

Now that the revised curriculum has been taught, please consider the Implementation and Impact of the curriculum you taught.
 What changes might need to be made to the Curriculum Intent (See Curriculum Map and Overviews) in light of this year's experiences?

Year 11 Overview 2023-24 – Music																	
Date	Wk	Week	Units Studied & Learning Outcomes	Key Concepts & Assessment													
8 weeks (20 Lessons) (38 Days)																	
Tues 5-Sep	A	1	<p>LISTENING (Film Music) Students will revisit music that has been composed specifically for a film, music from the Western Classical Tradition that has been used within a film and music that has been composed as a soundtrack for a video game, securing knowledge of resources that are used to create and perform film and video soundtracks, including the use of technology, and the names of composers of film and video game music.</p> <p>They will practise how to hear and understand how composers use music dramatically and expressively through a variety of musical elements and compositional devices.</p> <ol style="list-style-type: none"> Content and language for learning (4 lessons) Deliberate listening and exam technique (10 lessons) NEA performing (6 lessons) <p>Learning Outcomes: GW: Students identify and describe musical features of film music BI: Students draw conclusions about extracts of film music and make comparisons between extracts of film music EW: Students appraise audio musical extracts related to film music and respond with evaluative and critical judgements which demonstrate knowledge and understanding of all elements of music.</p> <table border="1"> <thead> <tr> <th>Prior (Y10)</th> <th>Now (Y11)</th> <th>Next (Y12)</th> </tr> </thead> <tbody> <tr> <td>Demonstrate the ability to understand and recall key terms pertaining to film music and be able to apply these</td> <td>To apply knowledge of key terms in context and be able to 'hear' those key terms within a piece of film music.</td> <td>Increasingly confident and sophisticated responses to questions. Develop the ability to write extended /</td> </tr> </tbody> </table>	Prior (Y10)	Now (Y11)	Next (Y12)	Demonstrate the ability to understand and recall key terms pertaining to film music and be able to apply these	To apply knowledge of key terms in context and be able to 'hear' those key terms within a piece of film music.	Increasingly confident and sophisticated responses to questions. Develop the ability to write extended /	<p>NEA (PERFORMING) Students will record and submit two performance pieces; one as a solo and the other as an ensemble, which allow them to demonstrate appropriate skill and technique to access the highest possible band in the marking criteria. (NB performing NEA can only be recorded in year 11)</p> <p>Learning Outcomes: GW: Students practice a variety of pieces that develop their skills BI: Students demonstrate an understanding of performing with accuracy and fluency and with technical control EW: Students be able to perform confidently and stylishly and with appropriate expression and interpretation</p> <table border="1"> <thead> <tr> <th>Prior (Y10)</th> <th>Now (Y11)</th> <th>Next (Y12)</th> </tr> </thead> <tbody> <tr> <td>Demonstrate the ability to perform music with some fluency, attention to dynamics and articulation and a clear sense of direction.</td> <td>To apply past feedback to perform music musically and stylishly using conventions that are appropriate to the genre. The performance is confident, accurate and fluent with good technical control appropriate to the demand of the music.</td> <td>Increasingly confident and sophisticated performances / recitals which are longer in duration and musically more complex. Performances are communicated musically and stylishly using conventions that are appropriate to the genre. A high</td> </tr> </tbody> </table>	Prior (Y10)	Now (Y11)	Next (Y12)	Demonstrate the ability to perform music with some fluency, attention to dynamics and articulation and a clear sense of direction.	To apply past feedback to perform music musically and stylishly using conventions that are appropriate to the genre. The performance is confident, accurate and fluent with good technical control appropriate to the demand of the music.	Increasingly confident and sophisticated performances / recitals which are longer in duration and musically more complex. Performances are communicated musically and stylishly using conventions that are appropriate to the genre. A high	<p>AOS4: Music for film – answer questions on unfamiliar music, using gained knowledge. NEA: Performing (worth 20%)</p> <p><u>Assessment of Progress:</u> Monthly listening test (dates published separately.) ST1 listening exam Teacher marking of recorded performances. (FINAL DEADLINE DEC 23)</p> <p><u>Vocabulary:</u> General elements of music eg rhythm, melody etc. Language specific to the film / video game genre eg, instruments and repetition, ostinato, sequence and</p>
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11-Sep	B	2															
18-Sep*	A	3															
25-Sep	B	4															
2-Oct	A	5															
9-Oct	B	6															
16-Oct	A	ST1															
23-Oct	B	ST1															

			when listening to film music when prompted.		essay answers after in-depth study of prescribed pieces of film music.			level of musical detail is evident.	imitation, ornamentation, motif, leitmotif, hit-point. History: <ul style="list-style-type: none"> Integral part of cultural life and a huge worldwide multi-billion dollar industry. Wide ranging genres and aural canvasses. Commands sophisticated and discerning, deliberate listening and appreciation skills.
Half-Term			7 weeks (17 lessons) (34 Days)						
6-Nov	A	ST1	LISTENING TEST – 1 ½ hours, testing AoS1-5			NEA INTERIM ASSESSMENT – PERFORMING / COMPOSING			Curriculum areas: AOS5: Conventions of pop – answer questions on unfamiliar music, using gained knowledge. NEA: Composing (worth 20%) <u>Assessment of Progress:</u> Monthly listening test (dates published separately.)
13-Nov	B	10	LISTENING (Conventions of pop) Students will revisit music spanning from rock n roll, taking in the Beatles, rock anthems of the 1980s, pop ballads and solo artists up to the present day, securing knowledge of styles and techniques that are used to create and perform pop music through the decades; including the use of technology, and the names of artists who are typical of these styles.			NEA (COMPOSING) Students will compose one piece of music as a response to an OCR set brief, which allows them to demonstrate appropriate skill and technique to access the highest possible band in the marking criteria.			
20-Nov	A	11	They will practise how to hear and understand how composers and singers use lyrics, conventions and a variety of musical elements and compositional devices to create original and fulfilling music for the public to consume.			Learning Outcomes: GW: Students produce a variety of short pieces that develop their compositional skills BI: Students understand how to extend and manipulate musical ideas and devices in order to develop a composition EW: Students will be able to combine and develop various musical elements successfully, using an appropriate			
27-Nov	B	12							
4-Dec	A	13							
11-Dec	B	14							
18-Dec	A	15							

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4. ST1 listening exam (2 lessons)

Learning Outcomes:

GW: Students identify and describe musical features of different conventions of pop music

BI: Students draw conclusions about extracts of pop music and make comparisons between extracts

EW: Students appraise audio musical extracts related to pop music and respond with evaluative and critical judgements which demonstrate knowledge and understanding of all elements of music

Prior (Y10)	Now (Y11)	Next (Y12)
Demonstrate the ability to understand and recall key terms pertaining to pop music and be able to apply these when prompted.	To apply knowledge of key terms in context and be able to 'hear' those key terms within a piece of pop music.	Increasingly confident and sophisticated responses to questions. Develop the ability to write extended / essay answers after in-depth study of prescribed pieces of pop music.

structure to create a coherent piece that shows an understanding of the style, audience and/or occasion

Prior (Y10)	Now (Y11)	Next (Y12)
Demonstrate the ability to combine a range of musical elements. There is some development using mostly appropriate compositional techniques. The piece is extended within a defined structure mostly appropriate to the style.	To apply past feedback to produce a musically successful piece with a strong sense of style. There is a variety of musical elements that show a good level of musical understanding. There is development of ideas appropriate to the style showing understanding of several compositional techniques. The piece demonstrates good understanding of stylistic and structural conventions.	Highly musical, stylish and effective piece with a wide variety and/or advanced use of musical elements which demonstrate a high level of musical understanding. Excellent development of ideas using compositional techniques applied in an entirely appropriate way. The piece demonstrates excellent understanding of stylistic and structural conventions.

Teacher feedback of ongoing composition. (FINAL DEADLINE EASTER 24)

Vocabulary:
General elements of music eg rhythm, melody etc. Language specific to the pop music genre eg, acoustic, electric, bassline, riff. Technology including amplification and recording techniques

History:
Names of solo artists and groups who composed and/or performed in each genre. The changing nature of song structure. The historical and social context of the named genres of popular music. The growth and importance of the popular music industry.

Christmas Holiday			6 weeks (15 lessons) (30 Days)								
8-Jan	B	16	<p>LISTENING (Rhythms of the world) Students will revisit and will continue to develop an understanding of the characteristic rhythmic features of: Indian Classical Music and traditional Punjabi Bhangra, Traditional Eastern Mediterranean and Arabic folk rhythms, with particular focus on traditional Greek, Palestinian and Israeli music, traditional African drumming and traditional Calypso and Samba.</p> <p>They will further develop their understanding of the following for each geographical region: Characteristic rhythms and metres, the origins and cultural context of the traditional music, the musical characteristics of the folk music, the impact of modern technology on traditional music, the names of performers and groups and ways in which performers work together.</p> <p>LISTENING TEST – 1 ½ hours, testing AoS1-5 (ST2)</p> <ol style="list-style-type: none"> Content and language for learning (2 lessons) Deliberate listening and exam technique (4 lessons) NEA composing (and any remaining performing) (6 lessons) ST2 listening exam (3 lessons) <p>Learning Outcomes: GW: Students identify and describe musical features of music from specified areas of the world BI: Students draw conclusions about extracts of music from around the world and make comparisons between extracts of world music EW: Students appraise audio musical extracts related to film music and respond with evaluative and critical judgements which demonstrate knowledge and understanding of all elements of music.</p> <table border="1"> <thead> <tr> <th>Prior (Y10)</th> <th>Now (Y11)</th> <th>Next (Y12)</th> </tr> </thead> <tbody> <tr> <td>Demonstrate the ability to understand and recall key terms pertaining to music from specified areas of the world</td> <td>To apply knowledge of key terms in context and be able to 'hear' those key terms within a</td> <td>Increasingly confident and sophisticated responses to questions. Develop the ability to write extended /</td> </tr> </tbody> </table>	Prior (Y10)	Now (Y11)	Next (Y12)	Demonstrate the ability to understand and recall key terms pertaining to music from specified areas of the world	To apply knowledge of key terms in context and be able to 'hear' those key terms within a	Increasingly confident and sophisticated responses to questions. Develop the ability to write extended /	<p>NEA (COMPOSING)</p> <p>Continues, as described above.</p> <p>Also, necessary 'mop up' re-recording, resubmission of performing NEA to improve quality.</p>	<p>Curriculum areas: AOS2: The concerto through time - answer questions on unfamiliar music, using gained knowledge. NEA: Composing (worth 20%)</p> <p><u>Assessment of Progress:</u> Monthly listening test (dates published separately.) Also, now a WEEKLY listening question, based on another AoS. Teacher marking of recorded performances and composition (FINAL DEADLINE EASTER 24)</p>
Prior (Y10)	Now (Y11)	Next (Y12)									
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15-Jan	A	17									
22-Jan	B	18									
29-Jan	A	ST2									
5-Feb	B	ST2									
12-Feb	A	ST2									

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			and be able to apply these when prompted.	piece of world music.	essay answers after in-depth study of prescribed pieces of world music.									
Half-Term			5 weeks (13 lessons) (24 Days)											
26-Feb	B	22	<p>LISTENING (The concerto through time)</p> <p>Students will develop their understanding of the concerto and its development from 1650 to 1910 through revisiting and revising what a concerto is and the way it has developed through time, the instruments that have been used for the solo part in the concerto and how they have developed through time, the growth and development of the orchestra through time, the role of the soloist(s), the relationship between the soloist(s) and the orchestral accompaniment, how the concerto has developed through time in terms of length, complexity and virtuosity, the characteristics of Baroque, Classical and Romantic music as reflected in the concerto.</p> <ol style="list-style-type: none"> Content and language for learning (2 lessons) Deliberate listening and exam technique (5 lessons) NEA composing (8 lessons) <p>Learning Outcomes:</p> <p>GW: Students identify and describe musical features of the concerto from specified periods in musical history</p> <p>BI: Students draw conclusions about extracts of concerti and make comparisons between concerti from different eras and by different composers</p> <p>EW: Students appraise audio musical extracts of concerti and respond with evaluative and critical judgements which demonstrate knowledge and understanding of all elements of music and of Baroque, Classical and Romantic features.</p> <table border="1"> <thead> <tr> <th>Prior (Y10)</th> <th>Now (Y11)</th> <th>Next (Y12)</th> </tr> </thead> <tbody> <tr> <td>Demonstrate the ability to understand and recall key terms</td> <td>To apply knowledge of key terms in context and be able to</td> <td>Increasingly confident and sophisticated</td> </tr> </tbody> </table>			Prior (Y10)	Now (Y11)	Next (Y12)	Demonstrate the ability to understand and recall key terms	To apply knowledge of key terms in context and be able to	Increasingly confident and sophisticated	<p>NEA (COMPOSING)</p> <p>Continues, as described above.</p> <p>Also, necessary 'mop up' re-recording, resubmission of performing NEA to improve quality.</p>		<p><u>Curriculum areas:</u></p> <p>AOS2: The concerto through time - answer questions on unfamiliar music, using gained knowledge.</p> <p>NEA: Composing (worth 20%)</p> <p><u>Assessment of Progress:</u></p> <p>Monthly listening test (dates published separately.)</p> <p>Also, now a WEEKLY listening question, based on another AoS.</p> <p>Teacher marking of recorded performances and composition (FINAL DEADLINE EASTER 24)</p>
Prior (Y10)	Now (Y11)	Next (Y12)												
Demonstrate the ability to understand and recall key terms	To apply knowledge of key terms in context and be able to	Increasingly confident and sophisticated												
4-Mar	A	23												
11-Mar	B	24												
18-Mar	A	25												
25-Mar*														
	B	26												

			<p>pertaining to music from a particular genre and from particular periods in the history of music and be able to apply these when prompted.</p> <p>'hear' those key terms within a concerto and to discern via the recall of key terms, the period in the history of music to which a particular concerto belongs.</p> <p>responses to questions. Develop the ability to write extended / essay answers after in-depth study of prescribed pieces of orchestral music.</p>		
Easter Holiday			6 weeks (16 lessons) (29 Days)		
15-Apr	A	27	<p>The 'run in' (6 Weeks – 16 lessons)</p> <p>Film music (2 lessons) Conventions of pop (2 lessons) Rhythms of the world (2 lessons) The concerto through time (2 lessons)</p> <p>Practice questions / targeted revision (4 lessons)</p> <p>Final practice paper and feedback (4 lessons)</p>	<p>NEA (PERFORMING AND COMPOSING) Final adjustments, recording, marking and paperwork as necessary.</p> <p>FINAL OCR SET DEADLINE 15th MAY</p>	<p><u>Curriculum areas:</u> AOS2: the concerto through time AOS3: rhythms of the world AOS4: film music AOS5: conventions of pop</p> <p><u>Assessment of Progress:</u> As explained left</p> <p><u>Vocabulary:</u> See above</p> <p><u>History:</u> See above</p>
22-Apr	B	28			
29-Apr	A	29			
6-May*	B	30			
13-May	A	GCSE			
20-May	B	GCSE			
Half-Term					
3-Jun	A	GCSE	GCSE Exams		
10-Jun	B	GCSE			
17-Jun	A	GCSE			
24-Jun	B	Contingency			
(Total: 190 Days)					

* Bank Holidays

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Overview of Year 11	
Based on your Flight Path <i>(E.g. Targets 1L – 4L)</i>	By the end of Year 11, students will have learned
GW: <i>(E.g. Grade 1)</i>	Details of what content students should have learned; skills acquired; connections they might within and across subject(s). <i>E.g. Students can demonstrate ...</i>
BI: <i>(E.g. Grades 2-3M)</i>	<i>Students can recognise</i>
EW: <i>(E.g. Grades 3U-4L)</i>	<i>Students can understand information from a variety</i>

Prompt Questions

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Please revisit the prompts from last year:

- What are the Key concepts for this unit?
- How will it link to wider disciplinary knowledge/cultural capital: history, culture, authentic artefacts, music, art, literature?
- How does it build on prior knowledge and link to other units, concepts, years, GCSE?
- What is it intended students will have learned?
- For each Unit? By the end of the Year?
 - GW: ; BI: ; EW
- Is it worth summarising in a knowledge organiser?
- **Assessment: how do you know they have learned the foundational concepts, curriculum and wider disciplinary knowledge? Does assessment look like GCSE light? Should it?**
- Skills used/learned
- Tier 2/3 vocabulary ((Etymology e.g. of Greek/Latin)