



# Sackville School Music Curriculum - Year 10

TERM	WHAT? (Is delivered?)	WHY? (Is this important?)	WHY NOW? (Why is this taught now?)	IMPACT? (What is the impact at the end of this half term?)	ASSESSMENT
Term 1	Key Skills and Knowledge	Students will begin the course by studying a range of musical styles, including Samba and Britpop, focusing on developing their understanding of musical elements and how these can be used to describe and create music	In order for students to complete tasks across the three main components of the course it is essential they are fluent in understanding of musical elements and how they can be applied to music making	Students will be able to: <ul style="list-style-type: none"> <li>Define and describe a range of musical elements using appropriate terminology</li> <li>Apply their understanding of musical elements to create musical outcomes showing an increased awareness of development and variety</li> </ul>	Range of assessment throughout the term including solo and ensemble performance and music creation tasks
Term 2	Component 1: Exploring Musical Products and Styles Preparation	Students will turn their attention to the four styles for which they will be assessed in component 1 - samba, britpop, reggae and blues. This will inform their understanding of these genres as they explore the key features and how they can be applied to their own music making	Students learn a range of styles in preparation for their component 1 assessment - they are required to write about and create examples of music in this style	Students will be able to: <ul style="list-style-type: none"> <li>Describe and give examples of the key features of a range of musical styles.</li> <li>Create music which demonstrates their understanding of how musical elements can be used to create music in specific styles</li> </ul>	Students to complete a 'mock' assessment by writing about and creating an example of one musical style they have studied
Terms 3 and 4	Component 1 Assessment	Students will spend the majority of this term completing the component 1 controlled assessment time - beginning by looking at exemplar work before their own preparation time.	Students to complete work in time for deadline before May	Students will be able to: <ul style="list-style-type: none"> <li>Demonstrate an understanding of styles of music</li> <li>Apply understanding of the use of techniques to create music</li> </ul>	Component 1 Internal Assessment
Term 5	Music Production Skills	Students will continue to develop their ability to use a DAW as they take on new skills in music production including effects, sampling and recording	This will allow students to select the production pathway for component 2 as well as preparing them for their component 3 assessment.	Students will be able to: <ul style="list-style-type: none"> <li>Explain and demonstrate the application fo a range of musical production techniques</li> <li>Apply these techniques to music creation tasks, creating musically and technically accomplished outcomes.</li> </ul>	Remix task
Term 6	Component 2 Preparation	Stduents will explore the professional and musical skills involved in developing musical outcomes, developing understanding of and understanding of how professional practice and a range of technical exercises can be used to promote skills development	Preparing students for their formal component 2 assessment in Year 11	Students will be able to: <ul style="list-style-type: none"> <li>Demonstrate professional and commercial skills for the music industry</li> <li>Apply development processes for music skills and techniques. .</li> </ul>	Mock assessment on one discipline and evidence of skills development .



# Sackville School Music Curriculum - Year 11

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Term 1	Component 2: Music Skills Development	Students to complete their formal assessment period for component 2	Work to be completed in advance of November deadline.	Students will be able to: <ul style="list-style-type: none"> <li>• Demonstrate professional and commercial skills for the music industry</li> <li>• Apply development processes for music skills and techniques. .</li> </ul>	Component 2 Internal Assessment
Term 2	Component 3: Responding to a Music Brief	Students to develop their ability to create Music using existing stylistic frameworks and traits. They will develop their ability in the stylistic use of a DAW and associated hardware to create an original piece of music from a given starting point. They will practice responding to a musical brief and reviewing their progress in response	Preparation for Component 3 External assessment in January	Students will be able to: <ul style="list-style-type: none"> <li>• Understand how to respond to a music brief</li> <li>• Select and apply musical skills in response to a music brief</li> <li>• Present a final musical product in response to a music brief</li> <li>• Comment on the creative process and outcome in response to a music brief</li> </ul>	Mock assessment in brief writing tasks
Terms 3-5	Component 3: Responding to a Music Brief	Students to complete formal external assessment tasks for component 3	Students to complete a range of tasks across 23 supervised hours - including preparing resources, responding to a brief, creating a musical product and reviewing creative process	Students will be able to: <ul style="list-style-type: none"> <li>• Understand how to respond to a music brief</li> <li>• Select and apply musical skills in response to a music brief</li> <li>• Present a final musical product in response to a music brief</li> <li>• Comment on the creative process and outcome in response to a music brief</li> </ul>	Formal external synoptic assessment