



Year 11 Music curriculum – 2024-2025

	Autumn Term		Spring Term		Summer Term	
	1	2	1	2	1	2
Key Concepts	<p>Component 2 - Preparation and Assessment</p> <p>Students are required to work on specific skills they would like to improve in their own playing and then document their progress through the learning of a specific piece of music. Pupils will also be required to document the process of creating a composition and carry out the same analytical process to evidence their methods.</p>		<p>Component 3 - Preparation and Assessment</p> <p>Task set and marked by Pearson exam board, completed under supervised conditions. Learners will be given the set task in January, 12 weeks before the supervised assessment period, in order to carry out the development of creative ideas and rehearsal for the final music product. The set task will be completed in 3 hours within the period timetabled by Pearson - 60 marks.</p> <p>Features explored:</p> <ul style="list-style-type: none"> • Performing stylistically accurate cover versions. • Creating original music using existing stylistic frameworks and traits. • Stylistic use of a DAW and associated hardware to create an original piece of music from a given starting point. 			
<p>Knowledge & Understanding (National Curriculum) <i>Skills are across the whole year.</i></p>	<p>Students will know and understand how to:</p> <ul style="list-style-type: none"> • Demonstrate professional and commercial skills for the music industry. Students will explore professional techniques for musicians and look at how musicians share their music with others. They will learn to use a variety of methods of evidencing processes and outcomes and communicating skills development. <p><i>A1 Professional skills for the music industry</i></p> <ul style="list-style-type: none"> • Learners will explore the expectations and professional skills required to succeed in the industry: <p><i>A2 Planning and communicating music skills development</i></p> <ul style="list-style-type: none"> • Planning development processes. 					



- Strategies for skills development.
- Managing equipment and resources.

Component 2 - Learning outcome B:

Apply development processes for music skills and techniques Learners will participate in workshops and sessions to identify and develop musical skills and techniques in the following three disciplines:

1. Music performance
2. Creating original music
3. Music production.

Component 3 Learning Aim A:

Understand how to respond to a music brief

- Features of a music brief
- Planning to meet the demands of the music brief
- Considering constraints and intentions

Component 3 Learning Aim B:

Select and apply musical skills in response to a music brief

- Develop and produce a response to a brief
- Refining musical skills for a musical product
- Refining musical material
- Personal management

Component 3 Learning Aim C:

Present a final musical product in response to a music brief

- Reviewing work based on client needs
- Quality of outcome
- Presenting own work to a client



	<ul style="list-style-type: none"> • Relation of final product to the brief <p>Component 3 Learning Aim D: Comment on the creative process and outcome in response to a music brief</p> <ul style="list-style-type: none"> • Commentary on the creative process • Reflect on the outcome of the musical product 	
<p>Skills</p>	<p>R Develop RESILIENCE</p>	<ul style="list-style-type: none"> ★ <i>Students learn more challenging pieces of music and require perseverance and repeated practice for component 2.</i> ★ <i>Continuing to work independently on re-arrangement of chosen piece of music for component 3 when things go wrong.</i> ★ <i>Receiving and acting on constructive criticism for performances, 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 for component 2 assessment.</i> ★ <i>Regular performances allow tangible milestones to work towards.</i> ★ <i>Developing mastery skills with increasing complex pieces which fuel ambition and increases grades in both final components.</i>
	<p>I Demonstrate INTEGRITY</p>	<ul style="list-style-type: none"> ★ <i>Citing sources in controlled assessment, giving credit to composers and arrangers teaches students the importance of acknowledging others' work.</i> ★ <i>Organising work for controlled assessment in an organised and correct manner to ensure exam regulations are followed.</i>



	<p>S <i>Embed Self-Discovery</i></p>	<ul style="list-style-type: none"> ★ <i>Students discover their musical aptitudes and begin to choose their own song and genre to change it into from the list for component 3.</i> ★ <i>Students analysing and interpreting music enhances cognitive skills and allows them to explore different perspectives and ideas.</i>
	<p>E <i>Display EMPATHY</i></p>	<ul style="list-style-type: none"> ★ <i>Understanding the deadlines and pressures they and their classmates are under to succeed and supporting each other in achieving these.</i> ★ <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>
<p>Curriculum Links</p>	<p>This term uses all the knowledge and skills learnt in the last 5 years and applies them to the performance sides of the controlled assessment. Using specific skills to improve performance and DAW, students work on 2 pieces for the assessment. .</p>	<p>This final external set and assessed work uses all the knowledge and skills learnt in the last 5 years to discuss songs genre and the chosen replaced genre in terms of musical elements and use DAW to re-mix.</p> <p>It links to Component 1 by</p> <ul style="list-style-type: none"> • Types of music products. • Creative intentions and purpose of product. • Techniques used in music performance. • Techniques used in creating original music. • Techniques used in producing music. • Key stylistic developments in popular music. • Performing stylistically accurate cover versions. • Creating original music using existing frameworks and traits. • Stylistic use of loops, samples and effects. <p>It links to Component 2 by Instrumental or equipment skills relevant to style and context.</p> <ul style="list-style-type: none"> • Developing skills specific to chosen context. • Setting goals. • Tracking progress. • Communicating progress. • Correct and safe use of equipment. • Time management. • Identifying resources required.
<p>Assessment</p>	<p>Component 2 - Music Skills Development Formal internal assessment,externally</p>	<p>Component 3: Responding to a Music Brief Formal External synoptic 40% of the whole course.</p>



	<p>moderated. 30% of the whole course. Learning outcome A: Demonstrate professional and commercial skills for the music industry</p> <ul style="list-style-type: none"> • Planning that demonstrates defined logical progression and iterative sequence for effective improvement of musical skills and technique. • Technical exercises are purposeful and effective in their links to development and intended outcomes. <p>Learning outcome B: Apply development processes for music skills and techniques</p> <ul style="list-style-type: none"> • Refinement of musical skills through application to intended musical outcomes. • Reflections lead to highly effective musical improvements. • Musical content is effective and stylistically accurate. 	
<p>Aspirations & Careers</p>	<ul style="list-style-type: none"> • Career paths are discussed as in year 10 regularly and when relevant with the content of the set briefs each year from component 2 & 3. • Advice is given to support students wanting to follow a career in music performance or technology. • Opportunities for performance are available to support in raising students aspirations with the music field. 	

