



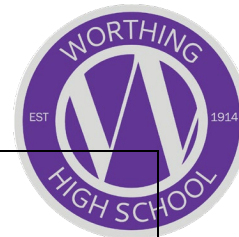
Music Curriculum Sequencing - Year 10

Year 10 Term 1a: Introduction to Music Practice Component 1		
Topics covered: What is a musical style? Musical Styles: British Invasion Music, 1970's Rock Music Skills: Music production Using Ableton - INPUT skills Performing as an ensemble	How it links to what has been studied before: In KS3 you learnt how to investigate a musical style eg Reggae and Britpop. For this component you will need to develop these skills in order to investigate five styles in greater depth. Your bandlab skills learnt in KS3 will help you to produce using a music industry standard Digital Audio Workstation. - Ableton You will develop your ensemble skills used in the year 9 Song writing skills unit by performing the Beatles hit Love me do.	How it links to what will be studied: We will go on to investigate further styles 1980's Synth Pop, Bhangra and Music for film/media/Video games and Serialism. You will be composing and producing short products using Ableton
Key words: ➤ Production ➤ Sequencing ➤ Compositional features Melody Harmony Tonality Structure ➤ Sonic Features Instrumentation Timbre	Key skills: Analysis/Investigating musical styles Music Products by Performing, Creating and Producing using a DAW	
Assessment focus	Preparing for Pearson Set Assignment	



Mini style investigations of British Invasion Music (The Beatles/Rolling Stones) and 1970's Rock Music (Rainbow/Slade)	This unit is preparation for your first Pearson Set Assignment worth 30% of the grade you will receive at the end of year 11. So it is really important to prepare top quality work from the get go. The notes you make now you will have access to when you do your first PSA
Why we study it: Investigating styles of music new to us helps us to broaden our musical knowledge and will stimulate us to develop our understanding of a wide range of people.	
Mastery in this subject: Students will show comprehensive knowledge and understanding of how musical elements have been used to create compositional features that typify the styles of music. There will be minor errors that do not detract from being able to demonstrate secure explanations of almost all concepts. • Almost all of the points made are supported by relevant examples.	

Year 10 Term 1b: Preparing for Music Practice Component 1 PSA		
Topics covered: Investigating Musical styles: 1980's Synth Pop, Bhangra, Music for Film and serialism Skills: Producing using Ableton - Basic EDITING skills Creating a composition Performing Das Model in a class ensemble	How it links to what you have studied before: Skills developed when investigating music styles are now used to investigate four new styles progressively building in complexity. In year 8 you explored 'Programme music' and in year 9 'Music for video games' so you already have a grounding in music that sets a scene or tells a story. You have composed video game music in year 9 using Bandlab for education	How it links to what you will study: In January You will complete this unit by sitting the first PSA worth 30% of your Year 11 final outcome, The PSA will set you a vocational scenario and you will, in exam conditions, Investigate four styles and produce three musical products
Key words: ➤ Bhangra - Chaal, Dohl, Tumbi	Key skills: Investigating Musical Styles	



➤ Serialism- Note row, Prime, Retrograde, Inversion, Transposition ➤ Music for Media Diegetic, Non-diegetic Foley. Mickey Mousing	Producing/Composing music using Ableton
Assessment focus Mini style investigations of Synth Pop (Kraftwerk, Petshop Boys) Bhangra (Punjabi MC) Film Music (Hermann, Williams Serialism (Berg, Schoenberg, Webern) DAW production of It's a Sin.	Preparing for Pearson Set Assignment This unit is preparation for your first Pearson Set Assignment worth 30% of the grade you will receive at the end of year 11. So it is really important to prepare top quality work from the get go. The notes you make now you will have access to when you do your first PSA
Why we study it: Investigating styles of music new to us helps us to broaden our musical knowledge and will stimulate us to develop our understanding of a wide range of people.	
Mastery in this subject Comprehensive knowledge and understanding of how musical elements have been used to create sonic and compositional features that typify the styles of music. There will be minor errors that do not detract from being able to demonstrate secure explanations of almost all concepts. • Almost all of the points made are supported by relevant examples.	

Year 10 Term 2a - Component 1 PSA - Exploring Music Products and Styles (30% of your final grade) - TASK 1		
Topics Covered: Sample PSA - 5 hours formal supervision A music TV channel is creating a new educational section of their website to promote understanding of musical styles and products and have asked you to contribute. They want you to explore four different styles and create examples of ideas for music products inspired by the theme of, eg., 'Discovery'. You will create a multimedia portfolio using the most	How it links to what you have studied before: You will use the notes you made last term when investigating styles to help you complete this assignment. Ableton Production skills are very important as you are required to complete composition/production extracts and extended pieces.	How it links to what you will study: In task 2 You will use your understanding of musical styles and your creating/performing and production skills to make three musical products

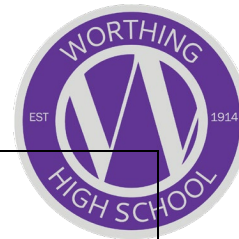
appropriate medium to demonstrate your applied understanding. Task 1 – Styles portfolio Compile a portfolio of evidence that demonstrates your understanding of four different styles of music. You can select a maximum of two styles from popular music. Skills: Investigating music styles Production Performing Creating original music	Performing Skills are also important in the creation of extracts and extended pieces	
Key words: ➤ Compositional features:melody • harmony • tonality • rhythm • structure ➤ Sonic features: instrumentation • texture • timbre • production.	Key skills: Investigating Musical Styles Producing/Composing music using Ableton	
Assessment focus Your portfolio of evidence must include: • at least one short musical example (12–30 seconds) of each of your chosen musical styles. You can create/perform these or use found/pre-existing examples. • individual commentary to support points, in the most appropriate format, such as video, audio, written commentary or a combination of these. Supervised hours to complete the task You will need approximately 5 hours to complete Task 1..	Preparing for Pearson Set Assignment Make sure you cover all the compositional and sonic features of each style in your presentation a) The theme. This should be very clear in your work and should influence your choice of styles. b) Extracts. Identify 20-30 seconds of songs rather than paste a link to the whole song. Use more than one extract to illustrate each style c) Cover all three disciplines in your work d) You get no marks for biographical or historical info. Stick to the Compositional features and Sonic features. That's where the marks are.	
Why we study it: Investigating styles of music new to us helps us to broaden our musical knowledge and will stimulate us to develop our understanding of a wide range of people.		

Mastery in this subject

Comprehensive knowledge and understanding of how musical elements have been used to create sonic and compositional features that typify the styles of music. There will be minor errors that do not detract from being able to demonstrate secure explanations of almost all concepts. • Almost all of the points made are supported by relevant examples.

Year 10 Term 2b - Component 1 PSA - Investigating Music Styles and Products (30% of your final grade) - TASK 2

Topics Covered:	How it links to what you have studied before:	How it links to what you will study:
Sample PSA - 7 hours formal supervision A music TV channel is creating a new educational section of their website to promote understanding of musical styles and products and have asked you to contribute. They want you to explore four different styles and create examples of ideas for music products inspired by the theme of, eg., 'Discovery'. You will create a multimedia portfolio using the most appropriate medium to demonstrate your applied understanding. Task 2 – Explore techniques used to create music products Create a portfolio of short musical extracts to demonstrate your exploration of musical techniques. You will need to create three 30–60-second examples of ideas for music products using a range of realisation techniques. The examples created must cover three from the following list: • a live performance (video) • an audio recording (multitrack) • music for film/media/computer games • an original song or composition • a DAW project (remix/arrangement). For each example you should provide supporting commentary, covering: • how music realisation techniques have been used in the creation of the examples • how music theory and appreciation skills inform creative choices within the realisation process Required evidence Your portfolio of evidence must include: • at least three 30–60-second examples of the products. • a supporting	Using the skills you have developed in task 1 i.e production, creating original music and performing is key to this. You should take three styles that you have enjoyed working with and make extended pieces for this task	The skills you have explored in Unit will be developed further in Unit 2 - Music Skills Development



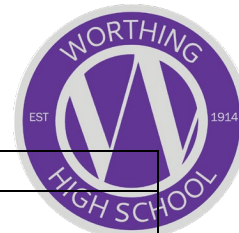
commentary, in the most appropriate format, such as video, audio, written commentary or a combination of these. Supervised hours to complete the task You will need approximately 7 hours to complete Task 2. Skills: Investigating music styles Production Performing Creating original music		
Key words: ➤ Compositional features:melody • harmony • tonality • rhythm • structure ➤ Sonic features: instrumentation • texture • timbre • production.	Key skills: Investigating Musical Styles Producing/Composing music using Ableton	
Assessment focus Your portfolio of evidence must include: • at least one short musical example (12–30 seconds) of each of your chosen musical styles. You can create/perform these or use found/pre-existing examples. • individual commentary to support points, in the most appropriate format, such as video, audio, written commentary or a combination of these. Supervised hours to complete the task You will need approximately 5 hours to complete Task 1.	Preparing for Pearson Set Assignment Make sure you cover e) The theme. This should be very clear in your work and <u>must influence your choice of repertoire.</u> f) Three products g) Cover all three disciplines in your work h) You get no marks for biographical or historical info. Commentaries must be about the process of creating the products. Stick to the Compositional features and Sonic features. That's where the marks are.	
Why we study it: Investigating styles of music new to us helps us to broaden our musical knowledge and will stimulate us to develop our understanding of a wide range of people.		

Mastery in this subject

Effective creative choices based on in-depth understanding of the techniques used to create music and use of perceptive appreciation skills. • A thoroughly considered and holistic use of pertinent musical elements in the creation of music. Effective application of experimental techniques and processes used in the realisation of music in response to the brief. • Perceptive exploration of creative opportunities
• Perceptively developed ideas based on secure application of musical realisation techniques and resources in response to the brief. • Ideas for music products show cohesive use of pertinent elements of music that thoroughly fulfill intentions

Year 10 Term 3a - Preparing for PSA Component 2: Music Skills Development

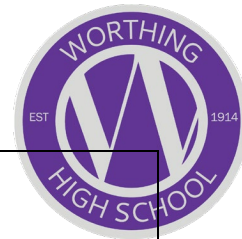
Topics Covered:	How it links to what you have studied before:	How it links to what you will study:
<i>A1 Professional skills for the music industry</i> What are they and how do we demonstrate them? <i>A2 Planning and communicating music skills development</i> What is a Skills Audit? What is a Development plan? B1 Development of technical music skills and techniques What are individual development routines, technical exercises, setting goals? How do I monitor and track progress? B2 Development of music skills and techniques Skills Time management, self-discipline, working with others, correct and safe use of equipment, identifying resources required, auditing existing skills and maintaining a development plan.	Skills in Production, Creating original music and Performing in unit 1 will be developed in Unit 2 as you follow your musical development plan	The skills you have explored in Unit will be utilized further in Unit 3 - Responding to a Commercial Brief
Key words: ➤ Skills audit ➤ Development Plan ➤ Technical exercise ➤ Rehearsal diary ➤ SMART	Key skills: Auditing skills Setting SMART targets Drafting a development plan Keeping a draft rehearsal log	



➤	
Assessment focus Draft Skills audits Draft Development plans will be assessed feedback will be given	Preparing for Pearson Set Assignment You must prepare draft versions of the documents you need in your PSA in September in order to be successful.
Why we study it: Valuable transferable skills for the music industry and life in the wider world focusing on performing creating and production skills. Inspire students to explore careers in the music industry	
Mastery in this subject • Comprehensive planning that demonstrates defined logical progression and iterative sequence for effective improvement of musical skills and technique. • Plans are purposeful and focused, demonstrating an in-depth analysis of developmental needs in line with intentions. Development processes are applied securely and are effective in improving skills and techniques. • Technical exercises are purposeful and effective in their links to development and intended outcomes. Effective refinement of musical skills through application to intended musical outcomes. • Perceptive reflections lead to highly effective musical improvements. • Effective development of musical content/material in line with creative intentions. • Musical content is effective and stylistically accurate • Professional skills are purposefully applied and effectively develop musical skills. • Professional skills for the music industry are consistently applied with assurance throughout the development process.	

Year 10 Term 3b - Preparing for Component 3: Responding to a Commercial brief

Topics Covered: Draft Activity 1 AO1 Understand how to respond to a music brief A1 Features of a music brief • Creative intentions and purpose of product: target audience, commercial, collaborative, experimental. • Aim, purpose and requirements of the brief. • Nature of the specific area of the industry. • Understand the target audience. • Understanding and linking to the company's vision. A2 Planning to meet the demands of the music brief How investigation and exploration can inform response. Understanding the rationale behind the selection of musical material. Investigating musical styles. Researching relevant material to support meeting the brief. The human and physical resources required. Proposing structure, version and arrangement. Timeline for development, including: working out individual parts, establishing a personal practice routine, learning and memorising material if appropriate. Format and scope of the final response. A3 Considering constraints and intentions Creative constraints: technical requirements of the final response – format, material and purpose, available resources, feasibility of own ideas, standing out from similar work.	How it links to what you have studied before: In units 1 and 2 you have been exploring and developing your music and professional skills for the Music industry. In unit 1 you learnt how to investigate a style. Now all these skills will be used in preparing for component 3 in which you will create a cover version of music	How it links to what you will study: In January you will be presented with the Component 3 assignment. Your draft activity 1 will help you to work effectively using the template given.
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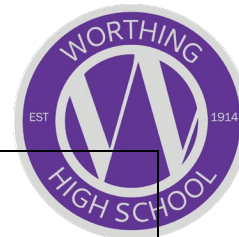
Personal intentions: personal skills development, building on own strengths.

Key words:

- Style specific vocabulary
- Target audience

Key skills:

Reading and understanding instructions
Compiling notes
Using notes to write prose



➤ Commercial brief	Using an exam board template
Assessment focus Your Draft Activity 1 will receive feedback	Preparing for Pearson Set Assignment You must make an A4 page of notes You must use these notes in your activity 1 draft The template is very specific. Make sure you use the headings for your four paragraphs
Why we study it: Valuable transferable skills for the music industry and life in the wider world focusing on performing creating and production skills. Inspire students to explore careers in the music industry	
Mastery in this subject Detailed planning which contains a thoughtful and considered approach in how to respond to the brief. • Detailed explanation with relevant examples of how the proposed musical material will successfully address almost all the aims and requirements of the brief. • Detailed consideration of how relevant musical elements and specific styles and playing/producing techniques will be thoughtfully used to respond to the brief • Detailed consideration of almost all of the resources needed with due consideration of barriers and opportunities linked to an insightful evaluation of the skills required	