

Long Term Plan Year 11 Music

Subject driver: Every hour a Musical Experience, exploring with awe and wonder

Through our teaching and learning in the music department we aim to create a stimulating and creative environment in which all students can participate. We work to develop skills, knowledge and understanding through a wide variety of practical musical experiences which will also allow students to explore social, moral, cultural and spiritual understanding through experiential learning whilst building cultural capital.

For Btec Tech Award Music Practice we deliver 3 components at ASA they are:

- 1 – Exploring Musical Products and Styles (internally assessed) 30% -
- 2 – Musical Skills Development (internally assessed) 30%
- 3 – Responding to a Musical Brief (externally assessed) 40%

For those certificating in 2024 Component 1 will be completed in year 10 and Component 2 will be commenced in year 10 but will end in the Autumn term of Year 11.

Cycle of lessons per week -

Lesson 1&2 Exploring Musical Styles, Practical and Theory, Lesson 3 Key Knowledge and understanding DAW and Practical work

Half term	Unit title	Key knowledge/ Content to learn and retain	Essential skills to acquire (subject & generic)	Link to subject ethos and driver	Anticipated misconceptions	Links to previous KS3	Links to future KS5	Opportunity for stretch for high prior attainers	SMSC & British Values	Cultural Capital	Career Link
Autumn: Term 1	Component 2: Musical Skills Development	Learners will have the opportunity to develop two musical disciplines through engagement in practical tasks, while	Demonstrate professional and commercial skills for the music industry. Apply development processes for music skills and	Exploring repertoire for performance from different genres. Extending and developing	Ensuring links are made between theoretical concepts, planning, practice and development in performance, composition	Developing instrumental skills individually as explored in KS3 Developing group work and	Preparing students for performance, composition and planning aspects of BTEC and other vocational courses	Largely open briefs with wide scope for development Individual regular feedback advice and	Politics and World History related to music. Time management Self assessment	Performance experience Event planning and delivery Developing understanding of different	Vocational tasks related to careers in: Performance rehearsal and delivery. Composer Arranger Historian Critic/Journa

		documenting their progress and planning for further improvement.	techniques. Learners will explore professional techniques for musicians and look at how musicians share their music with others. They will learn to use a variety of methods of evidencing processes and outcomes and communicating skills development.	instrumental skills of students' choice and keyboard skills	and understanding of genres. Ensuring that the brief set is fully understood and how to approach the response.	rehearsal skills. Demonstrating skills in listening and identifying key features. Developing basic theoretical knowledge. Developing Instrumental, performance, composition, arrangement, recording and mixing skills.	related to music. Developing individual performance skills and confidence on stage. Deeper research of the topics encouraged	support from instrumental teachers and class teachers to choose suitable repertoire. Broad theme: Student choice of instrument and repertoire allows for deeper exploration Exemplars of distinction work to support development	and critique. Working independently . Developing resilience.	genres Innovating creatively with musical ideas Exploring repertoire	lism
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Autumn: Term 2	Component 2: Musical Skills Development	Learners will have the opportunity to develop two musical disciplines through engagement in practical tasks, while documenting their progress and planning for further improvement.	<p>Demonstrate professional and commercial skills for the music industry.</p> <p>Apply development processes for music skills and techniques.</p> <p>Learners will explore professional techniques for musicians and look at how musicians share their music with others. They will learn to use a variety of methods of evidencing processes and outcomes and communicating skills development.</p>	Exploring repertoire for performance from different genres. Extending and developing instrumental skills of students' choice and keyboard skills	<p>Ensuring links are made between theoretical concepts, planning, practice and development in performance, composition and understanding of genres.</p> <p>Ensuring that the brief set is fully understood and how to approach the response.</p>	<p>Developing instrumental skills individually as explored in KS3</p> <p>Developing group work and rehearsal skills.</p> <p>Demonstrating skills in listening and identifying key features.</p> <p>Developing basic theoretical knowledge.</p> <p>Developing Instrumental, performance, composition, arrangement, recording</p>	<p>Preparing students for performance, composition and planning aspects of BTEC and other vocational courses related to music.</p> <p>Developing individual performance skills and confidence on stage. Deeper research of the topics encouraged</p>	<p>Largely open briefs with wide scope for development</p> <p>Individual regular feedback advice and support from instrumental teachers and class teachers to choose suitable repertoire.</p> <p>Broad theme: Student choice of instrument and repertoire allows for deeper exploration Exemplars of distinction work to support development</p>	<p>Politics and World History related to music.</p> <p>Time management</p> <p>Self assessment and critique.</p> <p>Working independently .</p> <p>Developing resilience.</p>	<p>Performance experience</p> <p>Event planning and delivery</p> <p>Developing understanding of different genres</p> <p>Innovating creatively with musical ideas</p> <p>Exploring repertoire</p>	Vocational tasks related to careers in: Performance rehearsal and delivery. Composer Arranger Historian Critic/Journalism
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Spring: Term 3	Component 3: Responding to a Musical Brief	Create a music product. Commentary on creative processes. To be able to demonstrate an understanding of a chosen style of Music.	Using your knowledge of genres, styles, musical features and stylistic techniques, create a new interpretation of the piece to fit the style of your chosen genre.	Exploring genres of music and what makes them unique.	Ensuring links are made between theoretical concepts, planning, practice and development in performance, composition and understanding of genres. Ensuring that the brief set is fully understood and how to approach the response.	Developing instrumental skills individually as explored in KS3 Developing group work and rehearsal skills. Demonstrating skills in listening and identifying key features. Developing basic theoretical knowledge. Developing Instrumental, performance, composition, arrangement	Understanding the context of musical genres	Controlled conditions coursework Previous to this WAGOLL work will have been explored. Students may be advised on genres.	Time management Self assessment and critique. Working independently. Developing resilience	Developing understanding of different genres Innovating creatively with musical ideas Exploring repertoire	Vocational tasks related to careers in: Performance rehearsal and delivery. Composer Arranger Historian Critic/Journalism. Studio technician, session musician, production member. Music publication, marketing and promotion.

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Spring: Term 4	Component 3: Responding to a Musical Brief	Create a music product. Commentary on creative processes. To be able to demonstrate an understanding of a chosen style of Music.	Using your knowledge of genres, styles, musical features and stylistic techniques, create a new interpretation of the piece to fit the style of your chosen genre.	Exploring genres of music and what makes them unique.	Ensuring links are made between theoretical concepts, planning, practice and development in performance, composition and understanding of genres. Ensuring that the brief set is fully understood and how to approach the response.	Developing instrument al skills individually as explored in KS3 Developing group work and rehearsal skills. Demonstra ting skills in listening and identifying key features. Developing basic theoretical knowledge. Developing Instrument al,performa nce, compositio	Understandin g the context of musical genres	Controlled conditions coursework Previous to this WAGOLL work will have been explored. Students may be advised on genres.	Time management Self assessment and critique. Working independently . Developing resilience	Developing understandin g of different genres Innovating creatively with musical ideas Exploring repertoire	Vocational tasks related to careers in: Performance rehearsal and delivery. Composer Arranger Historian Critic/Journa lism. Studio technician, session musician, production member. Music publication, marketing and promotion.

						n, arrange ment, recording and mixing skills.					
Summer: Term 5	Component 3: Responding to a Musical Brief	Create a music product. Commentary on creative processes. To be able to demonstrate an understanding of a chosen style of Music.	Using your knowledge of genres, styles, musical features and stylistic techniques, create a new interpretation of the piece to fit the style of your chosen genre.	Exploring genres of music and what makes them unique.	Ensuring links are made between theoretical concepts, planning, practice and development in performance, composition and understanding of genres. Ensuring that the brief set is fully understood and how to approach the response.	Developing instrument al skills individually as explored in KS3 Developing group work and rehearsal skills. Demonstra ting skills in listening and identifying key features. Developing basic theoretical knowledge. Developing Instrument al, performa	Understandin g the context of musical genres	Controlled conditions coursework Previous to this WAGOLL work will have been explored. Students may be advised on genres.	Time management Self assessment and critique. Working independently . Developing resilience	Developing understandin g of different genres Innovating creatively with musical ideas Exploring repertoire	Vocational tasks related to careers in: Performance rehearsal and delivery. Composer Arranger Historian Critic/Journa lism. Studio technician, session musician, production member. Music publication, marketing and promotion.

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Summer: Term 6		<p>Create a music product.</p> <p>Commentary on creative processes.</p> <p>To be able to demonstrate an understanding of a chosen style of Music.</p>	<p>Using your knowledge of genres, styles, musical features and stylistic techniques, create a new interpretation of the piece to fit the style of your chosen genre.</p>	<p>Exploring genres of music and what makes them unique.</p>	<p>Ensuring links are made between theoretical concepts, planning, practice and development in performance, composition and understanding of genres.</p> <p>Ensuring that the brief set is fully understood and how to approach the response.</p>	<p>Developing instrumental skills individually as explored in KS3</p> <p>Demonstrating skills in listening and identifying key features.</p> <p>Developing Instrumental, performance, composition, arrangement, recording and mixing skills.</p>	<p>Understanding the context of musical genres</p>	<p>Controlled conditions coursework</p> <p>Previous to this WAGOLL work will have been explored. Students may be advised on genres.</p>	<p>Time management</p> <p>Self assessment and critique.</p> <p>Working independently</p> <p>Developing resilience</p>	<p>Developing understanding of different genres</p> <p>Innovating creatively with musical ideas</p> <p>Exploring repertoire</p>	<p>Vocational tasks related to careers in: Performance rehearsal and delivery. Composer Arranger Historian Critic/Journalism.</p> <p>Studio technician, session musician, production member.</p> <p>Music publication, marketing and promotion.</p>

