

MAGHULL HIGH SCHOOL – CURRICULUM MAP



Year 11 GCSE Music HALF TERM 3 Theory
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Unit:	Lesson 1	Lesson 2	Lesson 3	Lesson 4	Lesson 5	Lesson 6	Lesson 7
LESSON TOPIC QUESTION(S) AOS 1: Musical Forms and Devices	Title Recap of Set Work (<i>Badinerie</i> by J.S. Bach)	Title <i>Badinerie</i> section A analysis and listening question	Title <i>Badinerie</i> section B analysis and listening question	Title <i>Badinerie</i> Score analysis and annotation	Title <i>Badinerie</i> Score analysis and annotation (and listening questions)	Title Wider AOS1 MADTSHIRT analysis and listening questions	Title AOS1 Exam questions
Knowledge & Skills development	<ul style="list-style-type: none"> Forms and devices are of fundamental importance in musical composition, and many of the common musical forms and devices used by composers today have their origin in the Western Classical Tradition. The music of the Baroque, Classical and Romantic eras provides the context for a study of binary, ternary, minuet and trio rondo, variation and strophic forms. Learners are encouraged to engage with a variety of music from the prescribed eras, through a range of performing, composing and appraising activities. They are also encouraged to make links between music they listen to, pieces they perform and their own compositions, as well as music by composers from the twentieth and twenty-first centuries who use these forms and devices. 						
Assessment / Feedback Opportunities	Formative Assessment Use of whiteboard for Do Now Cold calling Low stakes quizzes on listening examples			Summative assessment Written exam answers at ends of lesson AOS 2 Mock exam completed at end of half term			
Key Vocabulary							
Literacy/Reading opportunities	Jan Richards – WJEC/Eduqas Music Rhinegold – WJEC/Eduqas GCSE Music Revision Guide						
Cross Curricular Themes	Art – Musical form often follows the same rules, styles and conventions of Art work Religion – How does the different religions and beliefs of the musicians in this piece alter the music created. History – What was happening historically at the time the piece was written (placing the work in context)						
Personal Development (Including British Values, RSE, Citizenship)	<ul style="list-style-type: none"> Students must take part in discussions, therefore requiring respect and tolerance Students may work in groups at certain points, requiring a degree of tolerance for working with others. Develop understanding of music from different times and cultures. Students will experience video performance of the pieces by professional productions (YouTube) 						

Career Opportunities	Musicologist, researcher, teacher, music supervisor
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