

KS4 Curriculum Plan

Year 10	TOPIC	LP1	LP2	LP3	LP4	LP5
		<i>Component 1: Exploring Music Products and Styles</i>	<i>Component 1: Exploring Music Products and Styles</i>	<i>Component 2: Music Skills Development</i>	<i>Component 2: Music Skills Development</i>	<i>Component 3 – Responding to a Music Brief/Resit opportunity for C1 or 2.</i>
	<i>Knowledge</i>	<p>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.</p> <p>They will then be entered into the first window of assessment to complete Component 1 by Christmas.</p>	<p>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.</p> <p>They will then be entered into the first window of assessment to complete Component 1 by Christmas.</p>	<p>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</p> <p>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.</p> <p>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.</p>	<p>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</p> <p>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.</p> <p>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.</p>	<p>This component will allow you to work to your strengths and interests and apply the skills that you have learned throughout your course in a practical way. You will focus on a particular area of the music sector that excites and appeals to you and respond to a music brief as a composer, performer or producer. You will begin by exploring the brief and investigating possible responses and ideas to meet the demands of the brief. Using relevant resources, skills and techniques you will then develop and refine musical material before presenting your final response. You will develop and present an original creation based on a piece from a given list and a style from a choice of four. You will then present this as a solo or group performance, an audio recording or a Digital Audio Workstation (DAW) project. You will also consider how your skills and interests make you suitable for the specific music sector opportunity. Presenting music for a set brief is a key element of post-16 music qualifications and this component will enable you to establish solid foundations to help you progress to further Level 2 or Level 3 courses. You will also develop skills in self-management, communication and presentation, which are vital to any future course of study.</p>
	<i>Procedural Knowledge</i>	Listening skills, Analytical skills, Performance skills, Compositional skills, Organisation, Ability to work independently and respond to a brief				
	<i>Key Vocab</i>	Genre, Music Product, Streaming, Stylistic Feature, Sonic, Compositional, Leitmotif, Underscoring, Chord.	Genre, Style, Stylistic Feature, Rock, Slide Guitar, Power Chord, Classical, Era, Orchestra, Composer, Scoring, Dynamics, Tempo, Melody, Harmony, Tonality, Rhythm	Skills, Expectations, Genre, Music Product, Streaming, CD, Song, Royalties, Music Video, Blues, 12 Bar Blues, Walking Bass, Film Music, Leitmotif, Underscoring, Diegetic, Non Diegetic, Composer. Genre, Style, Stylistic Feature, Rock, Slide Guitar, Power Chord, Classical, Era, Orchestra, Composer, Scoring, Dynamics, Tempo, Melody, Harmony, Tonality, Rhythm	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.

Year 11	TOPIC	LP1	LP2	LP3	LP4	LP5
		<i>Component 3: Preparation and Mock</i>	<i>Component 3: Preparation and Mock</i>	<i>Component 3: Responding to a Music Brief</i>	<i>Component 3: Responding to a Music Brief</i>	
	<i>Knowledge</i>	. 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.	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.	
	<i>Procedural Knowledge</i>	Performance Skills, Reflective Writing Skills, Compositional Skills, Production Skills, Listening Skills, Ability to work independently and respond to a brief				
	<i>Key Vocab</i>	Performance, Composition, Production, Technique, Stylistic Features, Development, Cover/Reinterpretation, Stem, DAW, Genre.	Performance, Composition, Production, Technique, Development	Performance, Composition, Production, Technique, Development	Performance, Composition, Production, Technique, Development	