



Long Term Plan Year 10 Music

Subject driver: Every hour a Musical Experience, exploring sound 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 misconcep- tions	Links to previous KS	Links to future KS	Opportunity for stretch for high prior attainers	SMSC & British Values	Cultural Capital	Career Link
Autumn Term 1	Component 1: Exploring Music Products and Styles	To be able to demonstrate an understanding of the following styles of Music 1960's Rock and Roll and blues Reggae	Apply understand- ing of the use of techniques to create music In the genres of 60's Rock and Roll, House and Reggae	Exploring repertoire for performance from different genres. Extending and developing instrumental skills of	The relationship of music in the past to music created now - i.e. 4 chords etc	Developing instrumental skills individually as explored in KS3	Preparing students for performance planning aspects of BTEC and other vocational courses related to music.	Largely open briefs with wide scope for development Individual regular feedback advice and support from	Politics and World History related to music. Time management Self- assessment and critique	Performance experience Event planning and delivery Developing understandin- g of different genres	Vocational tasks related to careers in: Performance rehearsal and delivery Composer Arranger /Historian

		House		students' choice and keyboard skills		rehearsal skills.	Developing individual performance skills and confidence on stage. Deeper research of the topics encouraged	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	Developing resilience	Innovating creatively with musical ideas Exploring repertoire	
		Being able to describe the musical attributes of a piece: a. Tonality b. Tempo c. Instrumentation d. Lyrical content (where applicable) e. Production Techniques	Basic knowledge of: Scales, Keys, Chords Tempo and rhythmic features Instrumentation: functions and roles Lyrical content and word painting Editing and effects in production	Developing understanding of theoretical concepts through development of piano skills Exploring songs and pieces through analysis to understand the building blocks	Ensuring links are made between theoretical concepts and practical performance	Developing basic theoretical knowledge	Developing basic theoretical knowledge and analysis skills for further study and possible composition work at a later KS using DAW's	Deeper research of the topics encouraged Exemplars of distinction work to support development		Exploring repertoire Developing understanding of different genres	Music Journalism /Critic

			Basic score reading.								
Autumn term 2	Component 1: Exploring Music Products and Styles	To be able to demonstrate an understanding of the following styles of Music House Classical Film Music	Apply understanding of the use of techniques to create music In the genres House, Classical music and Film	Exploring repertoire for performance from different genres.	Valuing complexity over fluency Breaking barriers of I can't do X or Y and breaking down into manageable tasks through the process of independent practice (scaffolded as required)	Developing instrumental skills individually as explored in KS3 Developing group work and rehearsal skills.	Preparing students for performance planning aspects of BTEC and other vocational courses related to music. Developing individual performance skills and confidence on stage.	Largely open brief with wide scope for development Individual regular feedback advice and 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	Time management Self-assessment and critique Developing resilience	Performance experience Event planning and delivery Developing understanding of different genres Innovating creatively with musical ideas Exploring repertoire	Vocational tasks related to careers in: Performing music Composing
		Being able to describe musical attributes of different genres: a. The factors that influenced its inception b. Significant		Exploring genres of music developing DAW techniques to recreate music in	Ensuring all comments relate directly to the sound and style of the music. Ensuring 2	Demonstrating skills in listening and identifying key features	Understanding the context of musical genres	.	Related socio political, imagery and fashion related to genres.		Composer

		<p>artists/bands/producers</p> <p>c. Important recordings/performances/events</p> <p>d. Imagery and fashion associated with the style/genre</p>		different styles	<p>genres are covered comprehensively.</p> <p>Ensuring genres are narrowed for more detailed discussion. Not just Rock but 1970's rock or Glam rock.</p> <p>Ensuring more than one artist/band/producer is referred to when there is an 's' on the word in the brief.</p>				Politics and History related to music.		
Spring term 3	<p>Component 1: Exploring Music Products and Styles</p> <p>Pearson Set assignment released C1 Task a</p>	To be able to demonstrate an understanding of the following styles of Music	Apply understanding of the use of techniques to create music In some of the genres studied	Exploring genres of music and what makes them unique	<p>Ensuring all comments relate directly to the sound and style of the music.</p> <p>Ensuring 2 genres are covered comprehensively.</p> <p>Ensuring that the brief set is fully understood and how to approach the</p>	Demonstrating skills in listening and identifying key features	Understanding the context of musical genres	Controlled conditions coursework Previous to this WAGOLL work will have been explored. Students may be advised on genres.	<p>Related socio political, imagery and fashion related to genres.</p> <p>Politics and History related to music.</p>		Music Critic/Journalism

