

## KS3 Curriculum Plan

		LP1	LP2	LP3	LP4	LP5
<b>Year 10</b>	<b>TOPIC</b>	<b>Component 1: Exploring Music Products and Styles</b>	<b>Component 1: Exploring Music Products and Styles</b>	<b>Component 1 - Controlled Assessment</b>	<b>Component 2 - Music Skills Development</b>	<b>Component 2 - Music Skills Development</b>
	<b>Knowledge</b>	In this component, students will develop their understanding of different types of music products and the techniques used to create them. They will explore how musical elements, technology and other resources are used in the creation, production and performance of music. They will also practically explore the key features of different styles of music and music theory and apply their knowledge and understanding to developing their own creative work.	In this component, students will develop their understanding of different types of music products and the techniques used to create them. They will explore how musical elements, technology and other resources are used in the creation, production and performance of music. They will also practically explore the key features of different styles of music and music theory and apply their knowledge and understanding to developing their own creative work.	Students will begin this LP by conducting a 'dry run' practice assessment in readiness for the Component 1 controlled assessment which will begin around the start of February. Students will then have 12 hours of controlled assessment in class time to respond to two tasks in a brief set by the exam board.	As a performer, producer or creator in the music industry, you need to continually develop your skills and techniques in order to be successful and secure a regular flow of gigs and commissions. In this component, you will participate in workshops and classes where you will 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 your development, you will review your progress and consider how to make improvements. You will learn how musicians share their work and collaborate with others, and will develop your skills as a musician in how to use blogs, YouTube™, Soundcloud™ and other platforms to share your work and skills development with others. Developing musical skills and techniques will enable you to consider your aptitude and enjoyment for music, helping you to make informed decisions about what you will study in the future. This component will help you to progress to Level 3 qualifications in music or music technology, which look at skills and techniques in more detail. Alternatively, you may want to progress to other Level 3 vocational or academic subject areas. This component will support your development of transferable skills which will support your advancement in education and	As a performer, producer or creator in the music industry, you need to continually develop your skills and techniques in order to be successful and secure a regular flow of gigs and commissions. In this component, you will participate in workshops and classes where you will 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 your development, you will review your progress and consider how to make improvements. You will learn how musicians share their work and collaborate with others, and will develop your skills as a musician in how to use blogs, YouTube™, Soundcloud™ and other platforms to share your work and skills development with others. Developing musical skills and techniques will enable you to consider your aptitude and enjoyment for music, helping you to make informed decisions about what you will study in the future. This component will help you to progress to Level 3 qualifications in music or music technology, which look at skills and techniques in more detail. Alternatively, you may want to progress to other Level 3 vocational or academic subject areas. This component will support your development of transferable skills which will support your advancement in education and
	<b>Procedural Knowledge</b>	Listening skills, Analytical skills, Performance skills, Compositional skills, Organisation, Ability to work independently and respond to a brief				
	<b>Key Vocab</b>	Genre, Style, Musical Elements, Melody, Harmony, Pitch, Tonality, Texture, Tempo, Structure, Form, Compositional Device, Sonic Device, Technology, Production Technique, Timbre, Dynamics, Theory, Rhythm, Harmonic Device, Music Product	Genre, Style, Musical Elements, Melody, Harmony, Pitch, Tonality, Texture, Tempo, Structure, Form, Compositional Device, Sonic Device, Technology, Production Technique, Timbre, Dynamics, Theory, Rhythm, Harmonic Device, Music Produce	Genre, Style, Musical Elements, Melody, Harmony, Pitch, Tonality, Texture, Tempo, Structure, Form, Compositional Device, Sonic Device, Technology, Production Technique, Timbre, Dynamics, Theory, Rhythm, Harmonic Device, Music Product	Music Product, Musical Skill, Music Production, YouTube, Soundcloud, Technique, Interpretation,	Music Product, Musical Skill, Music Production, YouTube, Soundcloud, Technique, Interpretation,
<b>Year 11</b>	<b>TOPIC</b>	<b>Component 2: Music Skills Development</b>	<b>Component 2: Music Skills Development</b>	<b>Component 3: Responding to a Music Brief</b>	<b>Component 3: Responding to a Music Brief</b>	<b>Component 3: Responding to a Music Brief</b>
	<b>Knowledge</b>	At the start of Y11, students will begin the controlled assessment for the 2nd component of the course. Learners began preparing for this in the summer term so now will use their knowledge to respond to the brief and complete their controlled assessment. This is an internally assessed and externally moderated unit.	Students will continue to respond to the brief for the Component 2 element of this course. During the course of this component's controlled assessment, teaching staff may introduce new things to support students at the various checkpoints such as increasing support with writing reflective logs etc. This is an internally assessed and externally moderated unit.	Students will begin to prepare for the Component 3 synoptic unit of the course. Component 3 comes in the form of a brief provided by the exam board that will ask the students to complete a piece of music/composition/performance etc that will encompass their skills from across the course and that applies their knowledge from the previous two components. This is an externally assessed unit.	Students will begin to prepare for the Component 3 synoptic unit of the course. Component 3 comes in the form of a brief provided by the exam board that will ask the students to complete a piece of music/composition/performance etc that will encompass their skills from across the course and that applies their knowledge from the previous two components. This is an externally assessed unit.	Students will begin to prepare for the Component 3 synoptic unit of the course. Component 3 comes in the form of a brief provided by the exam board that will ask the students to complete a piece of music/composition/performance etc that will encompass their skills from across the course and that applies their knowledge from the previous two components. This is an externally assessed unit.
	<b>Procedural Knowledge</b>	Performance Skills, Reflective Writing Skills, Compositional Skills, Production Skills, Listening Skills, Ability to work independently and respond to a brief				
	<b>Key Vocab</b>	Musician, Composer, Music Technology, Producer, Professional Skills, Rehearsal Skills, Time Management, Safe Working, Health and Safety.	Musician, Composer, Music Technology, Producer, Professional Skills, Rehearsal Skills, Time Management, Safe Working, Health and Safety.	Performance, Composition, Production, Technique, Development	Performance, Composition, Production, Technique, Development	Performance, Composition, Production, Technique, Development