

MUSIC CURRICULUM INTENT KS4:

- Our curriculum is ambitious and designed to give all students, particularly disadvantaged students and including students with SEND, the knowledge and cultural capital they need to succeed in life.
- Our curriculum is coherently planned and sequenced towards cumulatively sufficient knowledge and skills for future learning and employment.
- Our curriculum intent will be reviewed and evaluated in advance of 2021-22.

Year Group	Curriculum coverage – name topics, and give key knowledge and skills, and cultural capital opportunities students will have to succeed in life	Rationale/evaluation of why the curriculum is planned and sequenced in this way to ensure knowledge and skills for future learning and employment
<p>Year 10 (KS4)</p>	<p>Autumn Term</p> <p>Component 1 Analysis and listening skills Solo performance Ensemble performance Music technology Theory – notation, rhythm, Major and minor scales, intervals Explore techniques used to create music products Music realisation techniques (composing)</p> <p>Cultural Capital – Students will listen to a range of music and watch performances of professional orchestral musicians on YouTube. Students will contribute to the musical culture of the school, performing in concerts and other events.</p> <p>Spring Term:</p> <p>First half term:</p> <p>Component 1 Write up assignment 1a and 1b This component is internally assessed. Assessment will be of a practical nature where students build a portfolio of evidence.</p> <p>Cultural Capital – Students will show their understanding of a range of musical styles and genres. Students will contribute to the musical culture of the school, performing in concerts and other events.</p>	<p>At KS4 we follow the BTEC Tech Award in Music Practice specification. This specification aims to engage learners through the practical exploration of different styles of music.</p> <p>Component 1 develops students understanding of different styles of music through listening, composing and performing. All topics build upon previous skills and content covered in Key Stage 3.</p>

Students will participate in various trips to see live concerts with professional musicians.

Second half term:

Component 2a

This component allows students to explore the personal and professional skills required for the music industry.

Skills Audit

Log diaries

Development plan

Understanding resources required for different scenarios

Learning to set up relevant equipment

Planning music concert

Sharing work

Ensemble Skills

Solo instrumental skills

Share Point for sharing work

Composition

Cultural Capital – Students will contribute to the musical culture of the school, performing in concerts and other events. Students will participate in various trips to see live concerts with professional musicians.

Summer Term:

First Half Term:

Component 2a continued

Summer Term:

Second half term:

Component 2b

This component encourages students to reflect on how to apply and develop individual musical skills and techniques required for the music industry.

Component 2a aims to give students the opportunity to explore their professional and personal skills. Students will also cover the skills and knowledge to share their work and collaborate with others.

Component 2b allows students to develop their two chosen musical disciplines (performing, creating, music production) through engagement in practical tasks. Students must

	<p>Skills log diary Development plan Taking part in music concert Sharing work Ensemble Skills Solo instrumental skills Composition work</p> <p>Cultural Capital – Students will contribute to the musical culture of the school, performing in concerts and other events. Students will participate in various trips to see live concerts with professional musicians.</p>	<p>document their progress and plan for further improvement. This component aims to give students the opportunity to explore their professional and personal skills. Students will also cover the skills and knowledge to share their work and collaborate with others.</p>
<p>Year 11 (KS4)</p>	<p>Autumn Term First half term: Component 2b continued This component encourages students to reflect on how to apply and develop individual musical skills and techniques required for the music industry.</p> <p>Skills log diary Development plan Taking part in music concert Sharing work Ensemble Skills Solo instrumental skills Composition work</p> <p>This component is internally assessed. Assessment will be of a practical nature where students build a portfolio of evidence. Students will now collate their evidence of this component and submit Assignment 2b</p> <p>Cultural Capital – Students will contribute to the musical culture of the school, performing in concerts and other events. Students will participate in various trips to see live concerts with professional musicians.</p>	<p>This component continues from the Summer Term in Year 10 to allow for students to fully develop their two chosen musical disciplines through engagement in practical tasks. Students must document their progress and plan for further improvement. This component aims to give students the opportunity to explore their professional and personal skills. Students will also cover the skills and knowledge to share their work and collaborate with others.</p>

Second half term:

Component 3

Responding to a Commercial Music Brief

Performing stylistically accurate cover versions
Creating original music using existing stylistic frameworks and traits
Stylistic use of music technology to create an original piece of music from a given starting point

Spring Term

First half term:

Component 3

Responding to a Commercial Music Brief

Performing stylistically accurate cover versions
Creating original music using existing stylistic frameworks and traits
Stylistic use of music technology to create an original piece of music from a given starting point

Students will prepare and complete their initial response to the music brief set by the exam board. Students will undertake preparatory work for Activity 1. This requires 4 hours of informal supervision. Students will then have 2 hours of formal supervised time to complete their initial response for Activity 1 on a computer. This will be submitted to the exam board with the final outcome.

Cultural Capital – Students will contribute to the musical culture of the school, performing in concerts and other events. Students will participate in various trips to see live concerts with professional musicians.

Second half term:

Component 3

Responding to a Commercial Music Brief

Performing stylistically accurate cover versions
Creating original music using existing stylistic frameworks and traits

This component will allow students to work to their strengths and interests and apply the skills that they have learned throughout the course in a practical way. Students will focus on a particular area of the music industry that excites and appeals to them and respond to a commercial music brief as a composer, performer or producer. Students will prepare for Assignment 3. Students will practice making cover versions of various pieces of music to prepare for the externally set assignment which is released in January 2022.

Students will start to complete the formal assignment set by the exam board.

Students will experiment, develop and record musical material for the final submission.

Stylistic use of music technology to create an original piece of music from a given starting point

Students will create a music product in response to the music brief set by the exam board. Students will complete Activity 2 which requires 16 hours of informal supervision.

Cultural Capital – Students will contribute to the musical culture of the school, performing in concerts and other events. Students will participate in various trips to see live concerts with professional musicians.

Summer Term:

First half term:

Responding to a Commercial Music Brief

Performing stylistically accurate cover versions

Creating original music using existing stylistic frameworks and traits

Stylistic use of music technology to create an original piece of music from a given starting point

Students will create a music product in response to the music brief set by the exam board. Students will complete Activity 2 which requires 16 hours of informal supervision. Students will experiment, develop and record musical material for the final submission.

Second half term:

Component 3

Responding to a Commercial Music Brief

Students will complete Activity 3: Individual commentary on the creative process. This will be completed in one hour of formal supervision.

Students will continue to work on Assignment 3. Students will work to their strengths and interests and apply the skills that they have learned throughout the course in a practical way.

Cultural Capital – *It is the essential knowledge that students need to be educated citizens, introducing them to the best that has been thought and said and helping to engender an appreciation of human creativity and achievement.*