

## YEAR 9 – Performing Arts Curriculum Plan

### Music

Every learner is recognised as having a unique musical experience. We celebrate and welcome differences within our community. The ability to learn is underpinned by the teaching of basic musical skills, knowledge, concepts and values. We constantly provide enhancement opportunities to engage learning and believe that music practice and performance should be a happy, investigative and enquiring time in our lives where there are no limits to curiosity and there is a thirst for new experiences and knowledge. Using positive musical experiences to promote positive attitudes, we aim to learn the values and skills needed to promote musical experiences for lifelong music appreciation and participation

AUTUMN		SPRING		SUMMER	
Popular Music Exploration		Western Classical Music Exploration		Component One Assignment	
CONTENT:	ASSESSMENT:	CONTENT:	ASSESSMENT:	CONTENT:	ASSESSMENT:
<p>Learners will explore a variety of Popular Western Music – what it looks like, sounds like and feels like. The aim is to understand what about the music makes each genre unique. The styles include:</p> <ul style="list-style-type: none"> <li>• Reggae;</li> <li>• Britpop;</li> <li>• Glam Rock;</li> <li>• British Invasion; and</li> <li>• Hip-Hop</li> </ul> <p>Through the term, learners will listen, practice and perform using their chosen instrument. They will also research the important musical features used in each genre.</p>	<p>During the autumn term, the assessment is formative and continuous. Learners will be assessed according to the BTEC Tech Award in Music Practice specification, and given feedback on how to develop their work according to the Component One assessment criteria.</p>	<p>Learners will develop their music technology skills by exploring and sequencing a variety of Western Classical Music eras and genres. Learners will develop basic traditional music notation skills, and deploy these skills through MIDI sequencing techniques in creating Music ICT performances in the genres of:</p> <ul style="list-style-type: none"> <li>• Baroque era;</li> <li>• Classical era;</li> <li>• Romantic era;</li> <li>• Contemporary era; and</li> <li>• Minimalism.</li> </ul> <p>Learners will also research the important musical features used in each era of Classical Music.</p>	<p>During the spring term, the assessment is formative and continuous. Learners will be assessed according to the BTEC Tech Award in Music Practice specification, and given feedback on how to develop their work according to the Component One assessment criteria.</p>	<p>During the Summer term, learners will use all of the research they have conducted over the previous two terms to create a blog or podcast about at least eight genres of music.</p> <p>Learners will also submit two performances from the genres we have studied, as well as a short composition based on the genre of Minimalism.</p> <p>Finally, learners will complete short reflections on how they feel their musical products feel and sound compared to the original genres.</p>	<p>The final summative submissions from learners will all be submitted and finalised according to the BTEC success criteria for the assignment. Learners will be expected to achieve at least to their minimum expected grade to then move on to Component two.</p>

Homework – weekly instrumental practice

## YEAR 10 – Performing Arts Curriculum Plan

### Music

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AUTUMN		SPRING		SUMMER	
Component two, assignment A: Starting Out		Component two, assignment B: And Now Presenting!		Component three preparation	
CONTENT:	ASSESSMENT:	CONTENT:	ASSESSMENT:	CONTENT:	ASSESSMENT:
<p>Learners will work on a variety of skills, expectations and features which are required to succeed in the music industry and create a portfolio which shows each of these aspects.</p> <p>Through instrumental lessons, demonstrations and research, learners will show their awareness and consideration of areas such as:</p> <ul style="list-style-type: none"> <li>● time management;</li> <li>● self-discipline;</li> <li>● how to audit your skills and plan for development; and</li> <li>● how to respond appropriately to, and act on, feedback given.</li> </ul> <p>Learners will submit a performance, composition and music ICT work based on their development of musical disciplines.</p>	<p>Learners will receive summative assessment on this assignment based on the component two assignment success criteria.</p> <p>Learners' success will be based on their effective and considered understanding of personal and professional skills for the music industry.</p>	<p>Learners are expected to reflect on their work from the Autumn term, and then write an audit and action plan based on their experience and understanding to create a series of performances based on the following:</p> <p><b>As a performer</b> - learning repertoire, instrumental or vocal technique, practice routines, etc.</p> <p><b>As a producer</b> - using software instruments, samples, inputting and editing audio, using effects, automation, etc.</p> <p>Learners will submit regular updates via recordings to show progress as part of their portfolio.</p>	<p>Learners will receive summative assessment on this assignment based on the component two assignment success criteria.</p> <p>Learners' success will be based on their demonstration of effective and controlled application of techniques and skills required to develop musically.</p>	<p>Using the previous two years' worth of exam-style component three briefs, learners will study, develop and prepare initial plans for a musical product. Learners will use their musical performance and ICT experiences from the previous two components to develop their own musical responses from the exam briefs.</p>	<p>During the summer term, the assessment is formative and continuous. Learners will be assessed according to the BTEC Tech Award in Music Practice specification, and given feedback on how to develop their work according to the Component Three assessment criteria.</p>

Homework – weekly instrumental practice