



Year 10 Music curriculum – 2024-2025						
	Autumn Term		Spring Term		Summer Term	
	1	2	1	2	1	2
Key Concepts	<p>Component 1 Preparation Pupils will study a range of musical genres focusing closely on a specific list of musical elements in keeping with the BTEC specification. Pupils will learn to identify and recreate the sonic features of their chosen styles on their instrument and when using composition software.</p> <p>As well as this, pupils will build up on their previous technical and performance skills by working on their instrument technique and reading skills.</p> <p>Students will develop DAW practice and work with musical stems to refine pieces of music.</p>		<p>Component 1 Preparation Students will apply their understanding of the use of techniques to create music. This will be taught through a combination of practical and taught sessions that will allow students to investigate and experiment with how music from a variety of styles is performed, created and produced in order to produce their own products.</p> <p>They will create original music with starting points and stimuli (both musical and non-musical), use repetition and contrast, and develop and extend musical ideas.</p> <p>Later this half term students will begin their first Internally assessed piece of coursework, set by the exam board, where they work independently from a set brief.</p> <p>Component 1: Exploring Music Products and Styles A: Demonstrate an understanding of styles of music</p>		<p>Component 1: Exploring Music Products and Styles Students will continue and finish their centre assessed work. After completion of this work, students will begin to focus on their practical skills in much more detail making sure they develop their playing technique on both pitched and unpitched instruments. This will include technical exercises such as rudiments, scales, music reading and harmony.</p> <p>Throughout the development of these technical skills, students will naturally acquire theoretical knowledge which they can apply in a written and practical context.</p> <p>The development of these skills will enable the students to complete a written exam and prepare them for components 2 and 3 of their coursework.</p>	



		B: Apply understanding of the use of techniques to create music	
<p>Knowledge & Understanding (National Curriculum) <i>Skills are across the whole year.</i></p>	<p>Students know and understand how to:</p> <p>Component 1 - Learning outcome A: Demonstrate an understanding of styles of music through focused listening and music-making activities, learners will explore a variety of musical styles and understand the key features of different styles of music and their use of musical elements. They should apply stylistic features to performance, composition and music production activities. <i>A1 Musical styles</i></p> <ul style="list-style-type: none"> • Iconic composers, artists, bands and producers who have influenced and impacted musical styles. • Impact of technology on musical styles, instruments, production and recording. <p><i>A2 Musical elements, stylistic features and characteristics (music theory)</i></p> <p>Component 1 - Learning outcome B: Apply an understanding of the use of techniques to create music This learning outcome is designed to be taught through a combination of practical and taught sessions that will allow learners to investigate and experiment with how music from a variety of styles is performed, created and produced in order to produce their own products. <i>B1 Music industry products Learners should consider the impact of the music for the purpose and intended audience it was created for.</i> <i>B2 Music realisation techniques</i></p>		
<p>Skills</p>	<p>R <i>Develop RESILIENCE</i></p>	<ul style="list-style-type: none"> ★ <i>Students learn more challenging pieces of music and require perseverance and repeated practice.</i> ★ <i>Overcoming performance anxiety, stage fright.</i> ★ <i>Receiving and acting on constructive criticism, developing opportunities to promote a growth mindset.</i> 	



	<p>A Possess AMBITION</p>	<ul style="list-style-type: none"> ★ <i>Setting both short term and long term performance goals.</i> ★ <i>Regular performances allow tangible milestones to work towards.</i> ★ <i>Developing mastery skills with increasing complex pieces which fuel ambition.</i>
	<p>I Demonstrate INTEGRITY</p>	<ul style="list-style-type: none"> ★ <i>Music encourages students to express their true self and emotions through their performances, fostering a sense of authenticity.</i> ★ <i>Citing sources in controlled assessment, giving credit to composers and arrangers teaches students the importance of acknowledging others' work.</i>
	<p>S Embed Self-Discovery</p>	<ul style="list-style-type: none"> ★ <i>Performance allows students to express emotions, helping them process & articulate their feelings.</i> ★ <i>Students discover their musical aptitudes and begin to choose their own instruments for performance.</i> ★ <i>Students analysing and interpreting music enhances cognitive skills and allows them to explore different perspectives and ideas.</i>
	<p>E Display EMPATHY</p>	<ul style="list-style-type: none"> ★ <i>Listening to Others requires students to listen carefully to their peers, this practice enhances their ability to understand and respond to others' cues and emotions.</i> ★ <i>Successful group performances depend on mutual cooperation and synchronisation, fostering a sense of unity and shared purpose.</i>



		<p><i>Students learn to value and respect each other's roles and contributions.</i></p> <p>★ <i>Students learning about music from different cultures broadens students' perspectives and fosters an appreciation for diverse experiences and traditions. This cultural awareness enhances their ability to empathise with people from various backgrounds.</i></p>	
Curriculum Links	<p>Term 1 builds upon the Year 7-9 foundation teaching of the different genres. Knowledge and understanding of the musical elements support the teaching of new genres with the BTEC specification. Performance develops from Year 7-9 with the new genres and students choose 1 or 2 instruments to develop further and use for their controlled assessments.</p>	<p>This term sees the first controlled assessment being carried out. This is set externally by the exam board and is made up of genre theory work and practical performances. All music teaching up to this point has been to allow students the knowledge, understanding and application to complete the coursework.</p>	<p>Term 3 allows students to develop their practice on their chosen instruments further, laying the foundations for component 2 & 3 in year 11. They are now mature musicians to be able to practise specific techniques for personal improvements.</p>
Assessment	<p>Theory assessment based on retention of genre knowledge and application of knowledge to different songs. Practice assessment on genre performances.</p>	<p>Component 1 - Exploring Music Styles. Formal internal assessment, externally moderated. 30% of the whole course. Learning outcome A: Demonstrate an understanding of styles of music.</p> <ul style="list-style-type: none"> ● compositional features such as melody, harmony, tonality, rhythm and structure ● sonic features such as instrumentation, timbre, texture and 	<p>Practice assessment based on personal improvement plans.</p>



		<p>production.</p> <p>Learning outcome B: Apply understanding of the use of techniques to create music</p> <ul style="list-style-type: none"> • creative choices and understanding of the techniques used to create music. • use of perceptive appreciation skills. • use of pertinent musical elements in the creation of music • perceptively developed ideas based on secure application of musical realisation techniques and resources in response to the brief. 	
<p>Aspirations & Careers</p>	<p>Throughout the teaching of component 1, staff discuss Career Paths in Music Education School Music Teacher requires a Bachelor's degree in Music Education and state teaching certification, Private Music Instruction proficiency in the instrument or vocal area, often supplemented by formal education in music, College/University Professor A Master's or Doctoral degree in Music Education or a related field, Music Director/Conductor Extensive experience in music performance and conducting, often supported by advanced degrees in music, Music Therapist a degree in Music Therapy and certification from relevant professional organisations or Arts Administrator Skills in management and administration, often supported by a degree in arts administration or a related field.</p>		