

CORE KNOWLEDGE

What I will know and understand by the end of Year 10.



This year in Music, we will be learning		This links to:	Key Vocabulary:
1	<p>Component 1: Exploring Music Products and Styles (60 Marks) Non-exam internal assessment set by Pearson, marked by the centre and moderated by Pearson.</p> <p>The Pearson-set Assignment will be completed in approximately 12 hours of supervised assessment.</p> <p>Learners will explore the techniques used in the creation of different musical products and investigate the key features of different musical styles.</p> <p>Learning outcomes A Demonstrate an understanding of styles of music B Apply understanding of the use of techniques to create music.</p>	<p>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</p> <p>Understand and explore how music is created, produced and communicated, including through the inter-related dimensions: pitch, duration, dynamics, tempo, timbre, texture, structure and appropriate musical notations.</p> <p>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</p>	<p>Instrumentation, e.g. instrumental techniques, type of ensemble, alternative instrumentation, sonic features, electronic sounds. Texture, e.g. solo, duet, homophonic, polyphonic, unison. Timbre, e.g. sonic features, electronic sounds, FX. Tonality, scales and modes, e.g. major scale, minor scales, blues scale, pentatonic scale, modes, ragas, exotic scales. Scales and modes, e.g. major scale, minor scales, blues scale, pentatonic scale, modes, ragas, exotic scales. Harmony, e.g. major and minor triads, power chords, 7th chords, sus chords, extended chords, suspensions, inversions, chord sequences, arpeggios, broken chords. Rhythmic techniques, e.g. metre, tempo/bpm, syncopation, swing, one drop/skanking, polyrhythms, hemiola, phasing. Structure/ form, e.g. verse/ chorus, 12-bar blues, through-composed, bridge, intro, outro, ABACAD</p>
2	<p>Component 2: Music Skills Development (60 Marks) Learners will have the opportunity to develop two musical disciplines through engagement in practical tasks, while documenting their progress and planning for further improvement.</p> <p>Learning outcomes A Demonstrate professional and commercial skills for the music industry</p> <p>Learners 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> <p>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: Music performance Creating original music Music production.</p> <p>They will then select and develop their individual musical and professional techniques appropriate to context and style and demonstrate the application of these skills and techniques in the creation of musical outcomes across two of the three disciplines.</p>	<ul style="list-style-type: none"> • Investigate music organisations to find out about the work they do and how they interrelate. • Research jobs in music industry organisations. • Understand the various business practices within the industry and the range of job opportunities that exist. • Understand how the industry operates for the individual entrepreneurs, sole traders, partnerships and small organisations that predominate. • Analyse the structure of the music industry, its working practices and opportunities. 	<ul style="list-style-type: none"> o timing and phrasing o using rhythm and pitch in the creation or recreation of music o using equipment, instrumentation or software appropriately o expression o combining instruments/sounds o health and safety in the use of equipment and/or instruments. <p>Applying skills development to the creation of content/material:</p> <ul style="list-style-type: none"> o creative intentions o skills needed o stylistic accuracy o creation of content/material. <p>Music performance:</p> <ul style="list-style-type: none"> o tuning (if appropriate) o learning repertoire o physical preparation and exercises o instrumental or vocal technique o practise routines such as scales, etc. o following accompaniment o stage presence. <p>Creating original music:</p> <ul style="list-style-type: none"> o exploring and extending ideas o using structure effectively o using rhythmic and melodic patterns and development of harmony.

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This year in Music, we will be learning		This links to:	Key Vocabulary:
1	<p>Component 2: Music Skills Development Continued (60 Marks) Learners will have the opportunity to develop two musical disciplines through engagement in practical tasks, while documenting their progress and planning for further improvement.</p> <p>Learning outcomes A Demonstrate professional and commercial skills for the music industry</p> <p>Learners 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> <p>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: Music performance Creating original music Music production.</p> <p>They will then select and develop their individual musical and professional techniques appropriate to context and style and demonstrate the application of these skills and techniques in the creation of musical outcomes across two of the three disciplines.</p>	<ul style="list-style-type: none"> Investigate music organisations to find out about the work they do and how they interrelate. Research jobs in music industry organisations. Understand the various business practices within the industry and the range of job opportunities that exist. Understand how the industry operates for the individual entrepreneurs, sole traders, partnerships and small organisations that predominate. Analyse the structure of the music industry, its working practices and opportunities. 	<p>o timing and phrasing o using rhythm and pitch in the creation or recreation of music o using equipment, instrumentation or software appropriately o expression o combining instruments/sounds o health and safety in the use of equipment and/or instruments.</p> <p>Applying skills development to the creation of content/material: o creative intentions o skills needed o stylistic accuracy o creation of content/material.</p> <p>Music performance: o tuning (if appropriate) o learning repertoire o physical preparation and exercises o instrumental or vocal technique o practise routines such as scales, etc. o following accompaniment o stage presence.</p> <p>Creating original music: o exploring and extending ideas o using structure effectively o using rhythmic and melodic patterns and development of harmony.</p>
2	<p>Component 3: Responding to a Music Brief (60 Marks) Learners will be given the opportunity to develop and present music in response to a given music brief.</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>AO1 Understand how to respond to a music brief AO2 Select and apply musical skills in response to a music brief AO3 Present a final musical product in response to a music brief AO4 Comment on the creative process and outcome in response to a music brief</p>	<p>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>Technique, Accuracy of Pitch/Intonation, Rhythm and Timing, Technical Exercises, Expression, Dynamics, Phrasing, Range, Improvisation, Breath Control, Vibrato, Confidence, Tuning, Accompaniment, Repertoire, Stage Presence, Interpretation, Style, Projection, Warm-up, Rehearsal, Independent Practice, Personal Management Skills</p>