**Curriculum Map 2020-2021**

Subject: Music A Level

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|  |  | Term 1 (AUG - OCT) |
| Year 12/13 |  | **The world** |
| **Personalised Learning Checklist** | **MUSIC**  **Performance – must be completed at home due to COVID**  To develop my instrument and to have improved my playing  To have rehearsed my instrument in readiness for year 13 at least 3 times a week for an equivalent to 3 hours of rehearsal  To have record my performance and to have submitted for assessment  **Composition – Year 12 and 13 rotation**  To have develop my compositional ideas at home  To have developed my compositional ideas at school at least 2 hours per week – **if possible due to COVID restrictions**  **SET WORKS – Year 13 only revision based on year 12 work.**  To have improved my ability to plan essay responses to given questions based on the set works listed below:  To have further embed my knowledge of **A03 Film Music through revision and extended study/ homework YEAR 13**   * To have revised Psycho, Duchess, Batman Returns * To have completed all knowledge organisers for these films using class notes and edexcel supportive notes * To have re-watch/ listen to the works set   To have further embed my knowledge of **A04: Popular Music through revision and extended study/ homework YEAR 13**   * To have revised the Beatles, Courtney Pine, Kate Bush * To have completed all knowledge organisers for these films using class notes and edexcel supportive notes * To have re-watch/ listen to the works set * To have developed our knowledge of other pieces for our wider listening links * To be aware of other composers associated with this genre * To be aware of the compositional techniques used by the different composers * To be able to describe the technology used and experimental features in some of the works   **SET WORKS – Year 12 and 13**  I have started/ revisit **AOS 1: Vocal Music BACH (Three movements)** which encompasses the points below:   * I have used the supportive notes to start the analysis of BACH - **Ein Feste Burg ist inser Gott BWV 80 – 3 movements** * I have listened to BACH set work * I have listened to BACH set work – Ein Feste Burg ist inser Gott BWV 80 – 3 movements * I have explored the music from the baroque era and to develop our wider listening links appropriate to this genre of music * I understand the music from the baroque era * I understand what instrumentation is used in this era of time * I understand the compositional techniques used: Structure, 4 bar regular phrases, scalic, perfect cadences, stepwise, primary chords, simple inversions unless at cadential points, terraced dynamics, chorales, cantata, continuo, aria, recitative, ornamentation, fugal, canon, contrapuntal, melisma, word-painting, * I am aware of other composers associated with this genre.   I have learnt about **AOS 1: Vocal Music MOZART (Two movements)** which encompasses the points below:   * I have used the supportive notes to start the analysis of **Mozart: Die Zauberflote: Excerpts from Act 1** * I have explored the music from the classical era and to develop our wider listening links appropriate to this genre of music * I understand the story of the opera and can discuss it in discussion * I know what an opera is * I understand what a reciative * I understand the music from the classical era * I understand what instrumentation is used in this era of time * I understand the compositional techniques used: Structure, 4/8 bar regular phrases, question and answer, scalic, arpeggioic, perfect/ imperfect cadences, stepwise, conjunct, primary chords, all inversions, use of dominant 7th, neapolitan 6th, diminished 7ths, more varied dynamics, aria, singspiel, libretto, coloratura, tessitura, lyrical, ornamentation, syncopation, sotto voce, three part counterpoint, four part counterpoint, triplets, articulation * I am aware of other composers associated with this genre.   I have I have learnt about **AOS 1: Vocal Music Vaughan Williams (Three movements)** which encompasses the points below:   * I have used the supportive notes to start the analysis of **Vaughan Williams: On Wenlock Edge (3 movements)** * I have explored the music from the romantic era and to develop our wider listening links appropriate to this genre of music * I understand the story of the work: based on six poems from the Shropshire Lad * I understand what a ‘song cycle’ is * I know what a melisma is * I understand modes and where they come from * I can describe the technique ‘word-painting’ * I know what syllabic means and can give an example in a conversation * I understand the music from the romantic era and the differences between baroque and classical * I understand what instrumentation is used in this era of time and I can discuss how the instruments develop and grow through time * I know the compositional techniques used: Structure, irregular phrasing, parallel movement, block chords, wider range of dynamics, instrumental techniques – tremolo, con sordio, arco, pizz, una corda, tres corda, trills, sextuplet, triplets, rhythmic variation, cross rhythms, homophony, polyphony, countermelody, flurries, * I am aware of other composers associated with this genre.   I have answered questions/ quizzes/ short listening tests based on the three areas of study above  **Theory:**  I have completed theory papers; grade 3,4 and 5  I can complete the circle of fifths and I understand how it is used in tonality  I understanding how to identify chords and their inversions  To be able to know a variety of Italian, German, French words for expression and technqiue.  I can identify time-signatures  I can write correct major, minor scales  I understand what modes are  I can identify intervals in a theory paper  I have used Teoria online to develop my listening skills – identifying rhythms, recalling sounds heard, identifying intervals by ear. |
| **Further learning** | To watch youtube links sent via show my homework and to use the youtube lessons provided during lockdown  **[Teoria : Music Theory Web](https://www.teoria.com/)**  Use of set work notes set by edexcel  To ensure practical lessons are in place with a peripatetic teacher  To ensure you have musescore at home for composition purposes |
| **Other information** |  |