

Year 10 Curriculum Map: Music

	Autumn	Spring	Summer
Assessment Objectives	<ul style="list-style-type: none"> • 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	<p><u>Autumn: CREATING</u></p> <p>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.</p> <p>2.1.1 Exploring Learners should be aware of the following components to explore when responding to a creative brief, such as:</p> <ul style="list-style-type: none"> • 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. <p>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</p>	<p><u>Spring 1: CREATING Cont.</u></p> <p>2.2.1 Creating original work Learners should be able to develop and present the following skills for their chosen discipline:</p> <ul style="list-style-type: none"> • communication • creativity (including quality of original ideas) • development of ideas • appropriate health and safety. <p>2.3.1 Evaluation original work Learners should be able to:</p> <ul style="list-style-type: none"> • 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. <p>2.3.2 Refining original work Learners should be able to:</p> <ul style="list-style-type: none"> • respond to the feedback and self-evaluation findings by explaining how work can be developed and justifying why particular feedback would not be acted on. <p><u>Spring 2: PERFORMING</u></p> <p>1.1.1 Research Introduction to Performing Unit and research.</p>	<p><u>Summer: PERFORMING Cont.</u></p> <p>1.1.1 Research Learners should be aware of a range of research required to understand the background to an existing piece such as:</p> <ul style="list-style-type: none"> • 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. <p>For each of the above learners should be able to:</p> <ul style="list-style-type: none"> • review their findings • consider how this will impact on their performance. <p>This research should lead to a clear intention/plan for the performance.</p> <p>1.1.2 Rehearsal/Preparation Learners should know and understand the methods used to plan and learn from rehearsals. This must include:</p> <ul style="list-style-type: none"> • 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	<p>KS3:</p> <ul style="list-style-type: none"> -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. 	<p>KS3:</p> <ul style="list-style-type: none"> -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. 	<p>KS3:</p> <ul style="list-style-type: none"> -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	Music Historian Music Journalist	Musician Session Musician	Performer Singer

Specific careers links	Composer Song writer Studio Engineer	Roadie Sound Engineer Instrumental Teacher	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	<ul style="list-style-type: none"> • Decode it NOW • Guided practice/model performances • Writing strategies 	<ul style="list-style-type: none"> • Decode it NOW • Guided practice/model performances • Writing strategies 	<ul style="list-style-type: none"> • 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