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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. | | |
| **Unit Length** | **Autumn:** Creating (14 weeks) | **Spring 1:** Creating (7 weeks)  **Spring 2:** Performing (5 weeks) | **Summer:** Performing (13 weeks) |
| **Key Learning Outcomes** | Autumn: CREATING  In 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 Historian  Music Journalist  Composer  Song writer  Studio Engineer | Musician  Session Musician  Roadie  Sound Engineer  Instrumental Teacher | Performer  Singer  Session Musician  Tour Manager |
| **RRSA** | Article 13 – Freedom of expression  Article 28 – Right to Education  Article 31 – Leisure, play and culture | Article 13 – Freedom of expression  Article 28 – Right to Education  Article 31 – Leisure, play and culture | Article 13 – Freedom of expression  Article 28 – Right to Education  Article 31 – Leisure, play and culture |
| **Cross curricular links** | Computing – Use of technology  History – Historical references within the development of a musical genre.  English – Lyric writing and expression through words | Drama – Performance and stage presence  English – Knowledge of writing text and planning extended pieces of writing. | Drama – Performance and stage presence  English – 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 |
| **Independent Learning Tasks** | Independent study  Historical music research  Out-of-lesson rehearsals | Independent study  Historical and contextual research  Out-of-lesson rehearsals  Setlist research | Out-of-lesson rehearsals  Setlist research  Instrumental |