




Music



Year 11

Curriculum Map





Year 11 – Autumn Term

Prior Learning	<p>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.</p>
What will I learn?	<p>Pupils continue 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.</p>
How will I be assessed?	<p>Assessment of this component is through the submission of an assignment, which is set by Pearson.</p> <p>The assignment for Component 2 consists of one task.</p> <ul style="list-style-type: none"> 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. <p>The assignment will take approximately 15 supervised hours to complete.</p>
Next Steps	<p>Upon completion of this component, pupils begin Component 3: Responding to a 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.</p>
Opportunities for Independent Learning	<p>Pupils can register for instrumental lessons using this link: https://uklancashire.speedadmin.dk/registration/</p> <p>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</p> <p>Pupils can use www.musictheory.net to support their understanding of music theory.</p> <p>Pupils have access to the music rooms during break and lunch times for individual or ensemble rehearsals.</p>
Personal Development and CEIAG	<p>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.</p> <p>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</p>
Enrichment Opportunities (Cultural Capital)	<p>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</p>

	<p>appreciation of some the greatest artistic achievements in history. Musical terminology is heavily linked to the Italian language.</p> <p>Local opportunities include Pendle Community Orchestra and ensembles run by Lancashire Music Service: https://www.lancashiremusicclub.co.uk/site/</p>
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	<h2>Year 11 – Spring Term</h2>
<p>Prior Learning</p>	<p>Pupils have completed Component 2: Music Skills Development, where they participated in workshops and classes, developing technical, practical, personal and professional skills, and specialising in at least two of the following areas: music performance, creating original music, music production. Throughout their development, pupils reviewed their progress and considered how to make improvements. Pupils learned how musicians share their work and collaborate with others, and developed their skills as a musician in how to use blogs, YouTube™, Soundcloud™ and other platforms to share their work and skills development with others.</p>
<p>What will I learn?</p>	<p>Pupils complete Component 3: Responding to a Music Brief, where they begin by exploring a brief and investigating possible responses and ideas to meet the demands of the brief. Using relevant resources, skills and techniques pupils then develop and refine musical material before presenting their final response. Pupils develop and present an original creation based on a piece from a given list and a style from a choice of four. They will then present this as a solo or group performance, an audio recording or a Digital Audio Workstation (DAW) project. Pupils also consider how their skills and interests make them suitable for the specific music sector opportunity.</p>
<p>How will I be assessed?</p>	<p>This external component builds on the knowledge, understanding and skills acquired and developed in Components 1 and 2 and allows pupils to apply the musical skills and techniques they have explored and developed. A task worth 60 marks will be completed under supervised conditions. Pupils will respond to the brief either as a music creator and producer or as a music creator and performer. The brief will consist of a scenario that will include a list of 10 pieces of music from a range of styles that the learners have covered in Component 1. Pupils will complete an initial response that discusses how their skills, experiences and interests make them suitable for the specific sector opportunity. Pupils will justify how their selected material links to the given brief, and evaluate their approach to meeting the brief and their final outcome.</p>
<p>Next Steps</p>	<p>Presenting music for a set brief is a key element of post-16 music qualifications and this component enables pupils to establish solid foundations to help them progress to further Level 2 or Level 3 courses. Pupils will also develop skills in self-management, communication and presentation, which are vital to any future course of study. Specific study of music at college include the following: A Levels in Music and Music Technology and vocational courses, such as BTEC Level 3 Nationals in Music, Music Performance, and Music Technology.</p>
<p>Opportunities for Independent Learning</p>	<p>Pupils can register for instrumental lessons using this link: https://uklancashire.speedadmin.dk/registration#/</p> <p>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</p> <p>Pupils can use www.musictheory.net to support their understanding of music theory.</p> <p>Pupils have access to the music rooms during break and lunch times for individual or ensemble rehearsals.</p>

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