

Year 13

Timing	Unit Title	Key Question	Knowledge	Assessing understanding
Autumn	Listening, Analysis and Historical Study: Area of study A: The Western Classical Tradition (The Development of the Symphony 1750–1900) Area of study D: Jazz 1920–1960: Cool jazz.	How did the Symphony originate and develop between 1750 and 1900? This area of study focuses on prominent genres from the world of Jazz between 1920 and 1950.	- This area of study develops pupils' understanding of the development of the symphony through the Romantic era. The symphony, as it developed, was considered to be the most important instrumental genre of the eighteenth and nineteenth centuries and contains some of the most exciting orchestral repertoire of the period. The development of the symphony went hand in hand with the development of the orchestra into a grand and powerful force. - Pupils will study two set works: Haydn's Symphony No. 104 in D major (complete) and Mendelssohn's Symphony No. 4 in A major 'Italian' - Identifying features from audio extracts such as instrumentation, techniques of orchestration, melody, harmony, tonality, structure and a plethora of musical devices. - Area of study D: Pupils develop their understanding of Jazz from Year 12 through the study of Cool Jazz (1950–60). Pupils study the works of Miles Davis, Lee Konitz, Gerry Mulligan, Chet Baker, Stan Getz and Gil Evans.	How understanding is assessed - Analysis questions, aural past papers, discussion in lessons, sample problems, essays. - Homework and tests involving past paper questions Skills - Analysis, evaluation, aural skills, extended writing. Assessment Point information - Past Paper Mock Question using Eduqas mark scheme. How understanding is assessed - Analysis questions, aural past papers, discussion in lessons, sample problems, essays. - Homework and tests involving past paper questions

	Area of study E: Into the Twentieth Century		- Area of study E: Into the Twentieth Century Pupils will study the works of representative European composers from the period as a basis for understanding how music is created, developed and performed for different audiences in the late nineteenth and early twentieth centuries. The development of music in this period is categorised into successive but overlapping 'schools' of composition. Learners will study three of them: 1 Impressionism 2 Expressionism (including Serialism) 3 Neo-classicism - Pupils will study the following two set works in depth: Poulenc's Trio for Oboe, Bassoon and Piano, Movement II Debussy's Three Nocturnes, Number 1, Nuages - In order to gain a breadth of understanding of how music developed in different social and cultural contexts during the period, the following composers are suggested for study:	Skills - Analysis, evaluation, aural skills, extended writing. Assessment Point information - Past Paper Mock Question using Eduqas mark scheme. How understanding is assessed - Analysis questions, aural past papers, discussion in lessons, sample problems, essays. - Homework and tests involving past paper questions Skills - Analysis, evaluation, aural skills, extended writing. Assessment Point information - Past Paper Mock Question using Eduqas mark scheme.
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Spring	Exam Preparation and Completion of Coursework		- Recitals completed in March/April to an external visiting assessor. - Compositions finished by the end of the Spring term; performed (where possible) and recorded.	How understanding is assessed - Analysis questions, aural past papers, discussion in lessons, sample problems, essays. - Homework and tests involving past paper questions Skills - Analysis, evaluation, aural skills, extended writing. Assessment Point information - Past Paper Mock Question using Eduqas mark scheme.
Summer	n/a	n/a	n/a	n/a