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| **Year 10 Curriculum Map: Music** |
|  | **Autumn** | **Spring** | **Summer** |
| **Assessment Objectives** | * AO1 Demonstrate knowledge and understanding from across the specification.
* AO2 Apply skills (including practical skills), knowledge and understanding in a variety of contexts and in planning and carrying out investigations and tasks.
* AO3 Analyse and evaluate information, making reasoned judgements and presenting conclusions.
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| **Unit Length** | **Autumn:** Creating (14 weeks) | **Spring 1:** Creating (7 weeks)**Spring 2:** Performing (5 weeks) | **Summer:** Performing (13 weeks) |
| **Key Learning Outcomes** | Autumn: CREATINGIn this unit learners will gain, develop and demonstrate knowledge and understanding of the skills and techniques needed to create and refine original work in the performing arts.**2.1.1** **Exploring**Learners should be aware of the following components to explore when responding to a creative brief, such as: • the intended purpose • the intended effect • the intended performance space/occasion • the intended audience • themes and ideas (e.g., consideration of social or historical factors) • the scale of the piece(s) (e.g., number of performers) • their own interests and previous experience resources available (e.g., software, physical resources) • different styles and their demands • the work of at least two named practitioners.**2.1.2 Developing**Learners should be able to explore the following in developing their original piece:-Composition: melody, harmony, tonality, form and structure, dynamics, sonority, texture, tempo, rhythm, metre, articulation, scores/lead sheets | Spring 1: CREATING Cont.**2.2.1 Creating original work**Learners should be able to develop and present the following skills for their chosen discipline: • communication • creativity (including quality of original ideas) • development of ideas • appropriate health and safety.**2.3.1 Evaluation original work**Learners should be able to: • respond to feedback from professionals (e.g., the teacher, specialist designers) • respond to feedback from peers • respond to audience feedback • evaluate the success of the original piece(s) in terms of the brief created in 2.1 • review their own skills and how these have been used and exemplified.**2.3.2 Refining original work**Learners should be able to: • respond to the feedback and self-evaluation findings by explaining how work can be developed and justifying why particular feedback would not been acted on.Spring 2: PERFORMING**1.1.1 Research**Introduction to Performing Unit and research. | Summer: PERFORMING Cont.* + 1. **Research**

Learners should be aware of a range of research required to understand the background to an existing piece such as: • the original author/composer/choreographer and their intentions for the piece • intended mood and style/genre • themes and ideas • performance space • purpose • the relationship between audience and the performer • original target audience • new target audience. For each of the above learners should be able to: • review their findings • consider how this will impact on their performance. This research should lead to a clear intention/plan for the performance.**1.1.2 Rehearsal/Preparation**Learners should know and understand the methods used to plan and learn from rehearsals. This must include: • rehearsal schedule • the use of a reflective journal • action planning • rehearsal preparation away from the rehearsal space (e.g., preparing virtual instruments/sounds) • receiving and recording scores • refining • different types of rehearsal • observing appropriate health and safety requirements. |
| **Prior knowledge** | KS3:-Numerous composition topics across all of KS3 with varied composition briefs, allowing students to compose for various styles of music.-Use of technology to score and record compositions used toward the end of KS3-Key features of composition taught across KS3. | KS3:-Numerous composition topics across all of KS3 with varied composition briefs, allowing students to compose for various styles of music.-Use of technology to score and record compositions used toward the end of KS3-Key features of composition taught across KS3. | KS3:-Repeatedly and spiralling KS3 performance tasks, which build upon student’s performing knowledge and techniques.-Frequent KS3 teaching audience respect and stage presence for an engaging performance.-KS3 performance lessons repeatedly focused on refining performance and rehearsal techniques. |
| **CEIAG** **Specific careers links** | Music HistorianMusic JournalistComposerSong writerStudio Engineer | MusicianSession MusicianRoadieSound EngineerInstrumental Teacher | PerformerSingerSession MusicianTour Manager |
| **RRSA** | Article 13 – Freedom of expressionArticle 28 – Right to EducationArticle 31 – Leisure, play and culture | Article 13 – Freedom of expressionArticle 28 – Right to EducationArticle 31 – Leisure, play and culture | Article 13 – Freedom of expressionArticle 28 – Right to EducationArticle 31 – Leisure, play and culture |
| **Cross curricular links** | Computing – Use of technologyHistory – Historical references within the development of a musical genre.English – Lyric writing and expression through words | Drama – Performance and stage presenceEnglish – Knowledge of writing text and planning extended pieces of writing. | Drama – Performance and stage presenceEnglish – Knowledge of writing text and planning extended pieces of writing.Technology – Troubleshooting electrical equipment |
| **Useful websites/videos** | Music history information about various genres - <https://www.musicmap.info/>  | Improve your stage presence - <https://www.youtube.com/watch?v=JEkRHgCPMGY>  |  |
| **Wider Reading** | Writing your own song - <https://www.bbc.co.uk/bitesize/guides/zfs692p/revision/4>  | Stage performane tecnhiques - <https://www.openmicuk.co.uk/advice/stage-performance-tips-for-singers/>  | Stage performane tecnhiques - <https://www.openmicuk.co.uk/advice/stage-performance-tips-for-singers/> |
| **Literacy Programme** | * Decode it NOW
* Guided practice/model performances
* Writing strategies
 | * Decode it NOW
* Guided practice/model performances
* Writing strategies
 | * Decode it NOW
* Guided practice/model performances
* Writing strategies
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| **Independent Learning Tasks** | Independent studyHistorical music researchOut-of-lesson rehearsals | Independent studyHistorical and contextual researchOut-of-lesson rehearsalsSetlist research | Out-of-lesson rehearsalsSetlist researchInstrumental  |