All Saints' Catholic High School

Luceat lux Vestra

Subject: Music					**Year:** 10

10	Component 1 – Exploring Music Products and Styles	Component 1 – Exploring Music Products and Styles	Component 1 – Exploring Music Products and Styles	Component 1 – Exploring Music Products and Styles	Component 2 – Music Skills Development	Component 2 – Music Skills Development
Aim of Unit	Learners will explore the techniques used in the creation of different musical products and investigate the key features of different musical styles	Learners will explore the techniques used in the creation of different musical products and investigate the key features of different musical styles	Learners will explore the techniques used in the creation of different musical products and investigate the key features of different musical styles	Learners will explore the techniques used in the creation of different musical products and investigate the key features of different musical styles	Learners will have the opportunity to develop two musical disciplines through engagement in practical tasks, while documenting their progress and planning for	Learners will have the opportunity to develop two musical disciplines through engagement in practical tasks, while documenting their progress and planning for

					further improvement.	further improvement.
Composite Knowledge *(a task that requires several building blocks or components)*	Perform and create pieces of music in different styles – African drumming and Delta Blues	Perform and create pieces of music in different styles – British 60's pop music and Film Music	Perform and create pieces of music in different styles – Reggae and Dubsteb	Assessment Task – 15 hours Task 1: learners will compile a portfolio of evidence that demonstrates their understanding of four different styles of music using musical examples related to a theme. Task 2: learners will create three 30–60-second examples of ideas for music products related to a theme, using a range of realisation techniques.	Develop performance skills on instrument or voice and produce a final performance	Develop composition skills and produce a final composition
Component Knowledge	- historical/ social context of style	- historical/ social context of style	- historical/ social context of style		-audit of own skill on instrument or voice	audit of own skill of composing on

(the building blocks that together, when known, allow successful performance of a complex task)	-key features and characteristics of style - recap necessary theory to understand the above - learn individual parts - play in time as a group - functions of composition software - apply features and characteristics to composition and/ or creation task	-key features and characteristics of style - recap necessary theory to understand the above - learn individual parts - play in time as a group - functions of composition software - apply features and characteristics to composition and/ or creation task	-key features and characteristics of style - recap necessary theory to understand the above - learn individual parts - play in time as a group - functions of composition software - apply features and characteristics to composition and/ or creation task		-identify areas for development -create a development plan to improve these areas - milestone reflection points -final performance and evaluation to reflect on development	either Sibelius or Cubase -identify areas for development -create a development plan to improve these areas - milestone reflection points -final composition and evaluation to reflect on development
Rationale (why?): Links to prior & future learning	Prior learning: Notation theory Elements of Music vocabulary Cubase software Future learning: Cubase and Sibelius Building up vocabulary and knowledge of key	Prior learning: Notation theory Elements of Music vocabulary Cubase software Year 9 Horror Movie project KS3 band projects and History of Pop Future learning:	Prior learning: Notation theory Elements of Music vocabulary Cubase software Year 9 Reggae History of Pop Future learning: Cubase and Sibelius	Prior learning: All knowledge and skills so far Future learning: Composition and performance skills for Component 2	Prior learning: Performance skills from component 1 Future learning: Skills for assessment task	Prior learning: Composition skills and use of software from component 1 Future learning: Skills for assessment task

	features for assessment task Performance skills	Cubase and Sibelius Building up vocabulary and knowledge of key features for assessment task Performance skills	Building up vocabulary and knowledge of key features for assessment task Performance skills			
Assessment Task	Class performance Evaluations of composition	Class performance Evaluations of composition	Class performance Evaluations of composition	Final coursework	Final performance Written log of progress	Final composition Written log of progress
Enrichment	School choir, school show, rock bands, instrumental/ vocal lessons (throughout the year) Coursework catch up after school and at lunchtimes where needed Music room open at lunchtime for practice					