

Year 10 Curriculum Overview Plan: Music

Autumn 1/2- Spring 1 Component 1 (2 hours a week)	Autumn 1/2 Component 2 LA. A Teaching Phase Assessment Phase (end of term) (1 hour per week)	Spring 1 Component 2 LA. B Teaching Phase	Summer 1 Component 2 Teaching/ Assessment Phase Summer 2 Component 2 Assessment Phase
<p>Key Theme: Learning aim A: Develop appreciation of styles and genres of music Learning aim B: Explore techniques used to create music products</p> <p>Key Concepts, Knowledge & Skills to be Embedded: Teaching Phase</p>	<p>Key Theme: Exploring professional and commercial skills for the music industry</p> <p>Key Concepts, Knowledge & Skills to be Embedded: Learners will explore the expectations and personal skills required to succeed in the industry</p>	<p>Key Theme: Learning aim A: Learning aim B Applying and developing individual musical skills and techniques</p> <p>Key Concepts, Knowledge & Skills to be Embedded: Learners will participate in workshops and</p>	<p>Key Theme: Exploring professional and commercial skills for the music industry Learning aim B Applying and developing individual musical skills and techniques</p> <p>Key Concepts, Knowledge & Skills to be Embedded: They will carry out an audit of their skills, focusing on their chosen two of the following disciplines: performance, creation, production. Learners will practise and refine their skills and techniques through individual practical development, supported by target setting and review.</p>

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<p>Students will study a wide range of genres based upon the specification.</p> <p>Assessment A wide range of 8 different genres and styles – these are the suggested examples. 1) Sequencing using Cubase - PRODUCTION 2) African Drumming World Music - PERFORMANCE 3) Blues Music - PERFORMANCE 4) Chord Sequence and Pop Punk - COMPOSITION 6) Canon - PERFORMANCE & COMPOSITION 7) Hard Rock - COMPOSITION 8) BRITPOP - PERFORMANCE</p>	<p>Learners will participate in workshops and sessions to identify and develop these skills.</p> <p>Links to Prior Learning: These skills have not yet been covered.</p> <p>Key Assessment Pieces:</p> <ol style="list-style-type: none"> 1) Individual Performance 2) Group performance 3) Bandlab composition 4) Key skills write-up. <p>Tier 3 Vocabulary Vault: Specific to the discipline. Please see knowledge organiser.</p>	<p>classes, developing musical skills and techniques across all three disciplines.</p> <p>Links to Prior Learning: Links to KS3 prior learning including how to manage time, resilience, independent work.</p> <p>Key Assessment Pieces:</p> <ol style="list-style-type: none"> 1) Mock Blog entries. 2) Mock audit <p>Tier 3 Vocabulary Vault: o time management o self-discipline o working with others o correct and safe use of equipment o identifying resources required o auditing existing skills and</p>	<p>Links to Prior Learning: Audit, management of time and self discipline relate to Spring 2.</p> <p>Key Assessment Pieces: Learning Aim A hand in.</p> <p>Tier 3 Vocabulary Vault: Specific to the discipline. Please see knowledge organiser.</p> <p>Strategies to enable new concepts, knowledge & skills to embed in long-term memory: DINs. Drafting and redrafting. Use of knowledge organisers. Homework.</p>
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<p>LA. B 1) PERFORMANCE = BRITPOP/BLUES 2) COMPOSITION - POP PUNK 3) PRODUCTION - HORROR</p> <p>Students can also choose their own topics.</p> <p>Links to Prior Learning: All topics include links to the elements of music, chords, melody, composition and performance skills.</p> <p>Key Assessment Pieces: Mock coursework write-up and musical</p>	<p>Strategies to enable new concepts, knowledge & skills to embed in long-term memory: DINs. Drafting. Use of knowledge organisers. Homework.</p>	<p>maintaining a development plan.</p> <p>Reading Exposure: Case studies</p> <p>Strategies to enable new concepts, knowledge & skills to embed in long-term memory: DINs. Drafting and redrafting. Use of knowledge organisers. Homework.</p>	<p>Key Theme: Exploring professional and commercial skills for the music industry Learning aim B Applying and developing individual musical skills and techniques</p> <p>Key Concepts, Knowledge & Skills to be Embedded: Learners will explore the expectations and personal skills required to succeed in the industry</p> <p>Learners will participate in workshops and sessions to identify and develop musical skills.</p> <p>Links to Prior Learning: Audit, management of time and self discipline relate to Spring 2</p> <p>Key Assessment Pieces: Learning Aim B hand in.</p> <p>Tier 3 Vocabulary Vault: Specific to the discipline. Please see knowledge organiser</p>
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<p>product after each topic. Topics based on class individual responses.</p> <p>Tier 3 Vocabulary Vault: The elements of music. Genre specific musical language. Notation/Tab (See knowledge organiser)</p> <p>Reading Exposure: Independent research. PowerPoint information. Contexts. Historical research. Reading findings in class.</p>			<p>Strategies to enable new concepts, knowledge & skills to embed in long-term memory: DINs. Drafting and redrafting. Use of knowledge organisers. Homework.</p>
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<p>Strategies to enable new concepts, knowledge & skills to embed in long-term memory: SOW build on KS3 understanding. Theory DINS. Mock coursework write-ups.</p>			
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