

# A level MUSIC – Y12

## MAGHULL HIGH SCHOOL – CURRICULUM MAP



HALF TERM 4 FEB - APRIL	Lesson 1 and 2	Lesson 3 and 4	Lesson 5 and 6	Lesson 7 and 8	Lesson 9 and 10	Lesson 11 and 12
<b>TOPIC (S)</b> <b>Review of AOS 1, 5 and 6</b> <b>(Mrs Smith)</b>	<b>Objective:</b> Review and recap of <i>Ein Feste Burg</i> , including long answer example question.	<b>Objective:</b> Review and recap of <i>On Wenlock Edge</i> , including long answer example question.	<b>Objective:</b> Review and recap of <i>Estampes</i> , including long answer example question.	<b>Objective:</b> Review and recap of <i>Breathing Underwater</i> , including long answer example question.	<b>Objective:</b> Review and recap of <i>Petals</i> , including long answer example question.	<b>Objective:</b> Review and recap of <i>Rite of Spring</i> , including long answer example question.
<b>Knowledge &amp; Skills development</b>	<ul style="list-style-type: none"> <li>Develop an understanding of the style and conventions of early 20<sup>th</sup> Century music and Indian classical music</li> <li>Be able to discuss the instrumental forces and structural conventions used</li> <li>Be able to aurally recognise stylistic features of early 20<sup>th</sup> century music, including influences</li> <li>Be able to answer essay questions in both short and long form styles</li> <li>Be able to place the piece within a wider musical context</li> </ul>					
<b>Assessment / Feedback Opportunities</b>	Formative teacher assessment (verbal) and long answer written example	Formative teacher assessment (verbal) and long answer written example	Formative teacher assessment (verbal) and long answer written example	Formative teacher assessment (verbal) and long answer written example	Formative teacher assessment (verbal) and long answer written example	Formative teacher assessment (verbal) and long answer written example
<b>Cultural Capital</b>	<ul style="list-style-type: none"> <li>Video performance of pieces by various world class orchestras</li> <li>Opportunities to see piece (or similar) performed by RLPO</li> </ul>					
<b>SMSC / Promoting British Values</b> (Democracy, Liberty, Rule of Law, Tolerance & Respect)	<ul style="list-style-type: none"> <li>Students have an opportunity to discuss the idea of nationalism within music</li> <li>Students takes part in discussions, therefore requiring respect and tolerance</li> </ul>					
<b>Reading opportunities</b>	<ul style="list-style-type: none"> <li>Wightman and Benham – Edexcel A Level Music Study Guide</li> </ul>					
<b>Key Vocabulary</b>	Modality Dorian Mode Mixolydian Mode Musique Concret Block chords Word painting Chromaticism Verse Chorus Form					
<b>Digital Literacy</b>	Firefly Tasks, Loom recordings, YouTube clips					
<b>Careers</b>	What is a musicologist?					