



## Vision

Performing, creating and understanding music is at the centre of A Level music. We provide a curriculum that blends and overlaps performance, composition, theory and appraisal to give students a deeper understanding of the music they listen to and develops the skills needed to perform and create music in a range of styles. Music at A level continues to develop student's appreciation of over 300 years of music, but also to pursue and develop their own areas of interest in the subject. We follow the EdExcel A Level specification.

Term 1: Year 12	Foci	Assessment	Knowledge Organiser
	<p><b>Appraisal:</b> Students start their appraisal work with the vocal music area of study. They will learn about the set works from Bach's 'Ein Feste Burg ist Unser Gott' and Vaughan Williams' 'On Wenlock Edge'. As part of their study, they will learn about the context (in music and society) of the pieces, and also a broad selection of vocal pieces that will deepen their understanding of the music they study.</p> <p><b>Performance:</b> Students will start to develop their suggested recitals and will continue their instrumental lessons to support this.</p> <p><b>Composition:</b> Students will suggest a style for their free composition, and will start researching compositional techniques, arrangements, instrument specific information and more. They will do this by listening to and analysing a broad range of pieces, and completing short composition activities guided by the teacher, and their own research. In addition, students will develop their knowledge of traditional harmony, and start to apply this to writing chorale tunes in the style of J.S. Bach.</p>	<p>In all areas of the course, students will be constantly assessed through questioning, one-to-one support during individual work, and verbal feedback from the teacher.</p> <p><b>Appraisal:</b> Students will be assessed using regular listening activities culminating in a more formal end of term test.</p> <p><b>Performance:</b> At the end of the first term all students will perform a piece, or extract from a piece, which will be recorded and assessed to the exam board mark scheme. This will then be used as exemplars in lesson to highlight the requirements of performance at A level.</p> <p><b>Composition:</b> Students will start generating ideas for their free composition and will complete recordings and scores to show their ideas. They will receive feedback on these, and will be expected to rework the work, or to start again based on detailed feedback from the teacher.</p> <p>Students will complete short harmony activities throughout the term, and these will be live marked. Feedback will be provided within the lessons, and students will redraft and improve each exercise. At the end of term students will complete a Bach chorale cadences activity as a formal test.</p>	<p><b>A Level Music:</b></p> <p><b>On Wenlock Edge Knowledge organiser</b></p> <p><b>Ein Feste Burg ist Unser Gott knowledge organiser</b></p> <p><b>Introduction to Bach chorale knowledge organiser</b></p>



**Appraisal:**

Students will study the Instrumental Music Area of Study – studying 'Piano Trio in G minor, Op.17' by Clara Wieck-Schumann and 'Symphonie Fantastique' by Berlioz in detail. As part of the study, students will learn about a broad range of other instrumental works to help provide context and a deeper understanding of the set works.

**Performance:**

Students will continue to develop their suggested recitals and will continue their instrumental lessons in order to support this.

**Composition:**

Students will continue to develop ideas and research pieces in their preferred style to work toward their free composition. This will be supported and guided by the teacher.

Students will develop their understanding of part-writing in traditional harmony and will develop their ability to harmonise cadences in major and minor keys for a chorale harmonised in the style of Bach.

In all areas of the course, students will be constantly assessed through questioning, one-to-one support during individual work, and verbal feedback from the teacher.

**Appraisal:** Students will be assessed using regular listening activities culminating in a more formal end of term test.

**Performance:** At the end of the second term all students will perform a piece, or extract from a piece, which will be recorded and assessed to the exam board mark scheme. This will then be used as exemplars in lesson to highlight the requirements of performance at A level.

**Composition:** Students will continue to produce recordings and scores of their free compositions. They will receive feedback on these, and will be expected to rework the work, or to start again based on detailed feedback from the teacher.

Students will complete short harmony activities throughout the term, and these will be live marked. Feedback will be provided within the lessons, and students will redraft and improve each exercise.

At the end of term students will complete a Bach chorale cadences activity as a formal test.

**A Level Music: Term 2**

**Piano Sonata in G minor, Op.17 knowledge organiser**

**Symphonie Fantastique knowledge organiser**

**Bach chorale cadences in major and minor key knowledge organiser**



**Appraisal:**

Students will study the Film Music Area of study. This will include close study of the following set works:

- Birth of Penguin Parts I and II, Batman vs the Circus, and The Rise and Fall From Grace from Batman Returns by Danny Elfman.
- Prelude, The City, Marion, The Murder (Shower Scene), The Toys, The Cellar, Discovery, Finale from Psycho by Danny Elfman

As part of the study, students will learn about a broad range of other instrumental works to help provide context and a deeper understanding of the set works.

**Performance:**

With guidance from their classroom teacher and instrumental teacher, students will start to analyse and research music that they are playing and develop a schedule for the summer break.

**Composition:**

Students will be completing a score and recording for a full composition in a style of their choosing. They will produce a write-up that includes a listening log and an overview of things that they have learned and included in the composition.

Students will learn about a range of part-writing in Classical music.

For the Bach chorale writing, students will learn about common mid-phrase progressions and modulations.

In all areas of the course, students will be constantly assessed through questioning, one-to-one support during individual work, and verbal feedback from the teacher.

**Appraisal:** Students will be assessed using regular listening activities culminating in a more formal end of term test.

**Performance:** At the end of the second term all students will perform a piece, or extract from a piece, which will be recorded and assessed to the exam board mark scheme. This will then be used as exemplars in lesson to highlight the requirements of performance at A level.

**Composition:** Students will complete short harmony activities throughout the term, and these will be live marked. Feedback will be provided within the lessons, and students will redraft and improve each exercise.

At the end of term students will complete two full Bach chorale activities and two complete phrases in a Classical style as a formal test.

**GCSE Music:  
Batman  
Returns  
knowledge  
organiser**

**Psycho  
knowledge  
organiser**

**Bach chorale  
– complete  
knowledge  
organiser**



## Term 1: Year 13 Music

### Appraisal:

Students will study two areas of study: Popular Music and Jazz, and Fusions. This will include detailed study of the set works:

- Cloudbusting, And dream of sheep, and Under Ice from Hounds of Love by Kate Bush.
- Eleanor Rigby, Here, there and everywhere, I want to tell you, and Tomorrow never knows from Revolver by The Beatles.
- Inner state (of mind), Lady Day and (John Coltrane), and Love and affection from Back in the Day by Courtney Pine.
- Estampes: No.1 and 2 (Pagodes and La soirée dans Grenade) by Debussy.
- Burn, Breathing Under Water, and Easy from Breathing Under Water by Anoushka Shankar.

As part of the study, students will learn about a broad range of other instrumental works to help provide context and a deeper understanding of the set works.

### Performance:

Students will finalise their performance recital and write programme notes that include analyses and context for the pieces that they are playing.

### Composition:

Students will finalise their free compositions, preparing their recordings and scores for submission.

Students will continue to complete full Bach chorale harmonisations.

Students will learn about modulations and full phrases in two-part Classical style.

In all areas of the course, students will be constantly assessed through questioning, one-to-one support during individual work, and verbal feedback from the teacher.

**Appraisal:** Students will be assessed using regular listening activities culminating in a more formal end of term test.

**Performance:** At the end of the second term all students will perform a piece, or extract from a piece, which will be recorded and assessed to the exam board mark scheme. This will then be used as exemplars in lesson to highlight the requirements of performance at A level.

**Composition:** Students will complete short harmony activities throughout the term, and these will be live marked. Feedback will be provided within the lessons, and students will redraft and improve each exercise.

At the end of term students will complete two full Bach chorale activities and two complete phrases in a Classical two-part style as a formal test.

### GCSE Music:

**Hounds of Love knowledge organiser**

**Revolver knowledge organiser**

**Back in the Day knowledge organiser**

**Estampes knowledge organiser**

**Breathing Under Water knowledge organiser**

**Bach chorale – complete knowledge organiser**

**Two-part Classical composition: voicings and full phrases knowledge organiser**



**Term 2: Year 13 Music**

**Appraisal:**

Students will study the final area of study: New Directions. This will include detailed study of the following set works:

- Petals of Violincello and Live Electronics by Kaija Saariaho
- The Rite of Spring by Stravinsky.

As part of the study, students will learn about a broad range of other instrumental works to help provide context and a deeper understanding of the set works.

**Performance:**

Any re-recordings required for the recital will take place during this term.

**Composition:**

Students will learn to modulate and shape full pieces in Classical two-part compositions.

Students will continue to harmonise Bach chorale melodies and full two-part compositions.

In all areas of the course, students will be constantly assessed through questioning, one-to-one support during individual work, and verbal feedback from the teacher.

**Appraisal:** Students will be assessed using regular listening activities culminating in a more formal end of term test.

**Performance:** At the end of the second term all students will perform a piece, or extract from a piece, which will be recorded and assessed to the exam board mark scheme. This will then be used as exemplars in lesson to highlight the requirements of performance at A level.

**Composition:** Students will complete short harmony activities throughout the term, and these will be live marked. Feedback will be provided within the lessons, and students will redraft and improve each exercise.

At the end of term students will complete two full Bach chorale activities and two complete Classical style two-part activities as a formal test.

**GCSE Music:  
Petals  
knowledge  
organiser**

**The Rite of  
Spring  
knowledge  
organiser**

**Bach chorale  
– complete  
knowledge  
organiser**

**Two-part  
Classical  
Compositions:  
full knowledge  
organiser**

**Term 3: Year 13 Music**

**Appraisal:**

Students will be reviewing and revising all of the set works. Students will also be completing practice questions and developing their exam techniques.

**Composition:**

Students to complete their chosen techniques in 6 hours under controlled conditions.

**Appraisal:** Students will be assessed using regular listening activities, assessed according to exam board style mark schemes.

**All knowledge  
organisers  
from the  
previous five  
terms.**