



Curriculum Map

Year 13

Music

Learning Aims and Curriculum Intent:

Year 12 and 13 Music students are expected to be advanced solo musicians, often on more than one instrument, with a sincere commitment to the Forest Music Department. We aim to guide these young musicians towards achieving the very top grades at A Level, and the opportunity to study Music at the top universities and conservatoires. Students will become independent composers able to take on a wide variety of influences, combing a high level of technical competency with increasing ambition and expressive depth. Their instrumental skills will continue to grow, performing regularly to the class and in other school settings. They will study Western Classical Music in great depth, expending their range of technical vocabulary and the complexity of the music tackled. They will develop their essay-writing skills, drawing on a large range of cultural contexts surrounding the surrounding the set works. They will benefit from a degree of choice in the optional Areas of Study, learning about two further genres in real depth and scope. We aim both to foster a lifelong love of Music, and to prepare students for further study.

Term	Content, Key Questions and Knowledge	Skills	Assessment
Michaelmas	<ul style="list-style-type: none"> Continuation and completion of first elective Area of Study. Practice listening and essay questions, add in more wider listening. Close analysis and annotation of scores (if available). Begin second elective Area of Study. Historical context, typical musical characteristics, influential artists/composers. Close analysis and annotation of scores (if available). Composition: students start composition to a brief (released 15th September). <ul style="list-style-type: none"> Some may choose Bach Chorales for this option, in which case they will begin harmonising whole chorales (two different question styles). Analysis of a range of stylistic examples by Bach which can be tailored depending on the actual brief. Others will choose and start work on a 'traditional' brief. Further sessions with Composer in Residence. Performance – mock run-through in second half of term. Ongoing practice of exam-style questions, revisiting and expanding knowledge of topics from last year. Revision for January mock exam 	<ul style="list-style-type: none"> Developing more advanced listening skills with unfamiliar extracts; deepening analysis skills and contextual knowledge Composition: extending melodic ideas, idiomatic and ambitious writing for chosen instruments; Chorales: tackling whole examples, modulations, achieving a sense of balance 	<ul style="list-style-type: none"> CDA 1: half-termly performance to class + assessed written task. CDA 2: half-termly performance to class + assessed written task. Regular homeworks and listening tasks in class.
Lent	<ul style="list-style-type: none"> Final Recital Completion of composition to a brief; revisit free composition if necessary. Complete second elective Area of Study. Practice listening and essay questions, add in more wider listening. Close analysis and annotation of scores (if available). Ongoing practice of exam-style questions, revisiting and expanding knowledge of topics from all Areas of Study. Exam technique 	<ul style="list-style-type: none"> Composition: final touches, ensuring instruments have been exploited; presentation and commentaries Exam technique – tips, tactics, timings 	<ul style="list-style-type: none"> January mock exam
Trinity	<ul style="list-style-type: none"> Final revision sessions and Study Leave. Revision techniques discussed in class. 	<ul style="list-style-type: none"> Exam and revision technique 	

What consolidation looks like in this subject	<ul style="list-style-type: none"> Wider listening: Spotify playlists, recommended composers and artists Full engagement in Forest's co-curricular Music Attending music events outside school The highest standards of solo performance, with daily practice and ideally working towards at least Grade 8.
Examples of Homework	<ul style="list-style-type: none"> Wider listening tasks; researching cultural context around set works; consolidating class notes by annotating Anthology Essays and other extended writing tasks
Key terminology	Core vocabulary listed in students' textbooks.

Super-curricular enrichment and scholarly extension	<ul style="list-style-type: none"> • Read: The Rest is Noise: Listening to the Twentieth Century: Amazon.co.uk: Ross, Alex: 9781841154763: Books • Music: A Very Short Introduction (Very Short Introductions): Amazon.co.uk: Cook, Nicholas: 9780198726043: Books • The Classical Style: Amazon.co.uk: Rosen, Charles: 9780571228126: Books • Watch: BBC Proms, pop and rock performances online • Listen: Anything and everything – particularly recommended wider listening related to set works • Visit: Music performances in central London 	
Useful websites	Music streaming, IMSLP	
Who can I contact?	Head of Department	Head of Academic Music: Mr Jackson Director of Music: Mr Pares
	Teachers	Mr Pares, Mr Jackson, Mr Marie, Miss Taylor-Denton