

Bishop Stopford's School

Curriculum Map Year 11 Music
Curriculum Intent: To deliver an inclusive and comprehensive GCSE examination curriculum

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
	Set works - Comparison of unseen	Set works - Comparison of set works	Developing composition 1 & 2	All set works	Revision Sufficient 1	Exams
Unit of work	Developing composition 2	Developing composition 2	Developing Composition 1 & 2	Improving both compositions	Nevsion	Sams
Core Skills	Composition Communication (literacy) Develop extended writing Preformance Analysis of music Critical evaluation of music Make judgements of music	Composition Communication (literacy) Develop extended writing Preformance Analysis of music Critical evaluation of music Make judgements of music	Composition Communication (literacy) Develop extended writing Preformance Analysis of music Critical evaluation of music Make judgements of music	Composition Communication (literacy) Develop extended writing Preformance Analysis of music Critical evaluation of music Make judgements of music	Composition Communication (literacy) Develop extended writing Preformance Analysis of music Critical evaluation of music Make judgements of music	Composition Communication (literacy) Develop extended writing Preformance Analysis of music Critical evaluation of music Make judgements of music
Core Knowledge	Instrumental Music 1700–1820 wider listening Explore pieces in geners related to the two set works, which may include: — concerti by Vivaldi — concerti proso by Handel — piano sonata movements by Haydn and Mozart. • In each case relating the music to the set works studied through their use of musical elements, musical contexts and musical language. • The works studied here give a background to the set works already studied. The concerto movements give a context for the Bach set work and the piano sonata movements should show a progression in the writing for piano and in the development of sonata form.	wider listening of all areas of study				
Link to prior learning	Listening and Appraising based on the musical elements and how they feature specifically in the GCSE AOS, Section A and Section B.	Using knowledge from all set works to compose both compostions. Listening and Appraising based on the musical elements and how they feature specifically in the GCSE AOS. Section A and Secion B.	Using knowledge from all set works to compose both compostions. Listening and Appraising based on the musical elements and how they feature specifically in the GCSE AOS. Section A and Secion B.	Using knowledge from all set works to compose both compostions. Listening and Appraising based on the musical elements and how they feature specifically in the GCSE AOS. Section A and Secion B.	Using knowledge from all set works to compose both compostions. Listening and Appraising based on the musical elements and how they feature specifically in the GCSE AOS. Section A and Secion B.	Using knowledge from all set works to compose both compostions. Listening and Appraising based on the musical elements and how they feature specifically in the GCSE AOS. Section A and Secion B.
Assement & Feedback	Practise papers and questions on Section A and B. Green pen marking used to build up revision resources.	Practise papers and questions on Section A and B. Green pen marking used to build up revision resources.	Practise papers and questions on Section A and B. Green pen marking used to build up revision resources.	Practise papers and questions on Section A and B. Green pen marking used to build up revision resources.	Practise papers and questions on Section A and B. Green pen marking used to build up revision resources.	Practise papers and questions on Section A and B. Green pen marking used to build up revision resources.