



		Year:	10	Subject:	Music	Autumn 1- Component 1: Exploring Music Products and Styles (Music theory and genres)	Autumn 2- Component 1: Exploring Music Products and Styles (Music theory and genres) <b>Controlled assessment period</b>	Spring 1- Component 2: Music Skills Development (Producing and Performing)
<b>Intent</b>	<b>Subject Concepts (Substantive knowledge)</b>  	<ul style="list-style-type: none"> <li>Elements of Music (notation included)</li> </ul>	Students will explore the stylistic elements of music for different genres.	Prior Knowledge: <ul style="list-style-type: none"> <li>Defining the elements of music</li> <li>Understanding chords in pop music</li> <li>Understanding the blues scale</li> <li>Defining what a riff is in music.</li> <li>Understanding the 12 bar blues chords</li> </ul>	Students will explore the stylistic elements of music for different genres.	Prior Knowledge: <ul style="list-style-type: none"> <li>12 bar blues and a rock and roll bass line</li> <li>Theme tunes and leitmotifs studied in KS3</li> </ul>		Prior Knowledge: <ul style="list-style-type: none"> <li></li> </ul>
		<ul style="list-style-type: none"> <li>Performance</li> </ul>	Students will develop their knowledge of the stylistic elements of genres through practical performance activities which will be applied within their upcoming controlled assessment.	Prior Knowledge: <ul style="list-style-type: none"> <li>Understanding how chords are formed and how to play them.</li> <li>Performing a blues scale</li> </ul>	Pearson set assignment task: Students complete their controlled assessment. Students create a blues composition which will be performed and video recorded under exam conditions.	Prior Knowledge: <ul style="list-style-type: none"> <li>Understanding how chords are formed and how to play them.</li> <li>Performing a blues scale</li> </ul>	Students reflect on their own performance skills through auditing and setting SMART targets. Students work towards meeting these targets through a chosen performance piece.	Prior Knowledge: <ul style="list-style-type: none"> <li>Performance in KS3               <ul style="list-style-type: none"> <li>Reflecting on targets through dedicated reflection time</li> </ul> </li> </ul>
		<ul style="list-style-type: none"> <li>Listening</li> </ul>	Students will participate in various listening activities related to Reggae and Blues, analysing the elements of music.	Prior Knowledge: <ul style="list-style-type: none"> <li>Defining the elements of music and being able to describe them aurally</li> </ul>	Students will participate in various listening activities related to Rock and roll and Music for Media.	Prior Knowledge: <ul style="list-style-type: none"> <li>Defining the elements of music and being able to describe them aurally</li> </ul>		Prior Knowledge: <ul style="list-style-type: none"> <li></li> </ul>
		<ul style="list-style-type: none"> <li>Producing</li> </ul>	Students will develop knowledge of Reggae music through application of key stylistic production techniques using software	Prior Knowledge: <ul style="list-style-type: none"> <li>Using software to create Music</li> </ul>	Pearson set assignment task: Students complete their controlled assessment. Students produce an emulation of a reggae track using production software under exam conditions.	Prior Knowledge: <ul style="list-style-type: none"> <li>Using software to create Music</li> </ul>	Students learn how to navigate DAW to create an emulation of an existing piece of music. Students reflect on their own strengths and weakness' in production by auditing skills and setting targets.	Prior Knowledge: <ul style="list-style-type: none"> <li>Using software to create music</li> </ul>
		<ul style="list-style-type: none"> <li>Context</li> </ul>	Students will develop knowledge of how Reggae and Blues emerged. Students study the historical context of each genre.	Prior knowledge: <ul style="list-style-type: none"> <li>Study of key genres within KS3 Music</li> </ul>	Students will develop knowledge of how Rock and Roll and Music for Media emerged. Students study the historical context of each genre.  Students create a research portfolio based on four genres and accompanying examples.	Prior knowledge: <ul style="list-style-type: none"> <li>Study of key artists and the historical context of rock and roll within KS3 Music</li> <li>Identifying key features of different genres</li> <li>Mock research tasks</li> <li>Mock practical tasks</li> </ul>	Students learn about working and developing skills within the music industry focussing on production and music performance.	Prior Knowledge: <ul style="list-style-type: none"> <li>Using software to create music</li> <li>Setting up equipment and resources in KS3 and KS4</li> </ul>

			<p>Takeaway learning:</p> <ul style="list-style-type: none"> <li>To understand the history of different genres and how they emerged</li> <li>To understand key artists within these genres</li> </ul>		<p>Takeaway learning:</p> <ul style="list-style-type: none"> <li>To understand the history of different genres and how they emerged</li> <li>To understand key artists and influences within these genres</li> <li>Creation of 3 musical products and a research portfolio</li> </ul>		<p>Takeaway Learning:</p> <ul style="list-style-type: none"> <li>Understand how to fix technological problems independently</li> <li>Understand how to use time effectively when completing a project</li> <li>Understand how to document progress using technology</li> <li>Understand how to use time effectively when rehearsing and working towards targets</li> </ul>
	<ul style="list-style-type: none"> <li>Composing</li> </ul>			<p>Students will develop their knowledge of the stylistic elements of Film music through composing their own film music piece suitable for a given brief</p> <p>Pearson set assignment task: Students complete their controlled assessment. Students create a film music piece suitable for a given brief.</p>	<p>Prior Knowledge:</p> <ul style="list-style-type: none"> <li>Using software to create music.</li> <li>Compositional techniques</li> <li>Study of film music theme tunes</li> </ul> <p>Takeaway Learning:</p> <ul style="list-style-type: none"> <li>To understand how to plan and apply key film music features to create a DAW composition</li> </ul>		
	<b>Disciplinary Knowledge (How are the subject concepts used)</b>	<ul style="list-style-type: none"> <li>Students will use their knowledge of the stylistic elements of different genres and apply it to create a Blues performance and reggae production piece.</li> </ul>	<ul style="list-style-type: none"> <li>Students will use their knowledge of the stylistic elements of different genres and apply it to create a Blues performance, Reggae production piece, Music for Media composition and research portfolio for the controlled assessment.</li> </ul>	<ul style="list-style-type: none"> <li>Students will use their knowledge of production to create a mock DAW emulation of an existing piece of music and a mock solo performance piece.</li> </ul>			
AI	<b>Common Misconceptions</b>	<ul style="list-style-type: none"> <li>Syncopation in reggae music – offbeat as opposed to on the 2<sup>nd</sup> and 4<sup>th</sup> beat</li> <li>How a chord is played and formed</li> <li>The use of roman numerals in Music</li> </ul>	<ul style="list-style-type: none"> <li>How a chord is played and formed</li> <li>The use of roman numerals in Music</li> </ul>	<ul style="list-style-type: none"> <li>How to use time effectively</li> <li>Working on areas of strength as opposed to developing areas for improvement</li> </ul>			
	<b>Enabling or Adapting the Curriculum</b>	<p><b>SEND Students</b></p> <ul style="list-style-type: none"> <li>Key words and definitions in support packs</li> <li>Booklet to accompany lesson content</li> <li>Practical activities to consolidate theory work</li> <li>Modelling</li> </ul>	<ul style="list-style-type: none"> <li>Modelling how to use technology</li> <li>Chunking information</li> <li>1 to 1 support</li> <li>Key words and definitions in support packs</li> <li>Booklet to accompany lesson content</li> <li>Practical activities to consolidate theory work</li> </ul>	<ul style="list-style-type: none"> <li>Modelling how to use technology</li> <li>Modelling audit processes</li> <li>Chunking information</li> <li>1 to 1 support</li> <li>Workbook guidance</li> </ul>			
		<p><b>Disadvantaged Students</b></p> <ul style="list-style-type: none"> <li>Cultural capital – Students have the opportunity to explore different genres of different decades, listening to different examples on Youtube</li> <li>Opportunity to develop skills on instruments</li> </ul>	<ul style="list-style-type: none"> <li>Cultural capital – Students have the opportunity to explore different genres of different decades, listening to different examples on Youtube</li> <li>Opportunity to develop skills on instruments</li> </ul>	<ul style="list-style-type: none"> <li>Opportunity to meet producer within the industry to ask questions</li> <li>Opportunity to develop skills on instruments</li> </ul>			
		<p><b>More Able Students</b></p> <ul style="list-style-type: none"> <li>Create music in different key signatures</li> <li>Perform challenging chords</li> </ul>	<ul style="list-style-type: none"> <li>Students have the opportunity to apply higher level skills to the musical product</li> <li>Students may use more sophisticated key words to analyse music in the research tasks</li> </ul>	<ul style="list-style-type: none"> <li>Opportunity to re-produce a more challenging piece of music using DAW</li> </ul>			
	<b>Literacy/Numeracy Skills</b>	<p>Vocabulary:</p> <ul style="list-style-type: none"> <li>Syncopation</li> <li>Chords</li> <li>Conjunct/disjunct</li> <li>7<sup>th</sup> chords</li> <li>Instruments</li> <li>Compositional techniques</li> </ul>	<ul style="list-style-type: none"> <li>DAW</li> <li>Editing</li> <li>Step input/real time input</li> <li>Texture</li> <li>Structure</li> <li>Effects</li> <li>Compositional techniques</li> <li>Elements of Music</li> </ul>	<ul style="list-style-type: none"> <li>Mixing</li> <li>Producing</li> <li>DAW</li> <li>Editing</li> <li>Step input/real time input</li> <li>Texture</li> <li>Structure</li> <li>Effects</li> <li>Warm ups</li> <li>Audit</li> <li>SMART target</li> </ul>			



		<b>Reading:</b>	<ul style="list-style-type: none"> <li>Reading about different genres of music and their features</li> </ul>		<ul style="list-style-type: none"> <li>Reading about different genres of music and their features</li> <li>Students conduct research</li> </ul>		<ul style="list-style-type: none"> <li>Reading and understanding a brief</li> </ul>							
		<b>Writing:</b>	<ul style="list-style-type: none"> <li>Opportunity to write key words and definitions</li> </ul>		<ul style="list-style-type: none"> <li>Opportunity to write key words and definitions</li> <li>Research</li> </ul>		<ul style="list-style-type: none"> <li>Setting SMART targets, documenting progress</li> </ul>							
		<b>Oracy:</b>	<ul style="list-style-type: none"> <li>Use of sentence starters for reflective work</li> </ul>		<ul style="list-style-type: none"> <li>Use of sentence starters for reflective work</li> </ul>		<ul style="list-style-type: none"> <li>Use of sentence starters for reflective work</li> </ul>							
		<b>Numeracy:</b>	<ul style="list-style-type: none"> <li>Counting bars and beats</li> </ul>		<ul style="list-style-type: none"> <li>Counting bars and beats</li> </ul>		<ul style="list-style-type: none"> <li>Counting bars and beats</li> </ul>							
		<b>Digital Strategy</b> 	<ul style="list-style-type: none"> <li>Setting up equipment</li> <li>Using software on the computers</li> <li>Screenshotting work</li> <li>Saving work</li> <li>Exporting and embedding audio</li> <li>Recording performances</li> </ul>		<ul style="list-style-type: none"> <li>Setting up equipment</li> <li>Using software on the computers</li> <li>Screenshotting work</li> <li>Saving work</li> <li>Exporting and embedding audio</li> <li>Recording performances</li> </ul>		<ul style="list-style-type: none"> <li>Setting up equipment</li> <li>Using software on the computers</li> <li>Screenshotting work</li> <li>Saving work</li> <li>Exporting and embedding audio</li> <li>Recording performances</li> </ul>							
	<b>Home Learning</b>	<ul style="list-style-type: none"> <li>Reading around different genres</li> <li>Research/listening task related to genres</li> </ul>		<ul style="list-style-type: none"> <li>Reading around different genres</li> <li>Research/listening task related to genres</li> </ul>		<ul style="list-style-type: none"> <li>Reading around different genres</li> <li>Research/listening task related to genres</li> </ul>								
<b>Impact</b>	<b>Composite Assessment</b>		Date:	Final week of term	Content:	Theory test based on Reggae.	Date:	Week beginning 30 <sup>th</sup> November	Content:	Theory test based on genres studied.	Date:	Final week of term	Content:	Theory test based on the genres studied.