

Music Year 10 Big Picture

<i>Autumn 01</i> <i>Weeks 1 – 7 (6 weeks)</i>	<i>Autumn 02</i> <i>Weeks 8 – 15 (8 weeks)</i>	<i>Spring 01</i> <i>Weeks 16 - 21 (6 weeks)</i>
<p>Content – Choosing/developing a primary study instrument. & An Introduction to songwriting.</p>	<p>Content - Unit 2 – Composition Prep and research</p>	<p>Content - ‘Composition’ – Development and Creation</p>
<p>Assessment Objectives</p> <ul style="list-style-type: none"> - Understand the roles and specific requirements of each instrument in a generic ‘Popular Music Ensemble’ - Study the timbral and technical differences required for each instrument in contrasting genres - Research an important figure associated with their primary study instrument - Gain a further appreciation for each instrument, the skills required to play them and the limitations to carry forward into their ensemble work - Develop Solo and Ensemble skills, practice routines and organisation. - Build on reflective skills needed for instrumental development <p>Students will then use creative stimuli to complete small creative tasks, gradually building towards fuller, more complete creative ideas and structures. This could range from riffs that turn into verses or whole songs.</p> <p>Students will also learn about chord sequences, the diatonic scale and how to create a song from scratch coming from different perspectives (lyrics vs Chords/melody line first)</p>	<p>Assessment Objectives</p> <p>In this unit learners will gain, develop and demonstrate knowledge and understanding of the skills and techniques needed to create and refine original work in the performing arts. This unit can be completed through any one of the following disciplines from either performance or production:</p> <p>Composition Or Composition with Technology</p> <p>Learners should be aware of the following components to explore when responding to a creative brief, such as:</p> <ul style="list-style-type: none"> • the intended purpose • the intended effect • the intended performance space/occasion • the intended audience • themes and ideas (e.g., consideration of social or historical factors) • the scale of the piece(s) (e.g., number of performers) • their own interests and previous experience resources available (e.g., software, physical resources) • different styles and their demands • the work of at least two named practitioners. 	<p>Assessment Objectives</p> <p>In this unit learners will gain, develop and demonstrate knowledge and understanding of the skills and techniques needed to create and refine original work in the performing arts. This unit can be completed through any one of the following disciplines from either performance or production:</p> <p>Composition Or Composition with Technology</p> <p>Students should create logs of their creative processes, through various different forms;</p> <ul style="list-style-type: none"> • Composition: melody, harmony, tonality, form and structure, dynamics, sonority, texture, tempo, rhythm, metre, articulation, scores/lead sheets • Composition using technology: elements of music, effects, sampling, panning, sequencing, live and recorded sound; scores/ lead sheets, recordings. <p>Learners should be able to develop and present the following skills for their chosen discipline:</p> <ul style="list-style-type: none"> • communication • creativity (including quality of original ideas) • development of ideas • appropriate health and safety. <p>They should understand the components involved in Composition:</p> <ul style="list-style-type: none"> • knowledge and use of processes of composition • consideration of the elements of music • consideration of style • knowledge and use of instrumental/vocal resources. <p>Composition using technology:</p> <ul style="list-style-type: none"> • knowledge and use of processes of composition • consideration of the elements of music • consideration of style • knowledge and use of technology as a tool to manipulate sound.

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<i>Spring 02</i> <i>Weeks 22 (Spring 01) – 27 (6 weeks)</i>	<i>Summer 01</i> <i>Weeks 28 – 33 (6 weeks)</i>	<i>Summer 02</i> <i>Weeks 34 – 39 (7 weeks)</i>
<p>Content - ‘Composition’ - Development and Evaluation Students will continue to develop and log their compositions. They will also evaluate their compositions against the brief set by the exam board.</p>	<p>Content - ‘Mock Performance’ and Music industry A view into the popular music industry, the roles of those involved in the day-to-day running of a multi-billion-pound part of the creative sector. Students will start to understand the roles these professionals would play in their lives as musicians. Students, in double practical sessions, will be putting together a song(s) to perform for the class.</p>	<p>Content - ‘Mock Performance’ and Evaluation The performance of the mock performance. Either in groups, solo or as a piece of electronic music. This is to be evaluated in readiness for Unit 1 in Year 11 and the demands of this unit.</p>
<p>Assessment Objectives Students should create logs of their creative processes, through various different forms;</p> <ul style="list-style-type: none"> • Composition: melody, harmony, tonality, form and structure, dynamics, sonority, texture, tempo, rhythm, metre, articulation, scores/lead sheets • Composition using technology: elements of music, effects, sampling, panning, sequencing, live and recorded sound; scores/ lead sheets, recordings. <p>Learners should be able to develop and present the following skills for their chosen discipline:</p> <ul style="list-style-type: none"> • communication • creativity (including quality of original ideas) • development of ideas • appropriate health and safety. <p>They should understand the components involved in Composition:</p> <ul style="list-style-type: none"> • knowledge and use of processes of composition • consideration of the elements of music • consideration of style • knowledge and use of instrumental/vocal resources. <p>Composition using technology:</p> <ul style="list-style-type: none"> • knowledge and use of processes of composition • consideration of the elements of music • consideration of style • knowledge and use of technology as a tool to manipulate sound. 	<p>Assessment Objectives</p> <ul style="list-style-type: none"> - Students will understand the expectations of a good rehearsal in readiness for Unit 1 - They will organise their rehearsal time and material in advance of the rehearsal in bands chosen by the teacher - They will use their rehearsal diaries to log their progress. - Students will learn about other people that would be involved in putting their showcase on in a real-world situation. - They will research the costings of putting on a concert in a local music venue and what is required to be a 3 dimensional musician. - They will also gain an appreciation and understanding for specialists in the industry. 	<p>Assessment Objectives</p> <ul style="list-style-type: none"> - Students will perform their chosen piece(s) to the class - They will have been in charge of promotion for the event, their band logo and creating a buzz for their performance - Students will also be self-reflective, creating an evaluation that outlines their strengths, areas for development and future targets going into Year 11. - They will reflect on the year so far and what they have learned about themselves as a musician.

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