

YEAR 10 MUSIC

YEAR 10 MUSIC INTENT	In Year 10 our students have a good working knowledge of the various roles within the Music Industry and an understanding of how they link together to form a whole. They will have aspirations to succeed in one or more of those roles and will be exploring how this can be achieved through practical tasks, refining the necessary skills that will support success in this area. They will be developing into competent performers, able to independently plan and stage a short performance in front of a live audience, considering various aspects involved in that. Students will also be successful composers, with a good understanding of how to compose to a given brief, creating and producing a piece of music which demonstrates flair and imagination and meets the expected conventions of their chosen genre. Students will have learned a variety of Music Production skills and will demonstrate this through the creation of multimedia artefacts such as Music Videos which mirror existing musical products. Students in Year 10 will be able to listen to a wide range of different musical genres and effectively appraise the music in depth, identifying and commenting on the key features within a piece using appropriate musical terminology and transferring this understanding to their own practical work.
-----------------------------	---

Exam Information (Y10-11)	Board:	Edexcel/RSL
	Qualification:	Level 1/Level 2 BTEC First Award in Music (EdExcel) and Level 2 Certificate in Music Performance (RSL)
	Website link to specification/resources:	BTEC Firsts Music (2013) Pearson qualifications RSL Awards Awarding the Contemporary Arts

Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Get Creative -BTEC Unit 2	The Music Industry – BTEC Unit 1	Musical Knowledge – RSL Unit 201TA	Musical Knowledge – RSL Unit 201TA	Instrumental Study (RSL Unit 204TA)	Instrumental Study (RSL Unit 204TA)
How can I compose a suitable song? What is required to make a successful music video? How do I produce and edit a music video? How can I effectively promote my video and create a suitable promotion pack? What are the strengths and weaknesses of my product in relation to existing professional examples?	What is the Music Industry and what organisations work within it? What are the different job roles within the Music Industry?	What are the key characteristics of two chosen genres of music? How have these developed and changed over history? How do different musical genres compare and contrast? How do I research and then communicate my findings effectively? How can I create a video blog?	How can I effectively analyse specific pieces of music, focusing on tonality, instruments, lyrical content, dynamics, expression and musicality? How do different songs from within the same musical genre compare and contrast? How do examples of music from different genres compare?	What specific things do I need to do to develop and improve my vocal or instrumental technique? How can I rehearse effectively, sticking to an agreed practice plan, in order to develop as a performer? How can I effectively work as part of a large ensemble? What do I need to do in order to care and maintain my chosen instrument?	To explore different rehearsal techniques in order to develop and improve my instrumental/vocal skill. To demonstrate that I can effectively and safely care for and maintain my chosen instrument. Perform a set of music which demonstrates my progress against the targets agreed with my tutor. Perform as part of a whole class ensemble ensuring that my personal contribution is substantial and enhances the overall performance.
Can do statement 3 (M): Students will create an effective Music video which fulfils the required conventions of their chosen genre and which they will effectively promote and thoroughly evaluate. Can do statement 2 (S): Students will create a successful music video which demonstrates and understanding of the required conventions of their chosen genre and which they will successfully promote and evaluate.	Can do statement 3 (M): Students will obtain a secure understanding of how the Music Industry operates and of the job roles within it. Can do statement 2 (S): Students will obtain a good understanding of how the Music Industry operates and of the job roles within it. Can do statement 1 (D): Students will obtain a basic understanding of how the Music	Can do statement 3 (M): Students will effectively analyse, compare and contrast two separate genres of music and consolidate their understanding by presenting their work as a video blog aimed at younger students, thereby also effectively developing production skills. Can do statement 2 (S): Students will examine, compare and contrast two separate genres of music and demonstrate their	Can do statement 3 (M): Students will effectively analyse, compare and contrast six specific examples of music from two separate genres and consolidate their understanding by presenting their work as a video blog aimed at younger students, thereby also effectively developing production skills. Can do statement 2 (S): Students will analyse and compare six specific examples of	Can do statement 3 (M): Analyse personal skill set with regards instrumental or vocal performance and set and document three clear and well thought out personal goals in relation to technique, creating a suitable plan of action in negotiation with a tutor. Learn and explain what is required in order to effectively maintain their instrument and identify skills and procedures which they will utilise. Can do statement 2 (S):	Can do statement 3 (M): Comprehensively and insightfully review personal goals in relation to playing an instrument. Comprehensively assess the day-to-day maintenance requirements of their instrument and demonstrate those which have been undertaken personally. Comprehensively describe personal Health & Safety issues in relation to their instrument and playing style and review personal approach to the issues associated with playing their instrument Can do statement 2 (S):

<p>Can do statement 1 (D): Students will create a music video which they will promote and evaluate.</p>	<p>Industry operates and of the job roles within it.</p>	<p>understanding by presenting their work as a video blog aimed at younger students, thereby also developing production skills. Can do statement 1 (D): Students will describe and compare two separate genres of music and present their work as a video blog, developing production skills.</p>	<p>music from two separate genres and demonstrate their understanding by presenting their work as a video blog aimed at younger students, thereby also effectively developing production skills. Can do statement 1 (D): Students will describe characteristics of six specific examples of music from two separate genres and present their work as a video blog aimed at younger students, thereby also effectively developing production skills.</p>	<p>Explain personal skill set with regards instrumental or vocal performance and set and document three clear personal goals in relation to technique, creating a suitable plan of action in negotiation with a tutor. Describe and demonstrate what is required in order to effectively maintain their instrument and identify skills and procedures which they will utilise. Can do statement 1 (D): Describe personal skill set with regards instrumental or vocal performance and set three personal goals in relation to technique, creating a suitable plan of action in negotiation with a tutor. Describe what is required in order to effectively maintain their instrument and identify skills and procedures which they will utilise.</p>	<p>Comprehensively review personal goals in relation to playing an instrument. Assess and explain the day-to-day maintenance requirements of their instrument and demonstrate those which have been undertaken personally. Describe and demonstrate personal Health & Safety issues in relation to their instrument and playing style and review personal approach to the issues associated with playing their instrument Can do statement 1 (D): Review personal goals in relation to playing an instrument. Describe the day-to-day maintenance requirements of their instrument and demonstrate those which have been undertaken personally Describe personal Health & Safety issues in relation to their instrument and playing style and review personal approach to the issues associated with playing their instrument</p>
--	--	--	--	---	--