

YEAR GROUP: 12: Music

		AUTUMN 1							AUTUMN 2							SPRING 1						SPRING 2						SUMMER 1						SUMMER 2						
		1	2	3	4	5	6	7	1	2	3	4	5	6	7	8	1	2	3	4	5	6	1	2	3	4	5	6	1	2	3	4	5	6	7					
	Unit description	Unit 1: recital prep – initial solo – understanding the requirements, LoD and mark scheme. Unit 2: Free composition prep, Creating moods, mark grid 2 Chorale harmonisation: introduction to 4 part writing. Doubling, spacing, smooth inner lines. Major key signatures. Chord formation, doubling and cadences – Ib V7 I and Ic Inversions, doubling rules and style points for passing 7ths.							Unit 1: recital prep (ongoing out of class time) Unit 2: Free composition prep, Creating <i>contrasting</i> moods, mark grid 2 Chorale harmonisation: Minor key signatures and minor key rules, raised leading note, melodic minor scales, aug 2nds. Style point tierce de picardie.							Unit 1: recital prep - solo 2 different piece towards recital Unit 2: Free composition prep, Pentatonic composition – focus on grid 3 texture variety. Include monophonic, homophonic, and counterpoint – can and counter melody. Chorale harmonisation: Imperfect cadences. Revise major/minor cadences.						Unit 1: recital prep for mock (ongoing out of class time) Unit 2: Free composition prep, Tavener challenge. Focus grid 1 extending and developing ideas. Retrograde, inversion, augmentation and diminution. Also texture variety, doubling and varying parts, plus homophonic section – use chorale knowledge. Chorale harmonisation: Longer phrases. Selecting strong chord progressions. Modulations.						Unit 2: Free composition prep, Theme and variations – grid 1 and 3 – developing ideas and idiomatic writing. All 3 grids mock leitmotif composition Chorale harmonisation: Longer phrases. Selecting strong chord progressions. Modulations. Checking for errors, problem solving, adding style marks.						Unit 1: Mock recital recording.						
	Assessment	Formative assessment Solo /30 Feedback EBIs for chorale and composition excercises.							Feedback EBIs for chorale and composition excercises.							Formative assessment Solo /30 (Actual recital piece) Feedback EBIs for chorale and composition excercises.						Feedback EBIs for chorale and composition excercises.						Feedback EBIs for chorale and composition excercises.						Mock recital /60 Mock composition /40 Mock chorale /20						

		AUTUMN 1							AUTUMN 2							SPRING 1						SPRING 2						SUMMER 1						SUMMER 2							
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	Unit description	<u>Course work</u> <u>Recital prep</u> 30% Individual practice, work with specialist teacher and 1-1 prep sessions. <u>Composition</u> – free composition from y12 improve/complete 20% 1 hour/week taught time + at least 1 hour PS time <u>Chorale harmonisation</u>– moving up from level 3 responses. Sophisticated harmony introduced. 10% 1 hour/week plus h/w <u>Unit 3 exam prep</u> 40%							<u>Course work</u> <u>Recital prep</u> 30% Individual practice, work with specialist teacher and 1-1 prep sessions. <u>Composition</u> 1 hour/week taught time + at least 1 hour PS time <u>Chorale harmonisation</u> 1 hour/week plus h/w <u>Unit 3 exam prep</u>							<u>Course work</u> <u>Recital prep</u> 30% Individual practice, work with specialist teacher and 1-1 prep sessions. <u>Composition</u> 20% 1 hour/week taught time + at least 1 hour PS time <u>Chorale harmonisation</u> 1 hour/week plus h/w <u>Unit 3 exam prep</u>						<u>Course work</u> <u>Recital recorded.</u> 30% <u>Composition</u> improve/complete 20% 1 hour/week taught time + at least 1 hour PS time <u>Unit 3 exam prep</u>						<u>Chorale harmonisation</u>– completing timed exam conditions – 6 hours. Exam paper released by 1dexcel on April 1st 10%													
	Assessment								<u>Unit 1 recital mock</u> 30% Recorded and marked													<u>Recital</u> 30% recorded						<u>Chorale harmonisation</u> 10% Timed exam. Audio and score.													

>Something More?

Curriculums at BSS are designed to nurture not only intellectual and physical development but also the spiritual growth of students. This will be through:

- Encouraging students to reflect on their experiences, beliefs and purpose and to contemplate the big Questions of Who am I? Why am I here? What is my purpose?
- Highlighting extraordinary people, events, and discoveries that inspire awe or investigates how a sense of awe has led to breakthroughs and creativity.
- Using art, music, literature, and nature to inspire awe, wonder, and spiritual insight.
- Encouraging creative expression to connect with the inner self and the transcendent.
- Fostering a sense of belonging and interconnectedness with others, nature, and the universe.
- Encouraging self-awareness, emotional intelligence, and moral reasoning.
- Promoting open-ended investigations rather than just seeking right answers.
- Using hands-on activities, field trips and experiments to immerse students in learning and evoke wonder.

How does our curriculum do >Something More?

- KS5 Music:
- Fostering a sense of belonging and interconnectedness with others:
All students are encouraged to perform to each other, both in class, and school and county ensembles, in assemblies, concerts and in the local community. The Music department is a place of respect for others and we supportive to all student performances in class, whether formal assessments or spontaneous demos of work.
 - Using hands-on activities, field trips and experiments to immerse students in learning and evoke wonder.
Experience trips to local theatres for concerts eg RPO and shows, to witness the excitement and buzz of a live professional performance.
 - Highlighting extraordinary people, events, and discoveries that inspire awe or investigates how a sense of awe has led to breakthroughs and creativity:
Studies of great composers and their context to inspire and gain understanding of the ‘why’ music sounds like it does. Set works studies include innovations in performance practice, invention of instruments and ground breaking compositional techniques.