <ul style="list-style-type: none"> Structure Aural Dictation Instrumentation Chords, keys and cadences Harmonic functions Ornaments and performance techniques <p>Jazz Harmony</p> <ul style="list-style-type: none"> Major, minor, augmented, diminished, 7ths, 9ths, 13ths, modes 	<ul style="list-style-type: none"> A variety of listening exercises from both instrumental jazz and popular song for each element of music listed. Performance of chords and chord sequences including typical 12 bar blues and variations in both major and minor keys Creation of aural dictation exercises Composition of jazz riffs using major, minor and dominant 7ths and modes 	<ul style="list-style-type: none"> Assessed listening exercises Completion of composition exercises and harmony work
Introduction to Popular Song – Blues, Jazz, Swing and Big Band.	<p>Development of song and singers in early popular and recorded genres:</p> <ul style="list-style-type: none"> Vocal Jazz and Blues Popular solo song Recordings by vocal artists of repertoire Interpretation of ‘standards’. <p>Developments in styles of jazz, including:</p> <ul style="list-style-type: none"> Song structures, performing techniques e.g. improvisation <p>How artists use musical elements, including:</p> <ul style="list-style-type: none"> delivery and expression of lyrics application and treatment of the melody and lyrics vocal techniques e.g. belt, use of register, articulation, vibrato dynamics and expressive techniques and devices use of accompaniment relationship of voice and accompaniment organisation of pitch, melodically and harmonically 	<ul style="list-style-type: none"> Listening to a variety of singers and analyse of songs and vocal styles including Ginger Rogers, Billie Holiday, Maime Smith, Louis Armstrong, Bing Crosby, Frank Sinatra, Ella Fitzgerald Documentaries via Youtube and BBC3 and podcasts Set works in preparation for Section B for practice only including Sinatra, Nat King Cole and Ella Fitzgerald: Performance and analysis of set works Comparative analysis of two pieces by different performers 	<ul style="list-style-type: none"> Assessed Section A listening questions Assessed Section B comparison and contextual questions

	<ul style="list-style-type: none"> musical vocabulary and terminology related to the Area of Study. <p>Conditions and context in which jazz music was created and performed, including:</p> <ul style="list-style-type: none"> The effect of audience, time and place on how the songs are created, developed, performed and recorded including developments in recording and technology The historical and social context of the songs in this Area of Study Working conditions for musicians. 		
<p>Developments in Instrumental Jazz 1910 to the present day</p>	<p>Development of instrumental jazz music in Early Jazz and Swing</p> <p>Analyse, explain and compare developments and differences in style in the prescribed work and in suggested repertoire:</p> <ul style="list-style-type: none"> early jazz and swing Bebop and cool <p>Study and understand how jazz musicians use musical elements:</p> <ul style="list-style-type: none"> Improvisation Swing Syncopation Polyrhythms Harmony and tonality Blues Blue notes and decoration of notes (vibrato, pitch bend, smear etc.) Timbre Devices, e.g. chorus, call and response, riff or ostinato Roles of solo and ensemble, rhythm section (drums, bass etc.). <p>Conditions and context in which jazz music was created and performed:</p> <ul style="list-style-type: none"> Its origins in New Orleans and elsewhere Its dissemination to a wider audience in the United States of America and Europe 	<ul style="list-style-type: none"> Use of documentaries via Youtube to understand the development of early jazz <p>Group performances of early jazz music including:</p> <ul style="list-style-type: none"> Maple Leaf Rag The Entertainer Alexander’s Ragtime Band St Louis Blues Buddy Bolden Blues Oh When the Saints Tin Roof Blues Hotter than that Black Bottom Stomp <p>Group Performances of Swing music including:</p> <ul style="list-style-type: none"> Koko Jumpin at the Woodside So what Boplicity <p>Section C essay questions</p>	<ul style="list-style-type: none"> Delivery of presentations and essays to demonstrate understanding of key features Performance and analysis of pieces Assessment of Section C essay questions of early jazz and swing

	<ul style="list-style-type: none"> • Changes in the popularity and commercial viability of jazz • The role of radio and recording in the development of jazz • Working conditions for jazz musicians 		
Programme Music (1820-1910)	<ul style="list-style-type: none"> • harmony and tonality, e.g. expressive effects of dissonance, expanded chords and modulation • integrating structural principles and expressive freedom • expansion of the orchestra, improvements in piano technology, instrumental technique, virtuoso soloists, the conductor • development of dynamics, expression, articulation, complex textures, dramatic contrast and other effects. • the Romantic movement in the arts, e.g. Goethe, English poets, Gothic, rediscovery of Shakespeare • influence of opera on concert music • technological advances, e.g. valved brass, piano making • audience, e.g. growth of wealthy middle class, industrialisation, railway travel • transmission of music to a wider audience in Europe and the United States of America, growth of orchestras and public concerts • working conditions for musicians 	<ul style="list-style-type: none"> • Formal analysis of a variety of concert overture, symphonic poems, programme symphonies, solo works and nationalist works • Performance of extracts from a variety of concert overture, symphonic poems, programme symphonies, solo works and nationalist works • Listening analysis of a wide variety of repertoire to support learning • Reading of Music History articles 	<ul style="list-style-type: none"> • Completion of practice exam questions • Completion of two performance assessments • Final Composition (either extension of Y12 string quartet composition or other work)
Popular Song – Blues, Jazz, Swing and Big Band.	<p>In depth analysis of 4 set works focusing on:</p> <ul style="list-style-type: none"> • Interpretation • Structure • Style • Performance techniques <p>How the artists use musical elements, including:</p> <ul style="list-style-type: none"> • delivery and expression of lyrics 	<ul style="list-style-type: none"> • Performance of the 4 set works • Listening and analysis of the 4 set works • Comparative exercises • Use of Youtube, podcast and Spotify for documentaries and comparative tracks 	<ul style="list-style-type: none"> • Assessed section B questions • Assessed listening questions for section A

	<ul style="list-style-type: none"> • application and treatment of the melody and lyrics • vocal techniques e.g. belt, use of register, articulation, vibrato • dynamics and expressive techniques and devices • use of accompaniment • relationship of voice and accompaniment • organisation of pitch, melodically and harmonically • musical vocabulary and terminology related to the Area of Study. <p>Context in which the pieces were created and performed including lyricists, arrangers and composers</p> <ul style="list-style-type: none"> • developments in recording and technology • The historical and social context of the songs • Working conditions for musicians <p>Comparison</p> <ul style="list-style-type: none"> • Comparison of set works as recorded by other musicians 		
<p>Developments in Instrumental Jazz 1940 to the present day</p>	<p>Analysis, developments and differences in styles in the following:</p> <ul style="list-style-type: none"> • hard bop and avant-garde and free jazz • jazz–rock fusion and contemporary approaches to jazz <p>Study and understand how jazz musicians use musical elements:</p> <ul style="list-style-type: none"> • Improvisation • Swing • Syncopation • Polyrhythms • Harmony and tonality • Blues • Blue notes and decoration of notes (vibrato, pitch bend, smear etc.) 	<ul style="list-style-type: none"> • Use of documentaries via Youtube to understand the developments in music from 1950 <p>Group performances including music by artists:</p> <ul style="list-style-type: none"> • Miles Davis: So What from Kind of Blue, Masqualero • Herbie Hancock: (i) Maiden Voyage (ii) Chameleon • Ornette Coleman: Civilization Day • John Coltrane: Ascension • Maria Schneider: ‘Arbiters of Evolution’, from The Thompson Fields (2015) <p>Section C essay questions</p>	<ul style="list-style-type: none"> • Assessment of Section C Essays • Presentations on a genre studied from 1910 • Performance assessments and composition assessments

	<ul style="list-style-type: none">• Timbre• Devices, e.g. chorus, call and response, riff or ostinato• Roles of solo and ensemble, rhythm section (drums, bass etc.). <p>Conditions and context in which jazz music was created and performed:</p> <ul style="list-style-type: none">• Its origins in New Orleans and elsewhere• Its dissemination to a wider audience in the United States of America and Europe• Changes in the popularity and commercial viability of jazz• The role of radio and recording in the development of jazz• Working conditions of musicians		
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