

Curriculum Content Map		Subject: Music Year 10			
Month		Term 1	Term 2	Term 3	
	Units of Work	<p>1A: Unit 2 – Managing A Music Product – Learning Aim A</p> <ul style="list-style-type: none"> Students start the first mandatory coursework unit of the course. Students plan their music products. Students have planned their products and next students develop their products. <p>1B: Unit 2 – Managing A Music Product – Learning Aim A and B</p> <ul style="list-style-type: none"> Students conduct promotional research and create promotional material to advertise the music product. Continuation of learning aim A and B – students finalise the development and promotion of the music product and deliver their final project (album or concert). 	<p>2A: Unit 2 – Managing A Music Product – Learning Aim C</p> <p>Students will have planned, developed, promoted and delivered their music products – final part is to evaluate products.</p> <p>Unit 1 – The Music Industry - Learning Aim A Introduction to the music industry. Small and medium music venues. Large music venues and outdoor festivals. Union – MU, BECTU and Equity.</p> <p>2B: Unit 1 – The Music Industry - Learning Aim A</p> <p>Hire companies – sound, lighting and transport. Rehearsal and studio spaces. Organisations: PR Artist management Stylist Booking agent Unit 1 – The Music Industry - Learning Aim B Learning Aim A content covered and Learning Aim B Individual job roles needs to be covered.</p>	<p>3A:</p> <p>Unit 1 – The Music Industry - Learning Aim B Other job roles covered – continuation from previous weeks. Unit 1 – The Music Industry - Learning Aim A and B revision and past papers Students apply their knowledge to exam papers incorporating all learned for this unit. 3B Unit 5 Introducing Music Performance – [practice topic] Learning Aim A practical – develop your music performance skills and reviewing own practice</p>	
Cultural Transmission	National Curriculum area – KS3		<ul style="list-style-type: none"> To learn to sing and to use their voices, to create and compose music on their own and with others, have the opportunity to learn a musical instrument, use technology appropriately and have the opportunity to progress to the next level of musical excellence 	<ul style="list-style-type: none"> To perform, listen to, review and evaluate music across a range of historical periods, genres, styles and traditions, including the works of the great composers and musicians 	<ul style="list-style-type: none"> To play and perform confidently in a range of solo and ensemble contexts using their voice, playing instruments musically, fluently and with accuracy and expression
	Substantive Knowledge	The What!	In year 10, our vocationally related BTEC curriculum builds on substantive knowledge developed in KS3 through performance, composition, listening and appraisal of music in a work-related context. Students will build on their knowledge of performance, composition, and the music industry within a broad framework of a vocational qualification. They will be supported in lessons to hone in on practical skills such as score reading, articulation, expression, voice projection...etc. Theoretical knowledge including the use of music technology such as digital audio workstations (Logic Pro, GarageBand, and Sibelius) to facilitate composition of music will be further developed. Students then start the first optional coursework unit of the course – Introduction to Music Performance. Whilst building on their confidence in performance, appropriate terminology that underpins the music industry will be learnt. This helps to develop performance skills and vocabulary that will be needed for the project. Later in the year students work independently through responding to a given brief to compose music as part of their BTEC coursework portfolio. We ensure our curriculum is broad and balanced by giving our students the independence to choose their own pathway. In the summer term, students will learn about different organisations in the music industry and how these organisations fit together to make up the industry. They will also learn about job roles within the music industry.		
	Disciplinary Knowledge	The How!	Students will develop disciplinary skills through undertaking an audit of existing skills and completing practice logs for each rehearsal session to identify gaps in learning. They will be provided with opportunities to develop, refine and explore new techniques and musical skills before choosing their two favourite ideas and extending them using learned techniques. Units of work include the following: Managing a Music Product (Unit2), Performance (Unit 5), Composition (Unit 4) and the Music Industry (Unit 1).		
	Sequencing (Flow)	Retrieval & Extension	<ul style="list-style-type: none"> This helps to develop skills for other units as composition and performance skills will be needed for the project. Students have planned their products and next students develop their products. Continuation from first 3 weeks. Students now start learning Aim B alongside Learning Aim A – promotion needs to start alongside planning and developing the product. Continuation of learning aim A and B – students finalise the development and promotion of the music product and deliver their final project (album or concert). Retrieval of composition and performance skills from all KS3 projects Retrieval of project plan – students can refer to project timeline and checklists. Referring to plans Looking at exemplar music products 	<ul style="list-style-type: none"> Students will have planned, developed, promoted and delivered their music products – final part is to evaluate products. Live music venues Unions Health and Safety Next set of organisations – continuation from previous 3 weeks Learning Aim A content covered and Learning Aim B Individual job roles needs to be covered. Retrieval of final product – watch concert/listen to album and reflect on evidence for the project. Retrieval of job roles that were undertaking in the unit 2 project Retrieval of live music venues, unions and health and safety knowledge Retrieval of service companies and agencies and hire companies. 	<ul style="list-style-type: none"> Other job roles covered – continuation from previous weeks. Students apply their knowledge to exam papers incorporating all learned for this unit. Builds on performance skills in Unit 1 (term 1 and first part of term 2). Retrieval of job roles in learning aim B Retrieval of all learning assessed in the form of a past exam paper. Retrieval of performance skills from all KS3 projects and from Unit 2 coursework project.
	Summative Assessment		Learning Aim A coursework so far	Learning Aim A coursework so far Learning Aim A exam questions Learning Aim B exam questions	Whole past exam paper Performance of final performance.
Personal Empowerment	Virtue	The opportunity to reflect, think deeply and critically about an issue.	1. Friendliness and Civility (September) 2. Justice and Truthfulness (October) 3. Courage (November) 4. Generosity (December)	5. Gratitude (January) 6. Good Speech (February) 7. Good Temper (March)	8. Self-Mastery (April and May) 9. Compassion (June) 10. Good Sense (July)
	Link to Virtue	Friendliness and civility – working together in groups. Listening – respecting each other’s ideas and contributions to project planning	Gratitude – Appreciation of equipment and other styles of music that have developed. Staying Positive – Using feedback in a positive way to improve practical work. Good Speech – Delivering a presentation. Speaking – Oracy in presentation of ideas.	Self-Mastery – Understanding how to use correct finger techniques when playing the keyboard. Self-Mastery - Understanding how musicians master their skills to compose great pieces of music. Compassion – Considering others when performing. How do you articulate your music to demonstrate and communicate feeling? Good Sense – Working with others sensible in ensembles such as band, choir, or orchestra.	
Preparation for Work	Skill	1. Listening (September) 2. Leadership (October) 3. Problem Solving (November) 4. Creativity (December)	5. Staying Positive (January) 6. Speaking (February) 7. Staying Positive (March)	8. Aiming High (April and May) 9. Speaking (June) 10. Teamwork (July)	
	Link to Skill	Listening - To listen to each other through peer assessments and class discussions. Leadership - Lead on performance of their work, then leading on their own compositions. Courage - Having the courage to push yourself out of your comfort zone and try new skills Creativity - Showing the creative skills learned in your work to produce a final outcome.	Good Speech – Delivering a performance and giving constructive feedback to others Speaking – Oracy in presentation of ideas. Good Temper/Humour – Remaining calm when faced with challenges in practical tasks. Staying Positive – Using feedback in a positive way relating to improve practical work	Aiming High – Aiming for a platinum outcome with musical performances. Aiming High –Aiming for a platinum outcome with compositions. Speaking – Explaining and supporting their analysis of music. Teamwork – Performing together as an ensemble.	
Preparation for Citizenship	Link to SMSC & British Values	Moral – working together to ensure the group reaches decisions they agree on and all are happy with the project. Social – support others in performances	Moral – Giving honest reflections of own impact of input into the planning, development and delivery of the music product.	Further tolerance and harmony between different cultural traditions by enabling students to acquire an appreciation of and respect for their own and other cultures. Enable students to develop their self-knowledge, self-esteem and self-confidence;	
	Link to SMSC & British Values	Social – supporting one another in performances. Cultural – justice and truthfulness that, or a lack of it that people face in other cultures supporting one another in performances and composition and delivery of final music products	Social – considering how the organisations contribute to the society and to the music industry as a whole. considering how the job roles link together	Social – considering how job roles link together and how all of the organisations are linked to make the industry work. supporting one another in performances. Cultural – Appreciating music in a range of styles and respecting the musical tastes of others.	