

Music



Year 10 Curriculum Map



Year 10 – Autumn & Spring Term

Prior Learning	Pupils have completed the Key Stage 3 curriculum, which focussed on the inter-related dimensions of music, performing, composing, listening, and sequencing skills. Pupils studied a wide genre of music and developed their musical literacy.
What will I learn?	In the first term, pupils start the BTEC Tech Award in Music Practice. The course begins with Component 1: Exploring Music Products and Styles. In this component, pupils develop their understanding of different types of music products and the techniques used to create them. Pupils will explore how musical elements, technology and other resources are used in the creation, production, and performance of music. They will also explore practically the key features of different styles of music and music theory, applying their knowledge and understanding to developing their own creative work.
How will I be assessed?	Assessment of this component is through the submission of an assignment, which is set by Pearson. The assignment for Component 1 consists of two tasks. <ul style="list-style-type: none">• In response to Task 1, pupils will compile a portfolio of evidence that demonstrates their understanding of four different styles of music using musical examples related to a theme.• In response to Task 2, pupils will create three 30–60-second examples of ideas for music products related to a theme, using a range of realisation techniques. The assignment will take approximately 12 supervised hours to complete.
Next Steps	Upon completion of Component 1, pupils move on to Component 2: Music Skills Development. Component will also help pupils to progress to Level 2 or 3 vocational or academic qualifications where knowledge of musical styles and a grounding in the areas of performance, creation, and music production is essential.
Opportunities for Independent Learning	Pupils can register for instrumental lessons using this link: https://uklancashire.speedadmin.dk/registration/ All pupils have access to Focus on Sound, which is an interactive online resource that can be used for independent study and revision: www.portal.musicfirst.co.uk Pupils can use www.musictheory.net to support their understanding of music theory. Pupils have access to the music rooms during break and lunch times for individual or ensemble rehearsals.
Personal Development and CEIAG	Performing in class helps to develop pupils' self-confidence and music is a great vehicle for improving mental health and maintaining wellbeing. Pupils learn how to work co-operatively and demonstrate mutual respect and tolerance for the work of others and their views. Pupils must follow the rules of the classroom and the high expectations of the school. For information about careers in music, please follow this link: https://www.prospects.ac.uk/jobs-and-work-experience/job-sectors/creative-arts-and-design/careers-in-music
Enrichment Opportunities (Cultural Capital)	There are lots of extra-curricular opportunities in music, including involvement in: instrumental lessons, choir, bands, Masses, liturgies, School Singing Programme (Diocese of Salford), Awards Evening, assemblies, and productions. Pupils study and develop an appreciation of some the greatest artistic achievements in history. Musical terminology is heavily linked to the Italian language. Local opportunities include Pendle Community Orchestra and ensembles run by Lancashire Music Service: https://www.lancashiremusicclub.co.uk/site/



Year 10 – Summer Term

Prior Learning

Pupils have completed Component 1: Exploring Music Products and Styles, where they developed their understanding of different types of music products and the techniques used to create them. Pupils explored how musical elements, technology and other resources are used in the creation, production, and performance of music. They also explored practically the key features of different styles of music and music theory, applying their knowledge and understanding to developing their own creative work.

What will I learn?

Pupils begin Component 2: Music Skills Development, where they will participate in workshops and classes to develop technical, practical, personal and professional skills and specialise in at least two of the following areas: music performance, creating original music, music production. Throughout their development, pupils review their progress and consider how to make improvements. Pupils learn how musicians share their work and collaborate with others, and develop their skills as a musician in how to use blogs, YouTube™, Soundcloud™ and other platforms to share their work and skills development with others.

How will I be assessed?

Assessment of this component is through the submission of an assignment, which is set by Pearson.

The assignment for Component 2 consists of one task.

- In response to the task, learners will plan and create 2 musical outcomes in different musical areas in response to a theme that will develop professional and musical skills. The assignment will take approximately 15 supervised hours to complete.

Next Steps

Upon completion of this component, pupils begin Component 3: Responding to a Commercial Music Brief. Component 2 enables pupils to consider their aptitude and enjoyment for music, helping them to make informed decisions about what they will study in the future. This component helps pupils to progress to Level 3 qualifications in music or music technology, which look at skills and techniques in more detail. Component 2 also supports the development of transferable skills which will enable pupils to advance in education and employment.

Opportunities for Independent Learning

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Pupils have access to the music rooms during break and lunch times for individual or ensemble rehearsals.

Personal Development and CEIAG

Performing in class helps to develop pupils' self-confidence and music is a great vehicle for improving mental health and maintaining wellbeing. Pupils learn how to work co-operatively and demonstrate mutual respect and tolerance for the work of others and their views. Pupils must follow the rules of the classroom and the high expectations of the school.

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