

Workshops with Wolverhampton university, London Theatre trip, Music enrichment activities and instrumental lessons.

**The curriculum and assessment of students at this stage of education has been carefully designed to promote deep learning of music and develop students into music practitioners:**

Building on the work performing, composing and appraising work done by the music department in KS3, in year 10 students will be taught how music has developed over the 60 years and knowledge of how musical elements are used to create different genres of music. The aim is to build the learners' musical knowledge and give them the ability to articulate their thoughts and feelings about music using the appropriate industry and theoretical language whilst drawing upon knowledge learned. By the end of the year students will be able to produce a detailed analysis of two contrasting musical genres with a focus on factors that influenced its inception, significant bands and artists along with fashion and imagery. They will also be able to produce their own song analysis; utilising and applying the knowledge and skills they have gained throughout the year. Students will be involved in exploring different cultures and the impact they have on different musical genres. They will be exposed to a variety of live performances both virtually and in venues. The year 10 course will prepare students for year 11 where they will continue to broaden their musical knowledge to create a live performance showcase. The full course can prepare students for further study of music at level 3 and builds strong foundations for a career in the music industry.

## HALF TERM 1

### Component 1: Exploring Music Product and Styles (Internal Unit)

#### All students will know:

How to explore a variety of musical styles and understand key features and their use of musical elements through the consideration of:

- Iconic Composers, artists, bands and producers
- Impact of technology on musical styles, instruments, production and recording

How to listen to a piece(s) of music, recognising and discuss the use of musical elements:

- Instrumentation
- Texture
- Timbre
- Tonality
- Harmony
- Rhythmic Techniques
- Structure

#### All students will be assessed:

On a portfolio of evidence that demonstrates their understanding of different musical styles

#### Reading skills needed for this unit:

- » Musical elements and their definitions.
- » Reading notation.

#### Key vocabulary:

Tempo, Instrumentation, Lyrical content, Production techniques, Style, Inception, Significant, Important, Imagery, Fashion, Musical Elements.

# YEAR 10 | BTEC LEVEL 2 TECH AWARD IN MUSIC PRACTICE

## ENRICHMENT OPPORTUNITIES

Workshops with Wolverhampton university, London Theatre trip, Music enrichment activities and instrumental lessons.

### HALF TERM 2

#### Component 1: Exploring Music Product and Styles (Internal Unit)

##### All students will know:

How to explore a variety of musical styles and understand key features and their use of musical elements through the consideration of:

- Iconic Composers, artists, bands and producers
- Impact of technology on musical styles, instruments, production and recording

How to listen to a piece(s) of music, recognising and discuss the use of musical elements:

- Instrumentation
- Texture
- Timbre
- Tonality
- Harmony
- Rhythmic Techniques
- Structure

##### All students will be assessed:

- On a portfolio of evidence that demonstrates their understanding of different musical styles

##### Reading skills needed for this unit:

- » Musical elements and their definitions.
- » Reading notation.

##### Key vocabulary:

Tempo, Instrumentation, Lyrical content, Production techniques, Style, Inception, Significant, Important, Imagery, Fashion, Musical Elements.

### HALF TERM 3

#### Component 1: Exploring Music Product and Styles (Internal Unit)

##### All students will know:

How to respond to a brief set by the exam board by exploring a variety of musical styles and understand key features and their use of musical elements through the consideration of:

- Iconic Composers, artists, bands and producers
- Impact of technology on musical styles, instruments, production and recording

How to listen to a piece(s) of music, recognising and discuss the use of musical elements:

- Instrumentation
- Texture
- Timbre
- Tonality
- Harmony
- Rhythmic Techniques
- Structure

##### All students will be assessed:

- On a portfolio of evidence that demonstrates their understanding of different musical styles
- Create a short composition using a DAW

##### Reading skills needed for this unit:

- » Health and Safety requirements.
- » Reviews.
- » Notation.

##### Key vocabulary:

Maintenance, Personal goals, Practice plan, Timescales, Developmental progression, Technical Ability, Dexterity, Stamina, Achievement.

# YEAR 10 | BTEC LEVEL 2 TECH AWARD IN MUSIC PRACTICE

## ENRICHMENT OPPORTUNITIES

Workshops with Wolverhampton university, London Theatre trip, Music enrichment activities and instrumental lessons.

### HALF TERM 4

#### Component 1: Exploring Music Product and Styles (Internal Unit)

##### All students will know:

How to respond to a brief set by the exam board by exploring a variety of musical styles and understand key features and their use of musical elements through the consideration of:

- Iconic Composers, artists, bands and producers
- Impact of technology on musical styles, instruments, production and recording

How to listen to a piece(s) of music, recognising and discuss the use of musical elements:

- Instrumentation
- Texture
- Timbre
- Tonality
- Harmony
- Rhythmic Techniques
- Structure

##### All students will be assessed:

- On a portfolio of evidence that demonstrates their understanding of different musical styles
- Create a short composition using a DAW
- Performing to an audience

##### Reading skills needed for this unit:

- » Explore different texts that discuss maintenancerequirements of instruments.
- » Read music notation and lyrics.

##### Key vocabulary:

Maintenance, Personal goals, Practice plan, Timescales,Developmental progression, Technical Ability, Dexterity,Stamina, Achievements.

### HALF TERM 5

#### Component 1: Exploring Music Product and Styles (Internal Unit)

##### All students will know:

How to respond to a brief set by the exam board by exploring a variety of musical styles and understand key features and their use of musical elements through the consideration of:

- Iconic Composers, artists, bands and producers
- Impact of technology on musical styles, instruments, production and recording

How to listen to a piece(s) of music, recognising and discuss the use of musical elements:

- Instrumentation
- Texture
- Timbre
- Tonality
- Harmony
- Rhythmic Techniques
- Structure

##### All students will be assessed:

- On a portfolio of evidence that demonstrates their understanding of different musical styles
- Create a short composition using a DAW
- Performing to an audience

##### Reading skills needed for this unit:

- » Explore different texts that discuss maintenancerequirements of instruments.
- » Read music notation and lyrics.

##### Key vocabulary:

Maintenance, Personal goals, Practice plan, Timescales,Developmental progression, Technical Ability, Dexterity, Stamina, Achievements.

# YEAR 10 | BTEC LEVEL 2 TECH AWARD IN MUSIC PRACTICE

## ENRICHMENT OPPORTUNITIES

Workshops with Wolverhampton university, London Theatre trip, Music enrichment activities and instrumental lessons.

### All students will know:

How to develop two musical disciplines through engagement in practical tasks, while documenting their progress and planning for further improvement. They will do this through consideration of:

- Professional and commercial skills needed for the music industry
- The development processes for music skills and techniques

Learners will explore the expectations and professional skills required to succeed in the industry:

- time management
- self-discipline
- working with others
- correct and safe use of equipment
- identifying resources required
- auditing existing skills
- maintain a development plan.

### All students will be assessed:

- On a portfolio of evidence that demonstrates their understanding of development of music skills and techniques
- A well-planned rehearsal schedule
- Well-chosen pieces that fit the brief given by the exam board

#### Reading skills needed for this unit:

- » Explore different texts that discuss maintenancerequirements of instruments.
- » Read music notation and lyrics.

#### Key vocabulary:

Maintenance, Personal goals, Practice plan, Timescales,Developmental progression, Technical Ability, Dexterity, Stamina, Achievements.

## HOW THIS LEARNING WILL BE EMBEDDED ELSEWHERE IN THE CURRICULUM

**Science** - anatomy of the voice.

**Music** - how the voice produces sound, vocal health and different styles of music.

## HOW STUDENTS CAN BE SUPPORTED AT HOME

Students encouraged to listen to different genres of music. Music can be accessed via the radio, YouTube, Spotify, TV and film.

## ENRICHMENT OPPORTUNITIES

Workshops with Wolverhampton university, London Theatre trip, Music enrichment activities and instrumental lessons.

**The curriculum and assessment of students at this stage of education has been carefully designed to promote deep learning of music and develop students into musicians:**

Continuing to build on the knowledge and skills they have developed throughout year 10 students will engage with a full live performance project including planning, rehearsal, performance and evaluation. The skills learned within this unit can be directly applied to any future pursuits in the live music industry. Students will develop the ability to rehearse effectively. Students will develop their planning, organisation, communication and evaluation skills throughout the rehearsal process and will be exposed to live music performances to further develop their knowledge of the music industry. By the end of year 11 students will have critically analysed live performance techniques and applied them to their own performance. The full course can prepare students for further study of music at level 3 and builds strong foundations for a career in the music industry.

## HOW STUDENTS CAN BE SUPPORTED AT HOME

Students encouraged to listen to different genres of music. Music can be accessed via the radio, YouTube, Spotify, TV and film.

## HALF TERM 1

### Component 2: Music skills development (Internal unit)

#### All students will know:

» How to develop two musical disciplines through engagement in practical tasks, while documenting their progress and planning for further improvement. They will do this through consideration of:

- Professional and commercial skills needed for the music industry
- The development processes for music skills and techniques

Learners will explore planning and communicating music skills development

- Planning development processes.
- Strategies for skills development.
- Managing equipment and resources.
- Methods of capturing musical development, such as structure
- Having a clear and organised approach to communicating
- Sharing and commenting on work

#### All students will be assessed:

- on a portfolio of evidence that demonstrates their understanding of development of music skills and techniques
- a well-planned rehearsal schedule
- well-chosen pieces that fit the brief given by the exam board

#### Reading skills needed for this unit:

- » Musical elements and their definitions.
- » Reading notation.

#### Key vocabulary:

Personal aims, Audience expectation, Agreed, Brief, Rehearsal plan, Health & Safety, Rehearsal process, Present, Perform live, Target audience, Review, Musical Elements.

## HALF TERM 2

### Component 2: Music skills development (Internal unit)

#### All students will know:

How to participate in workshops and sessions to identify and develop musical skills and techniques in the following three disciplines:

- Music performance
- Creating original music
- Music production.

Learner will select and develop their individual musical and professional techniques appropriate to context and style and demonstrate the application of these skills

- Development process
- Developing musical skills appropriate to style and context
- Applying skills to the creation of content/material
- Music Performance
- Creating original music
- Music production
- Structure

#### All students will be assessed:

- On a portfolio of evidence that demonstrates their understanding of music skills and techniques
- A music performance
- A composition/original music

#### Reading skills needed for this unit:

Musical elements and their definitions.

#### Key vocabulary:

Personal aims, Audience expectation, Agreed, Brief, Rehearsal plan, Health & Safety, Rehearsal process, Present, Perform live, Target audience, Review, Musical Elements.

# YEAR 11 | BTEC LEVEL 2 TECH AWARD IN MUSIC PRACTICE

## HALF TERM 3

### Component 3: Responding to a music brief (external unit)

#### All students will know:

How to develop and present music in response to a given music brief. They will do this through consideration of:

- The skills and techniques developed in component 1 and 2
- Well thought-out ideas in relation to a theme.

Learners will understand how to respond to a brief:

- Features of a music brief
- Planning to meet the demands of the brief
- Considering constraints and intentions
- Develop and produce a response to the brief
- Refining music skills for music product
- Refining music product
- Personal management
- Reviewing work and quality of the outcome
- Presenting and reflecting

#### All students will be assessed:

- On a final product either performance or composition
- A well-planned rehearsal schedule
- Well-chosen pieces that fit the brief given by the exam board

#### Reading skills needed for this unit:

- » Reading notation.
- » Responding to feedback and setting targets.
- » Musical elements and key terminology.

#### Key vocabulary:

Personal aims, Audience expectation, Agreed brief, Rehearsal plan, Health & Safety, Rehearsal process, Present, Perform live, Target audience, Review, Musical elements.

## HALF TERM 4

### Component 3: Responding to a music brief (external unit)

#### All students will know:

How to develop and present music in response to a given music brief. They will do this through consideration of:

- The skills and techniques developed in component 1 and 2
- Well thought-out ideas in relation to a theme.

Learners will understand how to respond to a brief:

- Features of a music brief
- Planning to meet the demands of the brief
- Considering constraints and intentions
- Develop and produce a response to the brief
- Refining music skills for music product
- Refining music product
- Personal management
- Reviewing work and quality of the outcome
- Presenting and reflecting

#### All students will be assessed:

- On a final product either performance or composition
- A well-planned rehearsal schedule
- Well-chosen pieces that fit the brief given by the exam board

#### Reading skills needed for this unit:

- » Reading and responding to feedback.

#### Key vocabulary:

Personal aims, Audience expectation, Agreed brief, Rehearsal plan, Health & Safety, Rehearsal process, Present, Perform live, Target audience, Review.

## HALF TERM 5

### Component 3: Responding to a music brief (external unit)

#### All students will know:

How to develop and present music in response to a given music brief. They will do this through consideration of:

- The skills and techniques developed in component 1 and 2
- Well thought-out ideas in relation to a theme.

Learners will understand how to respond to a brief:

- Features of a music brief
- Planning to meet the demands of the brief
- Considering constraints and intentions
- Develop and produce a response to the brief
- Refining music skills for music product
- Refining music product
- Personal management
- Reviewing work and quality of the outcome
- Presenting and reflecting

#### All students will be assessed:

- On a final product either performance or composition
- A well-planned rehearsal schedule
- Well-chosen pieces that fit the brief given by the exam board

