

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 |
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| <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 Students will study a wide range of genres based upon the specification.</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>Learners will participate</p> | <p>Key Theme: Applying and developing individual musical skills and techniques</p> <p>Key Concepts, Knowledge & Skills to be Embedded: Learners will participate in workshops and classes, developing musical skills and techniques across all three disciplines.</p> | <p>Key Theme: Learning aim A: 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: LA.A 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>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 product after each topic. Topics based on class individual responses.</p> <p>Assessment LA.A 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</p> | <p>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: 1) Individual Performance 2) Group performance 3) Bandlab composition 4) Key skills write-up.</p> | <p>Links to Prior Learning: Links to KS3 prior learning including how to manage time, resilience, independent work.</p> <p>Key Assessment Pieces: 1) Mock Blog entries. 2) Mock audit</p> | <p>LA.B Learners will explore the expectations and personal skills required to succeed in the industry 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 A hand in Leaning aim B hand in</p> |
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| <p>6) Canon - PERFORMANCE & COMPOSITION 7) Hard Rock - COMPOSITION 8) BRITPOP - PERFORMANCE LA.B 1) PERFORMANCE = BRITPOP/BLUES 2) COMPOSITION - POP PUNK 3) PRODUCTION - HORROR</p> <p>Tier 3 Vocabulary Vault: The elements of music. Genre specific musical language. Notation/Tab (See knowledge organiser)</p> <p>Students can also choose their own topics.</p> <p>Reading Exposure: Independent research. PowerPoint information. Contexts. Historical research. Reading findings in class.</p> | <p>Tier 3 Vocabulary Vault: Specific to the discipline. Please see knowledge organiser.</p> | <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 maintaining a development plan.</p> <p>Reading Exposure: Case studies</p> | <p>Tier 3 Vocabulary Vault: Specific to the discipline. Please see knowledge organiser.</p> |
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| <p>Strategies to enable new concepts, knowledge & skills to embed in long-term memory: Scheme of work build on KS3 understanding. Theory “do it now”. Mock coursework write-ups.</p> | <p>Strategies to enable new concepts, knowledge & skills to embed in long-term memory: DINs. Drafting. Use of knowledge organisers. Homework.</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>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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