

Subject: Music **Year:** 10 & 11 **Ability:** All

Term / Date(s)	Y10 - HT 1 to 5	Y10 HT6 & Y11 HT 1&2	Y11 HT 3-6
Topic	Component 1 - Exploring Musical Styles	Component 2 - Developing Musical Skills	Component 3 - Responding to a Commercial Brief
Topic overview Pupils will learn...	Students explore the techniques used in the creation of different musical products and investigate key features of different musical styles and genres.	Students are given the opportunity to develop their musical skills through engagement in a practical project. They are also expected to document their progress against self generated targets & their own plans for improvement.	For this final externally assessed component, students will be given the opportunity to develop and present music in response to a given commercial music brief.
Components	Students study a range of styles including popular music from the last 60 years, music for media, world music & western classical. For each genre in turn, they listen to representative music analysing their key compositional and sonic features. Students will write a log of their exploration which demonstrates their understanding of melody, harmony, tonality, rhythm, structure & instrumentation, timbre, texture, production. Students will also develop short recordings for each of the styles studied and two more extended pieces in set styles. These recordings will demonstrate their understanding of musical products (performance, recording, composition & DAW projects) & the techniques used to create them.	Students explore personal & professional skills for musicians in the music industry including how to capture musical development and how to share their work, communicating in a clear and organised manner. Students will participate in workshops to gauge their skills in Performance, Creating & Production. By auditing themselves, they will select areas for improvement before creating a development plan. Students will then work on a practical project which demonstrates the application of these skills & techniques, reviewing themselves periodically in a progress log.	Students are provided with a commercial music brief within an appropriate vocational setting. This requires them to respond (either as a creator/producer or a creator/performer) by setting their choice of song, from the provided list, in a new style. This will require them to develop & produce a response to a client brief whilst refining their own musical skills in producing a musical product. Prior to working on the practical project, students must write an initial response outlining how they intend to address the brief. After completing their musical product, they must also evaluate their work in the creative process and the success of their final outcome.
What pupils should already know (prior learning components)	Students will have developed music making skills across KS3 including the ability to follow notation & the basic technique of performing pieces on keyboard/ukulele. They will have regularly worked in duet or small groups. Analysis skills will have been introduced through consistent exposure to a range of styles & the opportunity to answer questions about the music listened to. They will have been introduced to DAW sequencing skills through the Music for Film SoL and style research in the Decades SoL in Y9.	Students will have worked on their personal performance and production skills in generating the practical element of coursework for Component 1. The written element of LAB expects them to write an account of creating their own extended musical product. Students will also have experience of skills development during KS3 SoL in which they are asked to work on set projects to improve instrumental or sequencing skills. They have to monitor their own progress when reflecting on weekly targets & writing end-point evaluations on their overall work in the scheme.	As the summative assessment for the course, this component expects students to demonstrate all of their prior learning including personal performance & production skills that were developed in Component 2. Student understanding of the musical genres studied in Component 1 will also be essential in developing a setting in their choice of style for this musical product.
Transferrable knowledge (skills)	Students will improve their ability to analyse and describe musical features of the genre defining extracts studied. They will use these to demonstrate understanding through the written element of their coursework but also in re-creating their chosen style in the final assessment task. Students' practical exploration of each genre will support	Students will learn to use a variety of methods for evidencing processes/outcomes, providing opportunity to develop their communication skills. Students will improve their ability to self evaluate & plan for the development/improvement of their own work & skills. The areas improved by their project will be of benefit in all future work including the final external assessment. These	Students will gain experience in responding to a commercial brief by considering key features e.g. creative intentions, aims and purpose. They will develop the ability to work more independently, using personal management to plan & devise their response to a brief.

	the development of their overall musicianship including the ability to combine and maintain independent parts within an ensemble. it will also help them make an informed decision on the skills they need to develop during Component 2.	could include sequencing or performing skills as a means of music production/creation. They will also include a range of professional skills including time management, self-discipline, considered selection and use of resources.	Students will improve their self evaluation skills by reviewing work. Reflecting on the outcome of the musical product by writing a commentary on the creative process.
Refining musical skills for a musical product Key vocabulary pupil will know and learn	compositional - melody, harmony, tonality, rhythm, structure & sonic - instrumentation, timbre, texture, production. DAW (Digital Audio Workstation)	Time management, Self-discipline, Resources, Skills audit, Timing, Phrasing, Tuning, Stage Presence, Structure, Audio Editing, Syncopation, Melody, Consonant, Dissonant, Production	Commercial Brief, Requirements, Purpose, Target audience, Time management, Self-discipline, Review Creative process
Assessment activities	LAA - students compile a portfolio of evidence that demonstrates their understanding of different styles of music including short musical examples. LAB - students create 30–60-second examples of ideas for music products related to set styles.	LAA - students compile a written portfolio to demonstrate understanding of personal/musical skills for the music industry. This may include examples of students' own work and/or case studies of artists & their practice. LAB - students compile evidence of their own skills development including an audit of skills, a personal development plan, a progress log charting the project & a final evaluation/review of the whole process.	AO1 - Written proposal that demonstrates student understanding of how to respond to the brief. AO2/3 - Practical project creating a musical product which demonstrates ability to select & apply musical skills before presenting a final outcome in response to the brief. AO4 - A final written evaluation about the creative process and finished outcome in response to the brief.
Resources available	Range of example songs, Youtube videos & https://musicmap.info playlists to exemplify the styles and their context. Class Notebook templates and KP extracts to support written coursework. Bandlab exercises & assignments to develop awareness of genres and develop DAW sequencing skills.	SMLW is shared as appropriate to demonstrate the required standard & style of work for the course. Class Notebook including audit and progress log templates to support written coursework. Group planning and individual tutorial writing tasks to introduce & explore some of the personal/professional skills.	SMLW is shared as appropriate to demonstrate the required standard & style of work for the course.
Notes Why this topic is important...	Through focused listening and music-making activities, students will explore a variety of musical styles and understand their key features including use of musical/production elements. This component is delivered through both practical and analysis sessions that will allow students to investigate and experiment with how music is performed, created and produced They should apply stylistic features to produce their own products in a range of performance, composition and music production activities.	Through theoretical study and practical application, students will have the opportunity to develop their professional and musical skill set for future work in the music industry specifically and/or elsewhere. The scheme also serves as preparation for Component 3 as students are supported to tailor their skills development project plan, to mimic elements of the final exam brief e.g. creating a product which sets a song in a different style than that used originally.	This is the summative external assessment for the course giving students the opportunity to demonstrate their progress and the level of understanding/skill they have achieved. In responding to the vocational scenario, students are gaining valuable insight into how they could utilise their skills in a future musical career whilst also utilising self management/review skills that will be relevant & beneficial regardless of the career path they choose.