




		Year:	10	Subject:	Music	Spring 2- Component 1: Exploring Music Products and Styles (Music theory and genres) Controlled assessment period	Summer 1- Component 2: Music Skills Development (Producing and Performing)	Summer 2- Component 2: Music Skills Development (Producing and Performing)
Intent	Subject Concepts (Substantive knowledge) 	<ul style="list-style-type: none"> Elements of Music (notation included) 		Prior Knowledge: <ul style="list-style-type: none"> Takeaway Learning: <ul style="list-style-type: none"> 		Prior Knowledge: <ul style="list-style-type: none"> Takeaway Learning: <ul style="list-style-type: none"> 		Prior Knowledge: <ul style="list-style-type: none"> Takeaway Learning: <ul style="list-style-type: none">
		<ul style="list-style-type: none"> Performance 	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"> Understanding the 12 bar blues Defining a riff Performing a blues scale Takeaway Learning: <ul style="list-style-type: none"> To understand how to plan and create a blues composition using key blues features 		Prior Knowledge: <ul style="list-style-type: none"> Takeaway Learning: <ul style="list-style-type: none"> 	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"> Performance in KS3 Reflecting on targets through dedicated reflection time Takeaway Learning: <ul style="list-style-type: none"> Tuning (if appropriate) Learning repertoire Physical preparation and exercises Instrumental or vocal technique Practise routines such as scales, etc. Following accompaniment Stage presence.
		<ul style="list-style-type: none"> Listening 		Prior Knowledge: <ul style="list-style-type: none"> Takeaway Learning: <ul style="list-style-type: none"> 		Prior Knowledge: <ul style="list-style-type: none"> Takeaway Learning: <ul style="list-style-type: none"> 		Prior Knowledge: <ul style="list-style-type: none"> Takeaway Learning: <ul style="list-style-type: none">
		<ul style="list-style-type: none"> Producing 	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"> Using software to create Music Takeaway Learning: <ul style="list-style-type: none"> To understand how to plan and create an emulation of an existing reggae track using production techniques 	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"> Using software to create music Takeaway Learning: <ul style="list-style-type: none"> Using software instruments Using audio and software tools Manipulation techniques Inputting and editing audio Using effects Structuring music. 		Prior Knowledge: <ul style="list-style-type: none"> Takeaway Learning: <ul style="list-style-type: none">
		<ul style="list-style-type: none"> Context 	Students create a research portfolio based on four genres and accompanying examples.	Prior Knowledge: <ul style="list-style-type: none"> Identifying key features of different genres Mock research tasks Mock practical tasks Takeaway Learning: <ul style="list-style-type: none"> Creation of 3 musical products and a research portfolio 	Students learn about working and developing skills within the music industry focussing on production.	Prior Knowledge: <ul style="list-style-type: none"> Using software to create music Setting up equipment and resources in KS3 and KS4 Takeaway Learning: <ul style="list-style-type: none"> Understand how to fix technological problems independently Understand how to use time effectively when completing a project Understand how to document progress using technology 	Students learn about working and developing skills within the music industry focusing on performance.	Prior Knowledge: <ul style="list-style-type: none"> Takeaway Learning: <ul style="list-style-type: none"> Understand how to fix potential problems when setting up performance equipment Understand how to use time effectively when rehearsing and working towards targets Understand how to document progress using technology (recording work and uploading snapshots to TEAMS)
<ul style="list-style-type: none"> Composing 	Pearson set assignment task: Students complete	Prior Knowledge: <ul style="list-style-type: none"> Using software to create music. 		Prior Knowledge: <ul style="list-style-type: none"> 		Prior Knowledge: <ul style="list-style-type: none"> 		

			<p>their controlled assessment. Students create a film music piece suitable for a given brief.</p> <ul style="list-style-type: none"> Compositional techniques Study of film music theme tunes Elements of music <p>Takeaway Learning:</p> <ul style="list-style-type: none"> To understand how to plan and apply key film music features to create a DAW composition 				
	Disciplinary Knowledge (How are the subject concepts used)		<ul style="list-style-type: none"> Students will use their knowledge of the stylistic elements of different genres and apply it to create a composition, performance, production piece and research portfolio. 	<ul style="list-style-type: none"> Students will use their knowledge of production to create a mock DAW emulation of an existing piece of music. 	<ul style="list-style-type: none"> Students will use their knowledge of performance to create a mock solo performance piece. 		
Implementation	Common Misconceptions			<ul style="list-style-type: none"> How to use time effectively Working on areas of strength as opposed to developing areas for improvement 	<ul style="list-style-type: none"> How to use time effectively Working on areas of strength as opposed to developing areas for improvement 		
	Enabling or Adapting the Curriculum	SEND Students	<ul style="list-style-type: none"> Notes written on the keyboard Use of headphones to limit background noise Support resources available – music support packs containing stave notes and keyboard note diagrams Prompts provided for structure of powerpoint and practical tasks Planning and mock trials take place prior to controlled assessment Student revision notes can be used Some students may have access to additional time 	<ul style="list-style-type: none"> Modelling how to use technology Modelling audit processes Chunking information 1 to 1 support Workbook guidance 	<ul style="list-style-type: none"> Modelling auditing processes 1 to 1 support Workbook guidance Chunking information Access to music support resources (diagrams, chord sheets, tab) 		
		Disadvantaged Students	<ul style="list-style-type: none"> Mock preparation carried out prior to this assessment 	<ul style="list-style-type: none"> Opportunity to meet producer within the industry to ask questions 	<ul style="list-style-type: none"> Opportunity to meet performer within the industry to ask questions 		
		More Able Students	<ul style="list-style-type: none"> Students have the opportunity to apply higher level skills to the musical products Students may use more sophisticated key words to analyse music in the research tasks 	<ul style="list-style-type: none"> Opportunity to re-produce a more challenging piece of music using DAW 	<ul style="list-style-type: none"> Opportunity to attempt to learn a more challenging piece of music 		
	Literacy/Numeracy Skills 	Vocabulary:	<ul style="list-style-type: none"> Musical product Key words Exam brief vocabulary 	<ul style="list-style-type: none"> Mixing Producing DAW Editing Step input/real time input Texture Structure Effects 	<ul style="list-style-type: none"> Warm up Scales Technique Auditing 		
		Reading:	<ul style="list-style-type: none"> Students conduct research 				
		Writing:	<ul style="list-style-type: none"> Students conduct research and create a powerpoint detailing key features of different genres. 	<ul style="list-style-type: none"> Setting SMART targets, documenting progress 	<ul style="list-style-type: none"> Setting SMART targets, documenting progress 		
		Oracy:	<ul style="list-style-type: none"> Use of sentence starters for reflective work 	<ul style="list-style-type: none"> Use of sentence starters for reflective work 	<ul style="list-style-type: none"> Use of sentence starters for reflective work 		
		Numeracy:	<ul style="list-style-type: none"> Counting bars and beats Degrees of scales 	<ul style="list-style-type: none"> Counting bars and beats 	<ul style="list-style-type: none"> Counting bars and beats 		
	Digital Strategy 			<ul style="list-style-type: none"> Use of computers for research Setting up equipment Recording work Uploading work independently to TEAMS 	<ul style="list-style-type: none"> Setting up equipment Using software on the computers Screenshotting work Uploading work independently to TEAMS Exporting audio 	<ul style="list-style-type: none"> Setting up equipment Uploading work independently to TEAMS Recording audio snapshots of performance Video recording of final piece 	

	Home Learning	<ul style="list-style-type: none"> DR C SMITTH independent study reggae, blues, film music 			<ul style="list-style-type: none"> Reading task about effective rehearsing 			<ul style="list-style-type: none"> Rehearsing technical performance skills at home 					
Impact	Composite Assessment	Date:	Week beginning 26/02/24	Content:	Controlled assessment task.	Date:	Final week of term	Content:	Theory test based on the five genres studied.				
		Date:		Content:		Date:		Content:					