

# Year 12 Music Cycle 1 – Unit 3 Listening and Appraising

Week/ Set Work	Knowledge to Master and Format of Mastery	Location of Key Knowledge	Knowledge Application Tasks for Mastery
<p><b>1 CONTEXT</b></p> <ul style="list-style-type: none"> <li>Clara Wieck-Schumann, Piano Trio in G minor, Op.17, Movement 1</li> </ul>	<ul style="list-style-type: none"> <li><b>Historical and cultural context of early Romanticism</b></li> <li>The development of Romantic style</li> <li>Key stylistic features of Romantic music</li> <li>Key stylistic features of Chamber Music</li> <li>Adventures in Piano writing</li> </ul>	<p>History of Chamber Music  <a href="https://youtu.be/UtGYDyfPICg">https://youtu.be/UtGYDyfPICg</a></p> <p>Clara Schumann  <a href="https://youtu.be/qxuo6-JFfK0">https://youtu.be/qxuo6-JFfK0</a></p> <p><i>The Great Composers, Thompson: The Romantic Heyday, p14</i>  <i>The Dawn of a New Age, p16</i></p>	<p>What might we expect a conventional Sonata for Piano Trio to look and sound like? Which musical elements do you predict composers may challenge? Read the chapter on Chamber Music from <i>A History of Western Music, Grout/Palisca, p607-614</i> in the Music Library in PA4.</p>
<p><b>2 ANALYSIS</b></p> <ul style="list-style-type: none"> <li>Clara Wieck-Schumann, Piano Trio in G minor, Op.17, Movement 1</li> </ul>	<p><b>Ensure deep understanding of the following musical elements and how they are used and developed.</b></p> <ul style="list-style-type: none"> <li>Melody</li> <li>Sonority</li> <li>Instrumentation</li> <li>Dynamics</li> <li>Structure</li> <li>Tonality</li> <li>Texture, Tempo, Rhythm and Metre.</li> </ul>	<p><a href="https://youtu.be/9hwqz4mamY4">https://youtu.be/9hwqz4mamY4</a> Analysis of the work</p> <p>Score</p> <p>Revision Guide</p>	<p>Listen to the following Chamber Sonata by Robert Schumann and make notes on their similarities and differences with the work you are studying by Clara Schumann.</p> <p>Compare Melody, structure, style and period.</p> <p>Trio in D minor by Robert Schumann  <a href="https://youtu.be/vUaw4eiK5mM?si=dj3hxubn18XPFN0H">https://youtu.be/vUaw4eiK5mM?si=dj3hxubn18XPFN0H</a></p>
<p><b>3 MUSICAL SKILLS</b></p> <ul style="list-style-type: none"> <li>Clara Wieck-Schumann, Piano Trio in G minor,</li> </ul>	<p><b>Writing Music down by ear and identifying when keys change</b></p> <p>Rhythmic and Melodic Dictation and aural identification of</p>	<p>Focus on Sound</p>	<p>Focus on Sound Exercises set by ADS and shared via Teams</p>

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<p><b>6 MUSICAL SKILLS</b></p> <ul style="list-style-type: none"> <li>Berlioz, Symphonie Fantastique</li> </ul>	<p><b>Managing Q5 and Q6 of the Listening paper</b></p> <ul style="list-style-type: none"> <li>Writing a Response to an Unseen Work</li> <li>Answering a Comparison Question</li> <li>'Evaluate how effectively.....'</li> </ul>	<p><a href="https://youtu.be/ccGN9U5YkKw?si=RjAt1k6mcc75zBCL">https://youtu.be/ccGN9U5YkKw?si=RjAt1k6mcc75zBCL</a></p> <p><a href="#">The Unfamiliar Listening Question - Manwaring Music Education Blog</a></p>	<p>Q5 Comparison Question with Mahler Symphony no.5</p> <p>Unseen Work analysis practise.</p>
<p><b>7 CONTEXT</b></p> <ul style="list-style-type: none"> <li>Beatles, Revolver</li> </ul>	<p><b>Understanding the cultural significance of the Beatles</b></p> <ul style="list-style-type: none"> <li>Historical and cultural context of rise of pop music.</li> <li>Key stylistic features of pop music</li> <li>Key stylistic features of The Beatles</li> <li><b>Eleanor Rigby: Sonority Structure and texture</b></li> <li><b>Here, There and Everywhere</b></li> <li><b>Tomorrow Never Knows</b></li> </ul>	<p><a href="https://youtu.be/J-_YwcrIPIM?si=RWlrgR3FPcKGZG1D">https://youtu.be/J-_YwcrIPIM?si=RWlrgR3FPcKGZG1D</a></p> <p>Introduction to Revolver</p>	<p>Answer the following question with a 20 minute timer!</p> <p>'Analyse the reasons for the Beatles <b>extreme popularity</b> in the 1960's.' Refer to musical contexts and elements in your answer.</p>
<p><b>8 ANALYSIS</b></p> <ul style="list-style-type: none"> <li>Beatles, Revolver</li> </ul>	<p><b>Ensure deep understanding of the following musical elements and how they are used and developed.</b></p> <ul style="list-style-type: none"> <li>Melody</li> <li>Sonority</li> <li>Instrumentation</li> </ul>	<p><a href="#">beatles revolver analysis – YouTube</a></p> <p><a href="#">history of pop music documentary - YouTube</a></p>	<p>Using your resources, write a paragraph (four in total) explaining <b>the unusual use</b> of:</p> <ol style="list-style-type: none"> <li>Lyrics</li> <li>Vocal effects</li> <li>Instrumentation</li> <li>Key</li> </ol>

# Year 12 Music Cycle 2 – Unit 3 Listening, Appraising and Composing

Week/ Topic	Knowledge to Master and Format of Mastery	Location of Key Knowledge	Knowledge Application Tasks for Mastery								
<p><b>1</b> <b>Introduction to A-Level Composing</b></p>	<p>Exemplar Full mark compositions achieve the following:</p> <ul style="list-style-type: none"> <li>•Musical ideas that are developed and extended.</li> <li>•Stylistic devices that are suitable for the genre/ style.</li> <li>•Idiomatic handling of instrumentation and textures.</li> <li>•Melody lines are developed using techniques such as augmentation, diminution, repetition, transposition, fragmentation and sequences.</li> </ul>	<p><a href="#">Exemplar material and assessment criteria</a></p>	<p>What might we expect an A Level Composition to look and sound like?            What are the examiners looking for?            Which musical elements do you need to include in your work?            The free and brief compositions must be a combined minimum of 6 mins.</p>								
<p><b>2</b> <b>Composing – Basic Harmonisation</b></p>	<p><b>Introduction to Cadences.</b></p> <table border="0"> <tr> <td>Perfect Cadence.</td> <td>V – I</td> </tr> <tr> <td>Imperfect Cadence</td> <td>I – V</td> </tr> <tr> <td>Plagal Cadence</td> <td>IV – I</td> </tr> <tr> <td>Interrupted Cadence.</td> <td>V – vi</td> </tr> </table> <p>You will need to:</p> <ul style="list-style-type: none"> <li>• Identify cadences in music</li> <li>• Identify and explain what a chord/triad is</li> <li>• Identify the root note of a chord?</li> <li>• Identify and explain the difference between major and minor chords.</li> <li>• Identify and explain an augmented triad?</li> </ul>	Perfect Cadence.	V – I	Imperfect Cadence	I – V	Plagal Cadence	IV – I	Interrupted Cadence.	V – vi	<p><a href="https://youtu.be/EknaUvmYB4k?feature=shared">https://youtu.be/EknaUvmYB4k?feature=shared</a></p> <p><a href="https://www.musictheory.net/lessons/55">https://www.musictheory.net/lessons/55</a></p>	<p>Explore the video to be able to name the four main cadences in music. Practice identifying the cadences in isolation and within different pieces.</p>
Perfect Cadence.	V – I										
Imperfect Cadence	I – V										
Plagal Cadence	IV – I										
Interrupted Cadence.	V – vi										

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<p><b>3</b></p> <p><b>Performing</b></p>	<ul style="list-style-type: none"> <li>• Study exemplar performances</li> <li>• Study assessment criteria</li> <li>• In the exemplar performances <b>notice</b> the: technical ability, how the musical ideas are interpreted, the expression, the use of phrases and dynamics and how the above is appropriate to the style and mood of the piece.</li> </ul> <p>You will need to achieve:</p> <ul style="list-style-type: none"> <li>•technical control of your instrument, as heard in basic coordination, breath control, diction and or pedalling.</li> <li>•an excellent tone quality throughout the range of the instrument.</li> <li>•tonal contrast.</li> <li>•entirely accurate pitch and rhythm.</li> <li>•fluency and a performance free from hesitation or omission.</li> <li>•a mature, individual and imaginative interpretation of the repertoire.</li> <li>•a consistent tempo.</li> <li>•effective communication that is idiomatic and musically shaped.</li> </ul>	<p><a href="#">Exemplar material and assessment criteria</a></p> <p><a href="#">Assessment Grids</a></p>	<p>What might we expect an A Level performance to look and sound like?</p> <p>What are the examiners looking for?</p> <p>Solo and/or ensemble performance in front of an audience.</p> <p>Performance must be between 8-12 mins long.</p>

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<p><b>4</b> <b>Performance</b></p>	<p>Concert lesson</p> <ul style="list-style-type: none"> <li>• Showcase one of your proposed performance repertoire pieces.</li> <li>• Using the criteria grids, mark each other's performances and give one positive and one constructive feedback.</li> </ul> <p>You will need to be able to:</p> <ul style="list-style-type: none"> <li>• Demonstrate technical control of your instrument,</li> <li>• Demonstrate an excellent tone quality throughout the range of the instrument.</li> <li>• Demonstrate complete control of the instrument.</li> <li>• Exploit tonal contrast.</li> <li>• Demonstrate entirely accurate pitch and rhythm.</li> <li>• Demonstrate fluency and a performance free from hesitation or omission.</li> <li>• Demonstrate a mature, individual and imaginative interpretation of the repertoire.</li> <li>• Demonstrate a consistent tempo.</li> <li>• Demonstrate effective communication that is idiomatic and musically shaped.</li> </ul>	<p>Becoming a more professional performer</p> <p><a href="https://youtu.be/KveHRouD6-Y?feature=shared">https://youtu.be/KveHRouD6-Y?feature=shared</a></p>	<p>Practice performance! Choose one piece from your proposed performance repertoire to play to your peers.</p>
<p><b>5</b> <b>Composing</b></p>	<p>What makes a good composition? Develop a greater understanding of musical devices and how to develop your musical ideas composition</p>	<p><u>Reading</u> <i>Fundamentals of Musical Composition</i>, Schoenberg , <i>Form in Music</i>, Wallace Berry, <i>Behind Bars</i>-Elaine Gould</p>	<p>Focus on Sound Sessions set by ADS and shared on Teams</p>

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<p><b>5</b> <b>Composing</b></p>	<p>What makes a good composition? Develop a greater understanding of musical devices and how to develop your musical ideas.</p> <ul style="list-style-type: none"> <li>• Melody</li> <li>• Sonority</li> <li>• Instrumentation</li> <li>• Lyrics</li> <li>• Vocal style</li> <li>• Dynamics</li> <li>• Structure</li> <li>• Tonality</li> <li>• Texture, Tempo, Rhythm and Metre.</li> </ul> <p>Improve your basic composition skills, this will allow you to then build on and develop them in you're A-Level composition</p>	<p><u>Reading</u> <i>Fundamentals of Musical Composition</i> Arnold Schoenberg</p> <p><i>Form in Music</i> Wallace Berry</p> <p><i>Behind Bars</i> Elaine Gould</p>	<p>Focus on Sound Sessions set by ADS and shared on Teams</p> <ul style="list-style-type: none"> <li>• Focus on Sound Task set by ADS and shared on Teams</li> <li>• Composing Harmony exercises</li> <li>• Composing Melody exercises</li> <li>• Composing Structure exercises</li> <li>• Composing Texture exercises</li> <li>• Composing Word setting exercises</li> </ul>
<p><b>6</b> <b>Composing</b></p>	<p>Explore the best way to create your score and composition. You will need to be able to:</p> <ul style="list-style-type: none"> <li>• Compose using Soundtrap</li> <li>• Compose acoustically</li> </ul> <p>In Soundtrap you will need to be able to:</p> <ul style="list-style-type: none"> <li>• Create different tracks</li> <li>• Add instruments</li> <li>• Record acoustic music into SoundTrap</li> <li>• Know the difference between MIDI and audio files</li> <li>• Create a drum machine beat</li> </ul>	<p>Task set on teams/Soundtrap</p>	<p>Focus on Sound Sessions set by ADS and shared on Teams</p> <ul style="list-style-type: none"> <li>• Introduction to Soundtrap</li> <li>• Virtuoso Soundtrap lessons</li> </ul>

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<p><b>7</b></p> <p><b>Kate Bush</b></p>	<ul style="list-style-type: none"> <li>• Background and context</li> <li>• '<i>Cloudbusting</i>'</li> </ul> <p>Ensure a deep understanding of the following musical elements and how they are used and developed:</p> <ul style="list-style-type: none"> <li>• Melody</li> <li>• Sonority</li> <li>• Instrumentation</li> <li>• Dynamics</li> <li>• Structure</li> <li>• Tonality</li> <li>• Texture, Tempo, Rhythm and Metre.</li> </ul>	<p><a href="https://youtu.be/SOo_DSaBzdc?feature=shared">https://youtu.be/SOo_DSaBzdc?feature=shared</a></p> <p>Analysis of the work</p>	<p>Write a paragraph on each of the following elements of Kate Bush's musical practice. Set a 20 minute timer!</p> <ul style="list-style-type: none"> <li>• Kate Bush's distinctive voice</li> <li>• The use of cutting-edge music technology</li> </ul>
<p><b>8</b></p> <p><b>Kate Bush</b></p>	<ul style="list-style-type: none"> <li>• Background and context</li> <li>• '<i>And dream of sheep</i>'</li> </ul> <p>Ensuring a deep understanding of the following musical elements and how they are used and developed: Melody</p> <ul style="list-style-type: none"> <li>• Sonority</li> <li>• Instrumentation</li> <li>• Dynamics</li> <li>• Structure</li> <li>• Tonality</li> <li>• Texture, Tempo, Rhythm and Metre.</li> </ul>	<p><a href="https://youtu.be/hADY-YgkguY?feature=shared">https://youtu.be/hADY-YgkguY?feature=shared</a></p> <p>Analysis of score</p>	<p>Using your resources, write a paragraph (four in total) explaining the use of the following in Bush's '<i>And dream of sheep</i>':</p> <ol style="list-style-type: none"> <li>a) Sonority</li> <li>b) Structure</li> <li>c) Instrumentation</li> <li>d) Tonality</li> </ol>

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<b>9</b> <b>Kate Bush</b>	<ul style="list-style-type: none"> <li>• Background and context</li> <li>• <i>'Under Ice'</i></li> </ul> <p>Ensuring a deep understanding of the following musical elements and how they are used and developed:</p> <ul style="list-style-type: none"> <li>• Sonority</li> <li>• Instrumentation</li> <li>• Dynamics</li> <li>• Structure</li> <li>• Tonality</li> <li>• Texture, Tempo, Rhythm and Metre.</li> </ul>	<a href="https://youtu.be/fYemX3nZWVQ?feature=shared">https://youtu.be/fYemX3nZWVQ?feature=shared</a> Analysis of score	<p>Write an essay under timed conditions.</p> <p>'How does Kate Bush use melody and instrumentation to create interest in her work?'</p>
<b>10</b>	Revision	Tasks set on Teams	Work through quizzes set by ADS on Teams.
<b>11</b>	Assessment Week		
<b>12</b>	Super Teaching Week		