

KS5 Curriculum Intent

Instrumental/Vocal Skills	Composing Skills	Listening and Appraising Knowledge and Skills	Using Notation
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	HT 1	HT 2	HT 3	HT 4	HT 5	HT 6
Year 12	Start of Course: DR T SMITH in detail	AoS 1 Baroque Solo Concerto - Vivaldi // <i>Gardellino</i>	AoS 1 Baroque Solo Concerto - Bach Violin Concerto in A minor	AoS 1 The Operas of Mozart	AoS 1 The Operas of Mozart	AoS 1 Baroque Solo Concerto and The Operas of Mozart revision
	AoS 1 Baroque Solo Concerto - Purcell Trumpet Sonata	Introduction to optional AoS A- two named composers; essay skills	Optional AoS A – two named composers	Optional AoS A – two further named composers	Optional AoS A – two further named composers	Optional AoS A – revision and consolidation Introduction to optional AoS B
	Introduction to optional AoS A/B – listening skills					
	Composing Skills	Composing Skills	Composition 1	Composition 1	Composition 1	Composition 1
	Harmony Skills	Harmony Skills	Bach Harmony	Bach Harmony	Bach Harmony	Bach Harmony
	Performance Skills	Performance Skills	Performance Skills	Performance Skills	Performance Skills	Performance Skills
Year 13	AoS 1 Romantic Piano	AoS 1 Romantic Piano AoS 1 Revision	AoS 1 Revision	Revision	Revision	
	Optional AoS B – two named composers Optional AoS A – continued revision	Optional AoS B – two further named composers Optional AoS A and B Revision	Optional AoS A and B - Revision			
	Composition 2	Composition 1 and 2	Composition 1 and 2	Composition 1 and 2		
	Performance Skills	Performance Skills	Performance Skills	Performance Recording		

How will you be assessed?		
Component 1: Appraising Music (40%)	Component 2: Performance (35%)	Component 3: Composition (25%)
AO3: Demonstrate and apply musical knowledge. (10%) AO4: Use appraising skills to make evaluative and critical judgements about music (30%)	AO1: Interpret musical ideas through performing, with technical and expressive control and an understanding of style and context.	AO2: Create, develop and refine musical ideas with technical and expressive control and coherence.

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Intent	What new knowledge/content do we introduce?				
By the end of KS5 students are able to...		Year 12	Year 13	Choices	How does this curriculum incorporate the National Curriculum and go beyond? How does going beyond the NC ensure challenge?
<ul style="list-style-type: none"> Interpret musical ideas through performing, with technical and expressive control and an understanding of style and context. Create, develop and refine musical ideas with technical and expressive control and coherence. Demonstrate and apply musical knowledge. Use analysis and appraising skills to make evaluative and critical judgements about music. 	Autumn	<ul style="list-style-type: none"> Start of Course: DR T SMITH in detail AoS 1: Baroque Solo Concerto - Purcell Trumpet Sonata Introduction to optional AoS A/B – listening skills Composing Skills Bach Harmony Performance Skills 	<ul style="list-style-type: none"> AoS 1 Romantic Piano Optional AoS B – two named composers Optional AoS A – continued revision Composition 2 Performance Skills 	<p>Listening and Appraising: AoS 1 (Baroque Solo Concerto, Operas of Mozart, Romantic Piano) is compulsory. However, the other AoS are optional and so we tailor these yearly to the cohort and their strengths and interests. This will include them studying two units from Music for Theatre, Music for Media, Pop and Jazz – these are the most popular areas of study as noted by the exam board, and allow for the most depth of study for the written essay question due to the resources naturally available (e.g. notated scores). We believe this allows them to follow their interests whilst giving them a broad musical diet.</p> <p>Performing: Students either specialise in solo performance, ensemble performance, or music production. This choice is made in consultation with the student and their instrumental teacher, and is designed to help them achieve the highest mark possible.</p> <p>Composing: Students' free compositions can be created using computer software (Logic, GarageBand, Musescore) or by recording live instruments, or a combination of the two. We teach Bach harmony as it gives a solid foundation of theory skills that are useful to apply to any genre of composition, and also gives students the ability to access the chorale brief set by AQA for their brief</p>	<p>There is no KS4/5 National Curriculum for Music. However, we have deliberately chosen an A-level course that is fresh, exciting and accessible to all keen musicians. We offer a range of extra-curricular activities to enrich students' musical understanding. These include a senior choir, orchestra, jazz band, steel pan band, recorder ensemble and various chamber and rock groups during the year. Students are encouraged to take part in regular performances in school and in local external venues such as St John's College Chapel and West Road Concert Hall. Performance opportunities are tailored to A-level musicians' needs and to stretch them musically. There are at least two trips per year for A-level musicians including a trip to Carols at King's College Chapel, and a trip to a musical theatre performance in London or other high-level concert with links to the course. There is also a music department annual trip to the BBC Proms which all A-level musicians are encouraged to attend. The department has recently become a Gabrieli Roar partner choir and this gives students the opportunity to take part in residential choral courses and other performance opportunities during the year. We also advertise further external opportunities to students such as Aldeburgh Young Musicians. Instrumental lessons are fully funded for all PP students and extra intervention is found for any student who cannot afford instrumental lessons. These musical opportunities ensure every A-level music student is challenged and stretched as a musician.</p>
		<ul style="list-style-type: none"> AoS 1 Baroque Solo Concerto - Vivaldi <i>Il Gardellino</i> Introduction to optional AoS A – two named composers; essay skills Composing Skills Harmony Skills Performance Skills 	<ul style="list-style-type: none"> AoS 1 Romantic Piano AoS 1 Revision Optional AoS B – two further named composers Optional AoS A and B revision Composition 1 and 2 Performance Skills 		
	Spring	<ul style="list-style-type: none"> AoS 1 Baroque Solo Concerto - Bach Violin Concerto in A minor Optional AoS A – two named composers Composition 1 Bach Harmony Performance Skills 	<ul style="list-style-type: none"> AoS 1 Revision Optional AoS A and B revision Composition 1 and 2 Performance Skills 		
		<ul style="list-style-type: none"> AoS 1 The Operas of Mozart Optional AoS A – two further named composers Composition 1 Bach Harmony Performance Skills 	<ul style="list-style-type: none"> Revision Composition 1 and 2 Performance Skills 		
Summer	<ul style="list-style-type: none"> AoS 1 The Operas of Mozart Optional AoS A – two further named composers Composition 1 Bach Harmony 	<ul style="list-style-type: none"> Revision Composition 1 and 2 Performance Recording 			

		<ul style="list-style-type: none"> • Performance Skills • AoS 1 Baroque Solo Concerto and The Operas of Mozart Revision • Optional AoS A – revision and consolidation • Introduction to optional AoS B • Composition 1 • Bach Harmony • Performance Skills 		<p>composition. We generally encourage this as it is a brief that allows all to succeed.</p>	
	<p>Rationale for this sequence</p>	<p>Appraising: Students study AoS 1 (Western classical tradition 1650–1910) in chronological order. This is to ensure that they have a logical understanding of how music developed through time. The knowledge that they gain analysing music from the Baroque period, can be usefully applied to the Operas of Mozart; students can therefore see how Mozart’s music builds on existing conventions and challenges them further.</p> <p>Optional AoS A is studied in depth from HT 2 of Y12. This will be the AoS that students write their extended 30 mark essay on, and therefore it is important they develop a detailed knowledge of the set pieces chosen over an extended period of time, with repeated opportunities for recall and practise. Optional AoS B is introduced at the end of the year as students begin Year 13 study following their Year 12 mock exam.</p> <p>Performance: Performance is sequenced in a way that allows for regular progress checks to be made. Students carry out termly performance assessments in Year 12 with extra intervention put in place if required.</p> <p>Composition: Composition skills are built up in Year 12 with a series of short projects, bespoke to the needs and abilities of the students in the group to get all composing at A-level</p>	<p>Appraising: Students continue study AoS 1 (Western classical tradition 1650–1910) in chronological order. The study of the Romantic Piano as the final strand of this unit enables students to apply their existing knowledge of Baroque and Classical conventions and therefore clearly see how music developed through time. There is also less content in this unit, so studying it last reduces cognitive overload when students are revising, as there is less content and more for retrieval.</p> <p>Optional AoS B is studied in depth for the first term, to ensure students develop listening and appraising skills in this area, and contextual knowledge. However, AoS A is regularly revisited to ensure students are able to recall the knowledge required for this strand.</p> <p>Course content is finished in the early Spring term allowing for an extended period of revision and practice.</p> <p>Performance: Half-termly performance assessments are put in place during Year 13, before students record their performance at the start of the performance assessment window in March. This permits them if necessary to re-record following further feedback before the performance assessment window closes in May.</p> <p>Composition: Composition 2 is begun in the Autumn of Year 13 allowing for students to revisit both compositions with fresh eyes and more musical maturity in Autumn 2 onwards. Regular feedback is given to</p>		

		<p>standard. Composition 1 is begun in the Spring of Year 12 allowing students two terms to experiment musically and develop their independent composing skills in a genre of their choice – giving time for trial and error, an important facet of composition. Bach harmony skills are also interleaved throughout Year 12 to support students’ analysis work and to give them the ability to opt for Bach harmony as their brief composition 2.</p>	<p>support students’ compositional development.</p>		
	<p>How does the KS5 Curriculum build on previous learning at KS4?</p>	<p>We have chosen AQA A-level Music because the course content builds extremely well upon the knowledge students gain studying Edexcel GCSE Music at KS4. Our use of DR T SMITH analysis skills at GCSE are essentially built upon in much greater depth at A-level, and so a firm grasp of the GCSE content is extremely helpful. For instance, students’ study of Bach’s Brandenburg Concerto V, 3rd Mvt, at GCSE level, gives them a firm foundation of the basic features of a baroque concerto grosso and how to identify these aurally and in a score – these features can then be referred back to when we look at the Baroque Solo Concerto in the first term of the A-level course. In terms of performing and composing, the skills built at GCSE are again simply looked at in greater depth and with more sophistication.</p> <p>However, it is also worth noting that some students choosing A-level Music may not have studied GCSE Music, and so when choosing the AQA course we were also conscious that it allows for both aural analysis and score reading, and a balance of set works and unfamiliar listening, allowing students a variety of means of accessing musical analysis. It also permits a great deal of practical work to be done using music technology, including the option to use production as performance, making it accessible to a wider variety of musicians. We begin the A-level course with revision of using DR T SMITH to support all students to quickly get to the same level of appraising knowledge.</p>			