

Subject: Music Year: 10

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

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characteristics of style	(the building blocks that together, when known,	-key features and	-key features and	-key features and		-identify areas for	either Sibelius or
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Parts		above	above			- milestone	to improve these
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	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					