

Year 10: Music

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Topics	Component 1 – Exploring Music Products and Styles Foci: Introduction to music dept & course Compositional and Sonic Features Musical Styles Performing, Creating and Producing Music	Component 1 – Exploring Music Products and Styles Foci: Compositional and Sonic Features Musical Styles Performing, Creating and Producing Music	Component 1 – Exploring Music Products and Styles Foci: Final Prep for assignment brief Compositional and Sonic Features Musical Styles Performing, Creating and Producing Music	Component 2 – Music Skills Development Foci: Skills Audit Music Industry Skills Performing, Composing & Producing	Component 2 – Music Skills Development Foci: Skills Audit Music Industry Skills Performing, Composing & Producing	Component 2 – Music Skills Development Foci: Final Prep for assignment brief Skills Audit Music Industry Skills Performing, Composing & Producing
Assessments	Self and Peer assessment Practice Performances Teacher formative and summative feedback		Component 1 Assignment Brief completed and internally marked.	Self and Peer assessment Practice Performances Teacher formative and summative feedback		

Building on Prior Learning	<p>Substantive Knowledge: Students will draw on tasks they completed in year 9 based around performing, creating and producing to continue to develop their skills in these 3 areas. The basic knowledge they gained in musical styles and compositional features in year 9 will now be studied in more depth in year 10.</p> <p>Disciplinary/procedural Knowledge: By the end of year 9 students are very used to performing or presenting their work to each other and they also understand the importance of respecting their peers creativity and individuality with ideas.</p>
Cultural Capital	<p>Cultural capital will be found within in this programme of study. Students gain an understanding of a variety of different genres of music and the history and culture behind each one. They will also gain an understanding of how performances are put together in the music industry.</p>
Mastery	<p>By the end of year 10 students should be able to..</p> <ul style="list-style-type: none"> ○ Demonstrate an understanding of styles of music ○ Understand the use of techniques within styles of music specifically compositional and sonic. ○ Have a clear understanding of the 3 disciplines (Performing, Creating & Producing) and where their strengths lie within these. ○ Understand the skills required for the music industry. ○ Be able to log their own progress and set themselves targets for development.
Development of Character	<p>A range of virtues such as courage, empathy, gratitude, creativity, friendliness & confidence are embedded through Music</p> <p>We encourage students to understand the importance of being supportive towards one another’s ideas and demonstrating how to be a good audience member is a big part of the process.</p> <p>Students should be allowed to feel confident and proud in their performances and compositions and have courage in putting forward answers without judgment.</p>
Extra-Curricular opportunities	<p>In School: Trinity Singers, Band Rehearsal opportunities, Instrumental lessons available – Piano, Keyboard, Guitar, Ukulele, Drums and Vocals, Christmas Concert, Performing Arts Championship, Summer Trinity Pyramid Concert, Lunchtimes Showcases, Year 13 Talent Concert.</p> <p>Outside of School: Practice regularly on your instrument, visiting/attending music venues, concerts, local performing arts groups, theatre, local and national festivals. Listen to a new genre of music, ask your family what music they like listening to. Self teach yourself a new instrument on you tube.</p>
Metacognitive Learning	<p>Metacognitive learning will build through modelling and feedback. Students learn through expert modelling and having the chance to repeat and refine skills improving quality and confidence. Retrieval at the start of lessons recapping on previous learning helps to embed knowledge. Repeated assessment criteria mean students understand expectations as they are embedded into lessons, and they can begin to tackle problems and questions more independently.</p>