

Music Year 11 Curriculum End Points and key vocabulary

	Autumn Term 1	Autumn Term 2	Spring Term 1	Spring Term 2	Summer Term 1	Summer Term 2
Unit of Work	Forms and Devices Part II: Variation, Strophic and Periods of Music.	Popular Music Part II: Bhangra, Fusion and Music Technology.	Music for Ensemble Part II: Textures and further styles.	Film Music Part II: Special Effects, Extremes and Minimalism.	Preparing for the final Examination	
Ethos Links	Character (developing Respect, Responsibility and Kindness within our students to make them good global and local citizens)	Character (developing Respect, Responsibility and Kindness within our students to make them good global and local citizens)	Character (developing Respect, Responsibility and Kindness within our students to make them good global and local citizens)	Character (developing Respect, Responsibility and Kindness within our students to make them good global and local citizens)	Character (developing Respect, Responsibility and Kindness within our students to make them good global and local citizens)	
Knowledge	<p>By the end of this unit students will know and understand:</p> <ul style="list-style-type: none"> Variation form and strophic form in classical music Features of baroque, classical and romantic periods Exam techniques: hints and tips for AoS1 All key vocabulary for AoS1 All theoretical points in relation to the prepared piece (Bach Badinerie) <p>Through listening to and/or playing examples of music from the Western Classical Tradition (1650-1910), learners will identify the main</p>	<p>By the end of this unit students will know and understand:</p> <ul style="list-style-type: none"> Key terms within area of study 4: Popular Music (with more advanced topic/class/practical content) Features of Bhangra and fusions All theoretical points in relation to Toto's Africa (The prepared piece) Exam techniques: hints and tips for AoS4 All key vocabulary for AoS4 	<p>By the end of this unit students will know and understand:</p> <ul style="list-style-type: none"> Sonority and texture, including instrumental and vocal groupings as appropriate to their context. Through listening to and/or performing examples from chamber music, musical theatre, jazz and blues, learners will study texture, including how composers combine musical lines in the texture listed in the Key Vocabulary 	<p>By the end of this unit students will know and understand:</p> <p>Film music including the use of timbre, tone colour and dynamics for effect.</p> <p>Through listening to and/or performing examples of film music learners will study how:</p> <ul style="list-style-type: none"> Composers use musical elements appropriately to respond to a specific commission Composers use leitmotifs and thematic transformation to 	<p>By the end of this unit students will know and understand:</p> <p>How to succeed in the examination. All key features and vocabulary related the AoS1-4</p> <ul style="list-style-type: none"> How to identify musical elements, musical contexts and musical language, and apply this knowledge to familiar and unfamiliar music How to make evaluative and critical judgements about musical elements, musical contexts and musical language, using appropriate musical terminology <p>How to complete the rhythm or pitch of a short section of music (pitch dictation will be within the major scale) linked to AoS3</p>	

	<p>features of:</p> <ul style="list-style-type: none"> • Binary, ternary, minuet and trio, rondo, variation and strophic forms, including how composers use the musical devices listed in the section below to create and develop music 	<p>Through listening to and/or performing examples of popular music learners will study how:</p> <ul style="list-style-type: none"> • instrumental and synthesised sound is used • original music may be modified • vocal sounds are used • instruments and voices are combined • sound is computer-generated and amplified software and samplers are utilised. 	<p>below</p> <ul style="list-style-type: none"> • : Key features of differing styles within Music for Ensemble (with more advanced topic/ class/ practical content): <p>How texture is used in the following instrumental and vocal groupings:</p> <p>vocal ensembles (including solos, duets, trios, use of backing vocals); jazz/blues trio; rhythm section; string quartet; basso continuo; sonatas.</p>	<p>develop thematic material to respond to a given stimulus or commission such as words or pictures</p> <ul style="list-style-type: none"> • musical features are adopted by composers to create a mood in descriptive music • performers interpret a composition • the audience and/or venue affect the performance and/or composition • instrumental and/or vocal timbres are used to create colour/mood • dynamics and contrast are used for the creation of special effects • music technology may be used to further enhance sonority • minimalistic techniques are used in film music. 	
<p>Key Vocabulary</p>	<p>Repetition; contrast; anacrusis; imitation; sequence; ostinato; syncopation; dotted rhythms; drone; pda; canon; conjunct movement; disjunct movement; ornamentation; broken chord/arpeggio; alberti bass; regular phrasing;</p>	<p>32 bar song form; Strophic; 12 bar blues; verse; chorus; riffs; middle 8; bridge; fill; instrumental break; intros and outros; improvisation; loops; samples; panning; phasing; syncopation; driving</p>	<p>Monophonic; homophonic; polyphonic; unison; chordal; layered; melody and accompaniment; round; canon; counter melody.</p>	<p>Special effects, extreme dynamics and tempi, varying time signatures, other minimalistic techniques, chromatic and extended harmonies, use of pattern-work, sustained notes and polyphonic textures to vary the textures</p>	<p>All vocabulary learnt so far.</p>

	melodic and rhythmic motifs; simple chord progressions including cadences; modulation to dominant and relative minor	rhythms; balance; standard chord progressions; melismatic and syllabic writing; lead and backing vocals; backing tracks; primary chords; secondary chords; cadences.			
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