



## KS4 OCR Curriculum Map: Music

	Advent 1	Advent 2		Lent 1	Lent 2		Pentecost 1	Pentecost 2
<b>Year 10</b>	<p><b>AoS 1</b> Developing awareness of your own instrument's capabilities.</p> <p>-----</p> <p><b>Composition:</b> Developing initial ideas</p> <p>-----</p> <p><b>AoS 5:</b> Conventions of Pop</p>	<p><b>AoS 1</b> Developing awareness of your own instrument's capabilities.</p> <p>-----</p> <p><b>Composition:</b> Developing initial ideas</p> <p>-----</p> <p><b>AoS 5:</b> Conventions of Pop</p>		<p><b>AoS 1</b> Performance 'master classes'</p> <p>-----</p> <p><b>Composition:</b> Short compositions tasks based on AoS 3.</p> <p>-----</p> <p><b>AoS 3:</b> Rhythms of the World</p>	<p><b>AoS 1</b> Performance 'master classes'.</p> <p>-----</p> <p><b>Composition:</b> Short compositions tasks based on AoS 3.</p> <p>-----</p> <p><b>AoS 3:</b> Rhythms of the World</p>		<p><b>AoS 1</b> Solo Performance</p> <p>-----</p> <p><b>Composition:</b> Controlled tasks (composition for the Integrated portfolio).</p> <p>-----</p> <p><b>AoS 4:</b> Film Music</p>	<p><b>AoS 1</b> Solo Performance</p> <p>-----</p> <p><b>Composition:</b> Controlled tasks (composition for the Integrated portfolio).</p> <p>-----</p> <p><b>AoS 4:</b> Film</p>
<b>Year 11</b>	<p><b>AoS 1</b> Record final solo performance.</p> <p>-----</p> <p><b>Composition:</b> Composition to a set brief workshops</p> <p>-----</p> <p><b>AoS 2:</b> The Concerto through Time</p>	<p><b>AoS 1</b> Record final solo performance.</p> <p>-----</p> <p><b>Composition:</b> Composition to a set brief workshops</p> <p>-----</p> <p><b>AoS 2:</b> The Concerto through Time</p>		<p><b>AoS 1</b> Record final ensemble performances.</p> <p>-----</p> <p><b>Composition:</b> Composition to a set brief</p> <p>-----</p> <p><b>Revisit AoS 3 AoS 4</b></p>	<p><b>AoS 1</b> Record final ensemble performances.</p> <p>-----</p> <p><b>Composition:</b> Composition to a set brief</p> <p>-----</p> <p><b>Revisit AoS 5 and AoS 2</b></p>		<p><b>Revisit AoS 2, 3, 4 and 5</b></p>	<p><b>Listening Exam</b></p>



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## AoS Assessment Aims

**AOS 1 My Music:** Learners should study their instrument to perform and compose, which can be any of the following:

- any instrument
- voice – this can include styles such as rapping or beatboxing
- DJ-ing
- sequencing – realisation using ICT.

**AOS 2 The Concerto Through Time:** Learners should study The Concerto and its development from 1650 to 1910 through:

- the Baroque Solo Concerto
- the Baroque Concerto Grosso
- the Classical Concerto
- the Romantic Concerto.

**AOS 3 Rhythms of the World:** Learners should study the traditional rhythmic roots from four geographical regions of the world:

- India and Punjab
- Eastern Mediterranean and Middle East
- Africa
- Central and South America.

**AOS 4 Film Music:** Learners should study a range of music used for films including:

- music that has been composed specifically for a film
- music from the Western Classical tradition that has been used within a film
- music that has been composed as a soundtrack for a video game.

**AOS 5 Conventions of Pop:** Learners should study a range of popular music from the 1950s to the present day, focussing on:

- Rock 'n' Roll of the 1950s and 1960s
- Rock Anthems of the 1970s and 1980s
- Pop Ballads of the 1970s, 1980s and 1990s
- Solo Artists from 1990 to the present day



	Year 10	Intent
Advent 1 and Advent 2	<p><b>Performing</b> AoS 1 Developing awareness of your own instrument's capabilities. Students prepare group presentations in instrumental families, including specific techniques. Students could prepare a simple piece to perform together to the class.</p> <p><b>Composition</b> AoS1 Developing initial ideas (2-3 lessons on each of these ideas) - Three note composition - Primary chords and cadences - Analysis of nursery rhymes - National Anthem compositions - Word setting - Chord sequences (last two can tie in with example briefs from OCR and AoS 5)</p> <p><b>Listening Exam</b> AoS 5: Conventions of Pop. Exploration of the different styles through class/group performances, composition tasks and listening exercises</p>	<p><b>Prior Learning</b> <b>Yr 7</b> Unit 1: Elements of Music Unit 3: Rhythm and Structure Unit 4: Performance Skills Unit 5: Hooks Riffs and Bass</p> <p><b>Yr 8</b> Unit 9: Performance Skills 2</p> <p><b>Yr 9</b> Unit 12: Performance Skills 3</p> <p><b>Intent</b></p> <ul style="list-style-type: none"> <li>To prepare students for solo and ensemble performance.</li> <li>To prepare students for question based on AoS 5 in the listening exam paper.</li> <li>To prepare students to complete two compositions as part of their portfolio.</li> <li>To develop a love for playing and performing</li> <li>To develop a love for analysing and discussing music</li> <li>To develop evaluation skills</li> <li>To develop teamwork skills</li> <li>To develop time management skills</li> <li>To develop cultural capital in our students</li> <li>To develop a broad and robust vocabulary</li> <li>To develop competency in all aspects of communication- to develop their own 'voice'</li> <li>To reflect our school and community identity – values, local, geographical and cultural history</li> <li>To ensure our students know how to be critical of the world</li> </ul> <p><b>Assessment Objective Coverage:</b> AoS 1 Performance and Composition AoS 5 Listening Assessment</p> <p><b>Next Stages</b> <b>KS4</b> AOS 2, 3, 4 Further understanding of performing and composing techniques ( AOS 1)</p> <p><b>KS5</b> Component 1: Performing Component 2: Composing Component 3: Appraising</p>



<b>Lent 1 and Lent 2</b>	<b>Performing</b> Performance ‘master classes’. Students select potential pieces to practise and improve over the term. Record for self-assessment against criteria (NB this recording cannot be used as a final submission).	<b>Prior Learning</b> <b>Yr 7</b> Unit 1: Elements of Music Unit 3: Rhythm and Structure Unit 4: Performance Skills Unit 5: Hooks Riffs and Bass  <b>Yr 8</b> Unit 7: Blues Music Unit 8: Reggae Music Unit 9: Performance Skills 2  <b>Yr 9</b> Unit 12: Performance Skills 3
	<b>Composing</b> Short compositions tasks based on AoS 3. Short group composition tasks based on the rhythm and note patterns in the style of one of the Rhythms of the World. Choose one of these tasks to develop for assessment  <b>Listening Exam</b> AoS 3: Rhythms of the World. Exploration of the different styles through workshops (an opportunity to bring in external organisations), group performances and compositions.	<b>Intent</b> <ul style="list-style-type: none"><li>• To prepare students for solo and ensemble performance.</li><li>• To prepare students for question based on AoS 3 in the listening exam paper.</li><li>• To prepare students to complete two compositions as part of their portfolio.</li><li>• To develop a love for playing and performing</li><li>• To develop a love for analysing and discussing music</li><li>• To develop evaluation skills</li><li>• To develop teamwork skills</li><li>• To develop time management skills</li><li>• To develop cultural capital in our students</li><li>• To develop a broad and robust vocabulary</li><li>• To develop competency in all aspects of communication- to develop their own ‘voice’</li><li>• To reflect our school and community identity – values, local, geographical and cultural history</li><li>• To ensure our students know how to be critical of the world</li></ul> <b>Assessment Objective Coverage:</b> AoS 1 Performance and Composition AoS 3 and 5 Listening Assessment  <b>Next Stages</b> <b>KS4</b> AOS 2, 3, 4 Further understanding of performing and composing techniques ( AOS 1)  <b>KS5</b> Component 1: Performing Component 2: Composing Component 3: Appraising



## Pentecost 1 and Pentecost 2

### Performing

AoS 1 and Practical Component  
Students use lesson and home learning time to finalise their choice for their AoS 1 performance. Students prepare (or are given by the teacher) group performances to be rehearsed and then workshopped during lessons in preparation for their Ensemble Performance.

### Composing

Composition: Controlled tasks (composition for the Integrated portfolio). Students spend the first part of the term defining their brief and then the main part of the term writing their composition. Completion of composition for Integrated Portfolio and submission.

### Listening Exam

AoS 4: Film Music Exploration of how music can create a mood/emotion, significant characters or actions. This can be done through workshops, short performance and composition tasks.

### Prior Learning

#### Yr 7

Unit 1: Elements of Music  
Unit 3: Rhythm and Structure  
Unit 4: Performance Skills  
Unit 5: Hooks Riffs and Bass

#### Yr 8

Unit 7: Blues Music  
Unit 8: Reggae Music  
Unit 9: Performance Skills 2

#### Yr 9

Unit 12: Performance Skills 3  
Unit 10: Podcast and Jingles  
Unit 11: Film Music

### Intent

- To prepare students for solo and ensemble performance.
- To prepare students for question based on AoS 3 in the listening exam paper.
- To prepare students to complete two compositions as part of their portfolio.
- To develop a love for playing and performing
- To develop a love for analysing and discussing music
- To develop evaluation skills
- To develop teamwork skills
- To develop time management skills
- To develop cultural capital in our students
- To develop a broad and robust vocabulary
- To develop competency in all aspects of communication- to develop their own 'voice'
- To reflect our school and community identity – values, local, geographical and cultural history
- To ensure our students know how to be critical of the world

### Assessment Objective Coverage:

AoS 1 Performance and Composition  
AoS 3, 4 and 5 Listening Assessment

### Next Stages

#### KS4

##### AoS 2

Further understanding of performing and composing techniques (AoS 1)

#### KS5

Component 1: Performing  
Component 2: Composing  
Component 3: Appraising



	Year 11	Intent
Advent 1 and Advent 2	<p><b>Performing</b> AoS 1 Students record their AoS 1 performance during this term, in a context chosen by the teacher. Students choose and finalise their Ensemble Performance choice. Lesson time for preparation will depend on the type of students in the class.</p> <p><b>Composing</b> Release of Composition Briefs. Workshop through the briefs with students, linking this (where appropriate) to the relevant areas of study</p> <p><b>Listening Exam</b> AoS 2: The Concerto through Time. Exploration of the concerto through class/group performances, composition tasks and listening exercises. If time, review AoS 5 as well</p>	<p><b>Prior Learning</b> <b>Yr 7</b> Unit 1: Elements of Music Unit 3: Rhythm and Structure Unit 4: Performance Skills Unit 5: Hooks Riffs and Bass</p> <p><b>Yr 8</b> Unit 7: Blues Music Unit 8: Reggae Music Unit 9: Performance Skills 2</p> <p><b>Yr 9</b> Unit 12: Performance Skills 3 Unit 10: Podcast and Jingles Unit 11: Film Music</p> <p><b>Intent</b></p> <ul style="list-style-type: none"> <li>To prepare students for solo and ensemble performance.</li> <li>To prepare students for question based on AoS 3 in the listening exam paper.</li> <li>To prepare students to complete two compositions as part of their portfolio.</li> <li>To develop a love for playing and performing</li> <li>To develop a love for analysing and discussing music</li> <li>To develop evaluation skills</li> <li>To develop teamwork skills</li> <li>To develop time management skills</li> <li>To develop cultural capital in our students</li> <li>To develop a broad and robust vocabulary</li> <li>To develop competency in all aspects of communication- to develop their own 'voice'</li> <li>To reflect our school and community identity – values, local, geographical and cultural history</li> <li>To ensure our students know how to be critical of the world</li> </ul> <p><b>Assessment Objective Coverage:</b> AoS 1 Performance and Composition AoS 2,3, 4 and 5 Listening Assessment</p> <p><b>Next Stages KS4</b> AOS 2, 3, 4 and 5 revision. Preparation for final performance and final compositions ( AOS 1)</p> <p><b>KS5</b> Component 1: Performing Component 2: Composing Component 3: Appraising</p>



Lent 1 and Lent 2	<p><b>Performing</b> Prepare and record final ensemble performances.</p> <p><b>Composing</b> Composition: Students select most appropriate composition brief and controlled time is given for the OCR set brief composition.</p> <p><b>Listening Exam</b> Revisit AoS 2, 3, 4 and 5 through practical workshops and listening tests.</p>	<p><b>Prior Learning</b> <b>Yr 7</b> Unit 1: Elements of Music Unit 2: Programme Music Unit 3: Rhythm and Structure Unit 4: Performance Skills 1 Unit 5: Hooks, Riffs and Bass Unit 6: Computer Music Remix</p> <p><b>Yr 8</b> Unit 7: Blues Music Unit 8: Reggae Music and Sequencing Unit 9: Performance Skills</p> <p><b>Yr 9</b> Unit 10: Podcast and Jingles Unit 11: Film Music Unit 12: Performance Skills 3</p> <p><b>Intent</b></p> <ul style="list-style-type: none"><li>• To develop an understand of job roles in the music industry</li><li>• To develop a love for analysing and discussing music</li><li>• To develop evaluation skills</li><li>• To develop cultural capital in our students</li><li>• To develop a broad and robust vocabulary</li><li>• To develop competency in all aspects of communication- to develop their own 'voice'</li><li>• To reflect our school and community identity – values, local, geographical and cultural history</li><li>• To ensure our students know how to be critical of the world</li></ul> <p><b>Assessment Objective Coverage:</b> AoS 1 Performance and Composition AoS 2,3, 4 and 5 Listening Assessment</p> <p><b>Next Stages</b> <b>KS4</b> AOS 2, 3, 4 and 5 revision.</p> <p><b>KS5</b> Component 1: Performing Component 2: Composing Component 3: Appraising</p>



<b>Pentecost 1 and 2</b>	<b>Revision</b>	
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