

Week/c	Lesson	Suggested Enquiry Questions	Substantive Knowledge (WHAT we know)	Disciplinary Knowledge / Concepts (HOW we know it)	Apply – suggested activities	Disciplinary Literacy	Potential Misconceptions	Suggested Reading	Extending the Curriculum			
		YEAR 10	TERM 1									
Week/c	Lesson	Suggested Enquiry Questions	Substantive Knowledge (WHAT we know)	Disciplinary Knowledge / Concepts (HOW we know it)	Apply – suggested activities	Disciplinary Literacy	Potential Misconceptions	Suggested Reading	Extending the Curriculum			
	No Lesson									COMPONENT 1: Learning Objective A(Demonstrate an understanding of styles of music) & Learning Objective B (Apply understanding of the use of techniques to create music).		
	1	What is Rock'n'Roll? Who are the most famous Rock'Roll musicians?	Introduction to Component 1. Focus on Task 1 - Styles Portfolio. (Compile a portfolio of evidence that demonstrates your understanding of four different styles of music). Introduction to 50s and 60s Popular Music: Rock'n'Roll.	Progress of development of Compositions and Performances. Written work showcasing knowledge and evidence of deliberate use of key concepts, ideas, information and theory in practical work.	To develop understanding of Rock'n'Roll and showcase it through coursework slides. Music Theory intervention activity: 'Step Up To' session.LOA & LOB to be co-delivered through a series of workshops on at least 5 musical styles that cover a range of music products and music realisation techniques.	12-bar blues, Areas of study, Accompaniment, Articulation, Audio recording, Backbeat, Blues scale, Blues note, BPM, Chord, Chorus, Dynamics, Texture, Timbre, Structure, Melody, Instrumentation, Tonality, Harmony.	Misunderstading of the musical elements (Timbre, Pitch, Duration, Melody, Harmony, Rhythm, Texture, Structure, Form, Expression, Dynamics, Tempo, Articulation etc.)	Pearson BTEC Tech Award Level 1/2 in Music Practice Specification via Pearson Website. GCSE Level Music Theory: https://www.bbc.co.uk/bitesize/topics/zdxh34j	Progress in playing an instrument and futhering understanding of music theory - formal providers: ABRSM, Trinity College, RockSchool by RSL. Developing performance, composition and recording/production skills at home/school/centres such as The Albemarle Music Centre.			
	2	What is the Bo Diddley beat? What instruments are usually used in Rock'n'Roll?	Component 1: Task 1 - Styles Portfolio. (Compile a portfolio of evidence that demonstrates your understanding of four different styles of music). 1. Rock'n'Roll: Background/History, Artists, Songs, Instrumentation, Production etc. - Student Research.	Progress of development of Compositions and Performances. Written work showcasing knowledge and evidence of deliberate use of key concepts, ideas, information and theory in practical work.	To develop understanding of Rock'n'Roll and showcase it through coursework slides. Music Theory intervention activity: 'Step Up To' session. Music analysis: Revise the Bo Diddley Beat (rhythmic device) and its use in other songs.	12-bar blues, Areas of study, Accompaniment, Articulation, Audio recording, Backbeat, Blues scale, Blues note, BPM, Chord, Chorus, Dynamics, Texture, Timbre, Structure, Melody, Instrumentation, Tonality, Harmony.	Misunderstading of the musical elements, the key features of the style of music, Instrumentation, Structure (and how it is linked to other styles), Production (how it was recorded, what equipment was available at the time and what was used).	Pearson BTEC Tech Award Level 1/2 in Music Practice Specification via Pearson Website. GCSE Level Music Theory: https://www.bbc.co.uk/bitesize/topics/zdxh34j	Progress in playing an instrument and futhering understanding of music theory - formal providers: ABRSM, Trinity College, RockSchool by RSL. Developing performance, composition and recording/production skills at home/school/centres such as The Albemarle Music Centre.	COMPONENT 1: Learning Objective A(Demonstrate an understanding of styles of music) & Learning Objective B (Apply understanding of the use of techniques to create music).		
	3	What chord structure is usually use in Rock'n'Roll?	Component 1: Task 1 - Styles Portfolio. (Compile a portfolio of evidence that demonstrates your understanding of four different styles of music). 1. Rock'n'Roll: Background/History, Artists, Songs, Instrumentation, Production etc. - Student Research.	Progress of development of Compositions and Performances. Written work showcasing knowledge and evidence of deliberate use of key concepts, ideas, information and theory in practical work.	To develop understanding of Rock'n'Roll and showcase it through coursework slides. Music Theory intervention activity: 'Step Up To' session. History and background of Rock'n'Roll.	12-bar blues, Areas of study, Accompaniment, Articulation, Audio recording, Backbeat, Blues scale, Blues note, BPM, Chord, Chorus, Dynamics, Texture, Timbre, Structure, Melody, Instrumentation, Tonality, Harmony.	Misunderstading of the musical elements, the key features of the style of music, Instrumentation, Structure (and how it is linked to other styles), Production (how it was recorded, what equipment was available at the time and what was used).	Pearson BTEC Tech Award Level 1/2 in Music Practice Specification via Pearson Website. GCSE Level Music Theory: https://www.bbc.co.uk/bitesize/topics/zdxh34j	Progress in playing an instrument and futhering understanding of music theory - formal providers: ABRSM, Trinity College, RockSchool by RSL. Developing performance, composition and recording/production skills at home/school/centres such as The Albemarle Music Centre.			
	4	Why was Sam Phillips important? Who was signed to Sun Records label?	Component 1: Task 1 - Styles Portfolio. (Compile a portfolio of evidence that demonstrates your understanding of four different styles of music). 1. Rock'n'Roll: Background/History, Artists, Songs, Instrumentation, Production etc. - Student Research.	Progress of development of Compositions and Performances. Written work showcasing knowledge and evidence of deliberate use of key concepts, ideas, information and theory in practical work.	To develop understanding of Rock'n'Roll and showcase it through coursework slides. Music Theory intervention activity: 'Step Up To' session. Research: Production - Sam Phillips, Sun Studio and Sun Records.	12-bar blues, Areas of study, Accompaniment, Articulation, Audio recording, Backbeat, Blues scale, Blues note, BPM, Chord, Chorus, Dynamics, Texture, Timbre, Structure, Melody, Instrumentation, Tonality, Harmony.	Misunderstading of the musical elements, the key features of the style of music, Instrumentation, Structure (and how it is linked to other styles), Production (how it was recorded, what equipment was available at the time and what was used).	Pearson BTEC Tech Award Level 1/2 in Music Practice Specification via Pearson Website. GCSE Level Music Theory: https://www.bbc.co.uk/bitesize/topics/zdxh34j	Progress in playing an instrument and futhering understanding of music theory - formal providers: ABRSM, Trinity College, RockSchool by RSL. Developing performance, composition and recording/production skills at home/school/centres such as The Albemarle Music Centre.			
	5	What is the tempo/ texture/ dynamics/ structure/ instrumentation/ timbre/ harmony of the song you are analysing?	Component 1: Task 1 - Styles Portfolio. (Compile a portfolio of evidence that demonstrates your understanding of four different styles of music). 1. Rock'n'Roll: Background/History, Artists, Songs, Instrumentation, Production etc. - Student Research.	Progress of development of Compositions and Performances. Written work showcasing knowledge and evidence of deliberate use of key concepts, ideas, information and theory in practical work.	Research of Rock'n'Roll: History, Key Features, Analysis of Songs, Analysis of Production. - To develop understanding of Rock'n'Roll and showcase it through coursework slides. Music Theory intervention activity: 'Step Up To' session.	12-bar blues, Areas of study, Accompaniment, Articulation, Audio recording, Backbeat, Blues scale, Blues note, BPM, Chord, Chorus, Dynamics, Texture, Timbre, Structure, Melody, Instrumentation, Tonality, Harmony.	Misunderstading of the musical elements, the key features of the style of music, Instrumentation, Structure (and how it is linked to other styles), Production (how it was recorded, what equipment was available at the time and what was used).	Pearson BTEC Tech Award Level 1/2 in Music Practice Specification via Pearson Website. GCSE Level Music Theory: https://www.bbc.co.uk/bitesize/topics/zdxh34j	Progress in playing an instrument and futhering understanding of music theory - formal providers: ABRSM, Trinity College, RockSchool by RSL. Developing performance, composition and recording/production skills at home/school/centres such as The Albemarle Music Centre.	COMPONENT 1: Learning Objective A(Demonstrate an understanding of styles of music) & Learning Objective B (Apply understanding of the use of techniques to create music).		

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	6	What is the tempo/ texture/ dynamics/ structure/ instrumentation/ timbre/ harmony of the song you are analysing?	Component 1: Task 1 - Styles Portfolio. (Compile a portfolio of evidence that demonstrates your understanding of four different styles of music). 1. Rock'n'Roll: Background/History, Artists, Songs, Instrumentation, Production etc. - Student Research.	Progress of development of Compositions and Performances. Written work showcasing knowledge and evidence of deliberate use of key concepts, ideas, information and theory in practical work.	Research of Rock'n'Roll: History, Key Features, Analysis of Songs, Analysis of Production. - To develop understanding of Rock'n'Roll and showcase it through coursework slides. Music Theory intervention activity: 'Step Up To' session.	12-bar blues, Areas of study, Accompaniment, Articulation, Audio recording, Backbeat, Blues scale, Blues note, BPM, Chord, Chorus, Dynamics, Texture, Timbre, Structure, Melody, Instrumentation, Tonality, Harmony.	Misunderstanding of the musical elements, the key features of the style of music, Instrumentation, Structure (and how it is linked to other styles), Production (how it was recorded, what equipment was available at the time and what was used).	Pearson BTEC Tech Award Level 1/2 in Music Practice Specification via Pearson Website. GCSE Level Music Theory: https://www.bbc.co.uk/bitesize/topics/zdxh34j	Progress in playing an instrument and futhering understanding of music theory - formal providers: ABRSM, Trinity College, RockSchool by RSL. Developing performance, composition and recording/production skills at home/school/centres such as The Albemarle Music Centre.				
	7	What is the tempo/ texture/ dynamics/ structure/ instrumentation/ timbre/ harmony of the song you are analysing?	Component 1: Task 1 - Styles Portfolio. (Compile a portfolio of evidence that demonstrates your understanding of four different styles of music). 1. Rock'n'Roll: Background/History, Artists, Songs, Instrumentation, Production etc. - Student Research.	Progress of development of Compositions and Performances. Written work showcasing knowledge and evidence of deliberate use of key concepts, ideas, information and theory in practical work.	Research of Rock'n'Roll: History, Key Features, Analysis of Songs, Analysis of Production. - To develop understanding of Rock'n'Roll and showcase it through coursework slides. Music Theory intervention activity: 'Step Up To' session.	12-bar blues, Areas of study, Accompaniment, Articulation, Audio recording, Backbeat, Blues scale, Blues note, BPM, Chord, Chorus, Dynamics, Texture, Timbre, Structure, Melody, Instrumentation, Tonality, Harmony.	Misunderstanding of the musical elements, the key features of the style of music, Instrumentation, Structure (and how it is linked to other styles), Production (how it was recorded, what equipment was available at the time and what was used).	Pearson BTEC Tech Award Level 1/2 in Music Practice Specification via Pearson Website. GCSE Level Music Theory: https://www.bbc.co.uk/bitesize/topics/zdxh34j	Progress in playing an instrument and futhering understanding of music theory - formal providers: ABRSM, Trinity College, RockSchool by RSL. Developing performance, composition and recording/production skills at home/school/centres such as The Albemarle Music Centre.	COMPONENT 1: Learning Objective A(Demonstrate an understanding of styles of music) & Learning Objective B (Apply understanding of the use of techniques to create music).			
	8	What is a raga? What is rag, tal, and drone? What is fusion? What are the other Indian (classical music) music terms?	Component 1: Task 1 - Styles Portfolio. (Compile a portfolio of evidence that demonstrates your understanding of four different styles of music). 1. World Music and Fusion: Background/History, Artists, Songs, Instrumentation, Production etc. - Student Research.	Progress of development of Compositions and Performances. Written work showcasing knowledge and evidence of deliberate use of key concepts, ideas, information and theory in practical work.	Research of World Music and Fusion (Indian Classical Music & West African Music): History, Key Features, Analysis of Songs, Analysis of Production. - To develop understanding of World Music and Fusion and showcase it through coursework slides. Music Theory intervention activity: 'Step Up To' session.	Samba, Bhangra, African drumming, Gamelan, Areas of study, Accompaniment, Articulation, Audio recording, Tempo, Chord, Chorus, Dynamics, Texture, Timbre, Structure, Melody, Instrumentation, Tonality, Harmony.	Misunderstanding of the musical elements, the key features of the style of music, Instrumentation, Structure (and how it is linked to other styles), Production (how it was recorded, what equipment was available at the time and what was used).	Pearson BTEC Tech Award Level 1/2 in Music Practice Specification via Pearson Website. GCSE Level Music Theory: https://www.bbc.co.uk/bitesize/topics/zdxh34j	Progress in playing an instrument and futhering understanding of music theory - formal providers: ABRSM, Trinity College, RockSchool by RSL. Developing performance, composition and recording/production skills at home/school/centres such as The Albemarle Music Centre.				
	9	What is a raga? What is rag, tal, and drone? What is fusion? What are the other Indian (classical music) music terms?	Component 1: Task 1 - Styles Portfolio. (Compile a portfolio of evidence that demonstrates your understanding of four different styles of music). 1. World Music and Fusion: Background/History, Artists, Songs, Instrumentation, Production etc. - Student Research.	Progress of development of Compositions and Performances. Written work showcasing knowledge and evidence of deliberate use of key concepts, ideas, information and theory in practical work.	Research of World Music and Fusion (Indian Classical Music & West African Music): History, Key Features, Analysis of Songs, Analysis of Production. - To develop understanding of World Music and Fusion and showcase it through coursework slides. Music Theory intervention activity: 'Step Up To' session.	Samba, Bhangra, African drumming, Gamelan, Areas of study, Accompaniment, Articulation, Audio recording, Tempo, Chord, Chorus, Dynamics, Texture, Timbre, Structure, Melody, Instrumentation, Tonality, Harmony.	Misunderstanding of the musical elements, the key features of the style of music, Instrumentation, Structure (and how it is linked to other styles), Production (how it was recorded, what equipment was available at the time and what was used).	Pearson BTEC Tech Award Level 1/2 in Music Practice Specification via Pearson Website. GCSE Level Music Theory: https://www.bbc.co.uk/bitesize/topics/zdxh34j	Progress in playing an instrument and futhering understanding of music theory - formal providers: ABRSM, Trinity College, RockSchool by RSL. Developing performance, composition and recording/production skills at home/school/centres such as The Albemarle Music Centre.				
	10	What is the tempo/ texture/ dynamics/ structure/ instrumentation/ timbre/ harmony of the song you are analysing?	Component 1: Task 1 - Styles Portfolio. (Compile a portfolio of evidence that demonstrates your understanding of four different styles of music). 1. World Music and Fusion: Background/History, Artists, Songs, Instrumentation, Production etc. - Student Research.	Progress of development of Compositions and Performances. Written work showcasing knowledge and evidence of deliberate use of key concepts, ideas, information and theory in practical work.	Research of World Music and Fusion (Indian Classical Music & West African Music): History, Key Features, Analysis of Songs, Analysis of Production. - To develop understanding of World Music and Fusion and showcase it through coursework slides. Music Theory intervention activity: 'Step Up To' session.	Samba, Bhangra, African drumming, Gamelan, Areas of study, Accompaniment, Articulation, Audio recording, Tempo, Chord, Chorus, Dynamics, Texture, Timbre, Structure, Melody, Instrumentation, Tonality, Harmony.	Misunderstanding of the musical elements, the key features of the style of music, Instrumentation, Structure (and how it is linked to other styles), Production (how it was recorded, what equipment was available at the time and what was used).	Pearson BTEC Tech Award Level 1/2 in Music Practice Specification via Pearson Website. GCSE Level Music Theory: https://www.bbc.co.uk/bitesize/topics/zdxh34j	Progress in playing an instrument and futhering understanding of music theory - formal providers: ABRSM, Trinity College, RockSchool by RSL. Developing performance, composition and recording/production skills at home/school/centres such as The Albemarle Music Centre.	COMPONENT 1: Learning Objective A(Demonstrate an understanding of styles of music) & Learning Objective B (Apply understanding of the use of techniques to create music).			
	11	What is the tempo/ texture/ dynamics/ structure/ instrumentation/ timbre/ harmony of the song you are analysing?	Component 1: Task 1 - Styles Portfolio. (Compile a portfolio of evidence that demonstrates your understanding of four different styles of music). 1. World Music and Fusion: Background/History, Artists, Songs, Instrumentation, Production etc. - Student Research.	Progress of development of Compositions and Performances. Written work showcasing knowledge and evidence of deliberate use of key concepts, ideas, information and theory in practical work.	Research of World Music and Fusion (Indian Classical Music & West African Music): History, Key Features, Analysis of Songs, Analysis of Production. - To develop understanding of World Music and Fusion and showcase it through coursework slides. Music Theory intervention activity: 'Step Up To' session.	Samba, Bhangra, African drumming, Gamelan, Areas of study, Accompaniment, Articulation, Audio recording, Tempo, Chord, Chorus, Dynamics, Texture, Timbre, Structure, Melody, Instrumentation, Tonality, Harmony.	Misunderstanding of the musical elements, the key features of the style of music, Instrumentation, Structure (and how it is linked to other styles), Production (how it was recorded, what equipment was available at the time and what was used).	Pearson BTEC Tech Award Level 1/2 in Music Practice Specification via Pearson Website. GCSE Level Music Theory: https://www.bbc.co.uk/bitesize/topics/zdxh34j	Progress in playing an instrument and futhering understanding of music theory - formal providers: ABRSM, Trinity College, RockSchool by RSL. Developing performance, composition and recording/production skills at home/school/centres such as The Albemarle Music Centre.				

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	12	What is the usual instrumentation of Delta Blues? What are Delta Blues lyrics usually about?	Component 1: Task 1 - Styles Portfolio. (Compile a portfolio of evidence that demonstrates your understanding of four different styles of music). 1. Jazz and Blues: Background/History, Artists, Songs, Instrumentation, Production etc. - Student Research.	Progress of development of Compositions and Performances. Written work showcasing knowledge and evidence of deliberate use of key concepts, ideas, information and theory in practical work.	Research of Jazz and Blues (Delta Blues): History, Key Features, Analysis of Songs, Analysis of Production. - To develop understanding of Jazz and Blues and showcase it through coursework slides. Music Theory intervention activity: 'Step Up To' session.	Delta Blues, Trad Jazz, Bebop, Swing/Big Band, Modal Jazz., Areas of study, Accompaniment, Articulation, Audio recording, Tempo, Chord, Chorus, Dynamics, Texture, Timbre, Structure, Melody, Instrumentation, Tonality, Harmony.	Misunderstanding of the musical elements, the key features of the style of music, Instrumentation, Structure (and how it is linked to other styles), Production (how it was recorded, what equipment was available at the time and what was used).	Pearson BTEC Tech Award Level 1/2 in Music Practice Specification via Pearson Website. GCSE Level Music Theory: https://www.bbc.co.uk/bitesize/topics/zdxh34j	Progress in playing an instrument and furthering understanding of music theory - formal providers: ABRSM, Trinity College, RockSchool by RSL. Developing performance, composition and recording/production skills at home/school/centres such as The Albemarle Music Centre.	COMPONENT 1: Learning Objective A(Demonstrate an understanding of styles of music) & Learning Objective B (Apply understanding of the use of techniques to create music).		
	13	What is the tempo/ texture/ dynamics/ structure/ instrumentation/ timbre/ harmony of the song you are analysing?	Component 1: Task 1 - Styles Portfolio. (Compile a portfolio of evidence that demonstrates your understanding of four different styles of music). 1. Jazz and Blues: Background/History, Artists, Songs, Instrumentation, Production etc. - Student Research.	Progress of development of Compositions and Performances. Written work showcasing knowledge and evidence of deliberate use of key concepts, ideas, information and theory in practical work.	Research of Jazz and Blues (What is Jazz?): History, Key Features, Analysis of Songs, Analysis of Production. - To develop understanding of Jazz and Blues and showcase it through coursework slides. Music Theory intervention activity: 'Step Up To' session.	Delta Blues, Trad Jazz, Bebop, Swing/Big Band, Modal Jazz., Areas of study, Accompaniment, Articulation, Audio recording, Tempo, Chord, Chorus, Dynamics, Texture, Timbre, Structure, Melody, Instrumentation, Tonality, Harmony.	Misunderstanding of the musical elements, the key features of the style of music, Instrumentation, Structure (and how it is linked to other styles), Production (how it was recorded, what equipment was available at the time and what was used).	Pearson BTEC Tech Award Level 1/2 in Music Practice Specification via Pearson Website. GCSE Level Music Theory: https://www.bbc.co.uk/bitesize/topics/zdxh34j	Progress in playing an instrument and furthering understanding of music theory - formal providers: ABRSM, Trinity College, RockSchool by RSL. Developing performance, composition and recording/production skills at home/school/centres such as The Albemarle Music Centre.			
	14	What is the tempo/ texture/ dynamics/ structure/ instrumentation/ timbre/ harmony of the song you are analysing?	Component 1: Task 1 - Styles Portfolio. (Compile a portfolio of evidence that demonstrates your understanding of four different styles of music). 1. Jazz and Blues: Background/History, Artists, Songs, Instrumentation, Production etc. - Student Research.	Progress of development of Compositions and Performances. Written work showcasing knowledge and evidence of deliberate use of key concepts, ideas, information and theory in practical work.	Research of Jazz and Blues (Delta Blues, Trad Jazz, Swing & Big Band): History, Key Features, Analysis of Songs, Analysis of Production. - To develop understanding of Jazz and Blues and showcase it through coursework slides. Music Theory intervention activity: 'Step Up To' session.	Delta Blues, Trad Jazz, Bebop, Swing/Big Band, Modal Jazz., Areas of study, Accompaniment, Articulation, Audio recording, Tempo, Chord, Chorus, Dynamics, Texture, Timbre, Structure, Melody, Instrumentation, Tonality, Harmony.	Misunderstanding of the musical elements, the key features of the style of music, Instrumentation, Structure (and how it is linked to other styles), Production (how it was recorded, what equipment was available at the time and what was used).	Pearson BTEC Tech Award Level 1/2 in Music Practice Specification via Pearson Website. GCSE Level Music Theory: https://www.bbc.co.uk/bitesize/topics/zdxh34j	Progress in playing an instrument and furthering understanding of music theory - formal providers: ABRSM, Trinity College, RockSchool by RSL. Developing performance, composition and recording/production skills at home/school/centres such as The Albemarle Music Centre.			
	15	What is the tempo/ texture/ dynamics/ structure/ instrumentation/ timbre/ harmony of the song you are analysing?	Component 1: Task 1 - Styles Portfolio. (Compile a portfolio of evidence that demonstrates your understanding of four different styles of music). 1. 90s to present: Pop Punk - Background/History, Artists, Songs, Instrumentation, Production etc. - Student Research.	Progress of development of Compositions and Performances. Written work showcasing knowledge and evidence of deliberate use of key concepts, ideas, information and theory in practical work.	Research of 90s to present (Pop Punk): History, Key Features, Analysis of Songs, Analysis of Production. - To develop understanding of 90s to present (Pop Punk) and showcase it through coursework slides. Music Theory intervention activity: 'Step Up To' session.	Scales and modes, Rhythmic techniques, Melodic techniques, Production, Areas of study, Accompaniment, Articulation, Audio recording, Tempo, Chord, Chorus, Dynamics, Texture, Timbre, Structure, Melody, Instrumentation, Tonality, Harmony.	Misunderstanding of the musical elements, the key features of the style of music, Instrumentation, Structure (and how it is linked to other styles), Production (how it was recorded, what equipment was available at the time and what was used).	Pearson BTEC Tech Award Level 1/2 in Music Practice Specification via Pearson Website. GCSE Level Music Theory: https://www.bbc.co.uk/bitesize/topics/zdxh34j	Progress in playing an instrument and furthering understanding of music theory - formal providers: ABRSM, Trinity College, RockSchool by RSL. Developing performance, composition and recording/production skills at home/school/centres such as The Albemarle Music Centre.	COMPONENT 1: Learning Objective A(Demonstrate an understanding of styles of music) & Learning Objective B (Apply understanding of the use of techniques to create music).		
	16	What is the tempo/ texture/ dynamics/ structure/ instrumentation/ timbre/ harmony of the song you are analysing?	Component 1: Task 1 - Styles Portfolio. (Compile a portfolio of evidence that demonstrates your understanding of four different styles of music). 1. 90s to present: Pop Punk - Background/History, Artists, Songs, Instrumentation, Production etc. - Student Research.	Progress of development of Compositions and Performances. Written work showcasing knowledge and evidence of deliberate use of key concepts, ideas, information and theory in practical work.	Research of 90s to present (Pop Punk): History, Key Features, Analysis of Songs, Analysis of Production. - To develop understanding of 90s to present (Pop Punk) and showcase it through coursework slides. Music Theory intervention activity: 'Step Up To' session.	Scales and modes, Rhythmic techniques, Melodic techniques, Production, Areas of study, Accompaniment, Articulation, Audio recording, Tempo, Chord, Chorus, Dynamics, Texture, Timbre, Structure, Melody, Instrumentation, Tonality, Harmony.	Misunderstanding of the musical elements, the key features of the style of music, Instrumentation, Structure (and how it is linked to other styles), Production (how it was recorded, what equipment was available at the time and what was used).	Pearson BTEC Tech Award Level 1/2 in Music Practice Specification via Pearson Website. GCSE Level Music Theory: https://www.bbc.co.uk/bitesize/topics/zdxh34j	Progress in playing an instrument and furthering understanding of music theory - formal providers: ABRSM, Trinity College, RockSchool by RSL. Developing performance, composition and recording/production skills at home/school/centres such as The Albemarle Music Centre.			
	17	What is the tempo/ texture/ dynamics/ structure/ instrumentation/ timbre/ harmony of the song you are analysing?	Component 1: Task 1 - Styles Portfolio. (Compile a portfolio of evidence that demonstrates your understanding of four different styles of music). 1. 90s to present: Pop Punk - Background/History, Artists, Songs, Instrumentation, Production etc. - Student Research.	Progress of development of Compositions and Performances. Written work showcasing knowledge and evidence of deliberate use of key concepts, ideas, information and theory in practical work.	Research of 90s to present (Pop Punk): History, Key Features, Analysis of Songs, Analysis of Production. - To develop understanding of 90s to present (Pop Punk) and showcase it through coursework slides. Music Theory intervention activity: 'Step Up To' session.	Scales and modes, Rhythmic techniques, Melodic techniques, Production, Areas of study, Accompaniment, Articulation, Audio recording, Tempo, Chord, Chorus, Dynamics, Texture, Timbre, Structure, Melody, Instrumentation, Tonality, Harmony.	Misunderstanding of the musical elements, the key features of the style of music, Instrumentation, Structure (and how it is linked to other styles), Production (how it was recorded, what equipment was available at the time and what was used).	Pearson BTEC Tech Award Level 1/2 in Music Practice Specification via Pearson Website. GCSE Level Music Theory: https://www.bbc.co.uk/bitesize/topics/zdxh34j	Progress in playing an instrument and furthering understanding of music theory - formal providers: ABRSM, Trinity College, RockSchool by RSL. Developing performance, composition and recording/production skills at home/school/centres such as The Albemarle Music Centre.	COMPONENT 1: Learning Objective A(Demonstrate an understanding of styles of music) & Learning Objective B (Apply understanding of the use of techniques to create music).		

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	18	What is ska? What is a 'bubble' organ? What are chord inversions?	Component 1: Task 1 - Styles Portfolio. (Compile a portfolio of evidence that demonstrates your understanding of four different styles of music). 1. 70s and 80s: Reggae - Background/History, Artists, Songs, Instrumentation, Production etc. - Student Research.	Progress of development of Compositions and Performances. Written work showcasing knowledge and evidence of deliberate use of key concepts, ideas, information and theory in practical work.	Research of 70s to 80s (Reggae): History, Key Features, Analysis of Songs, Analysis of Production. - To develop understanding of 70s to 80s (Reggae) and showcase it through coursework slides. Music Theory intervention activity: 'Step Up To' session.	Scales and modes, Rhythmic techniques, Melodic techniques, Production, Areas of study, Accompaniment, Articulation, Audio recording, Tempo, Chord, Chorus, Dynamics, Texture, Timbre, Structure, Melody, Instrumentation, Tonality, Harmony.	Misunderstanding of the musical elements, the key features of the style of music, Instrumentation, Structure (and how it is linked to other styles), Production (how it was recorded, what equipment was available at the time and what was used).	Pearson BTEC Tech Award Level 1/2 in Music Practice Specification via Pearson Website. GCSE Level Music Theory: https://www.bbc.co.uk/bitesize/topics/zdxh34j	Progress in playing an instrument and furthering understanding of music theory - formal providers: ABRSM, Trinity College, RockSchool by RSL. Developing performance, composition and recording/production skills at home/school/centres such as The Albemarle Music Centre.
	19	What is the tempo/ texture/ dynamics/ structure/ instrumentation/ timbre/ harmony of the song you are analysing?	Component 1: Task 1 - Styles Portfolio. (Compile a portfolio of evidence that demonstrates your understanding of four different styles of music). 1. 70s and 80s: Reggae - Background/History, Artists, Songs, Instrumentation, Production etc. - Student Research.	Progress of development of Compositions and Performances. Written work showcasing knowledge and evidence of deliberate use of key concepts, ideas, information and theory in practical work.	Research of 70s to 80s (Reggae): History, Key Features, Analysis of Songs, Analysis of Production. - To develop understanding of 70s to 80s (Reggae) and showcase it through coursework slides. Music Theory intervention activity: 'Step Up To' session.	Scales and modes, Rhythmic techniques, Melodic techniques, Production, Areas of study, Accompaniment, Articulation, Audio recording, Tempo, Chord, Chorus, Dynamics, Texture, Timbre, Structure, Melody, Instrumentation, Tonality, Harmony.	Misunderstanding of the musical elements, the key features of the style of music, Instrumentation, Structure (and how it is linked to other styles), Production (how it was recorded, what equipment was available at the time and what was used).	Pearson BTEC Tech Award Level 1/2 in Music Practice Specification via Pearson Website. GCSE Level Music Theory: https://www.bbc.co.uk/bitesize/topics/zdxh34j	Progress in playing an instrument and furthering understanding of music theory - formal providers: ABRSM, Trinity College, RockSchool by RSL. Developing performance, composition and recording/production skills at home/school/centres such as The Albemarle Music Centre.
	HALF-TERM WEEK								
	21	What is the tempo/ texture/ dynamics/ structure/ instrumentation/ timbre/ harmony of the song you are analysing?	Component 1: Task 1 - Styles Portfolio. (Compile a portfolio of evidence that demonstrates your understanding of four different styles of music). Finish of research slides	Progress of development of Compositions and Performances. Written work showcasing knowledge and evidence of deliberate use of key concepts, ideas, information and theory in practical work.	Research of Music Styles (that have been covered): History, Key Features, Analysis of Songs, Analysis of Production. - To further develop understanding of the styles that have been researched and showcase it through coursework slides. Music Theory intervention activity: 'Step Up To' session.	Scales and modes, Rhythmic techniques, Melodic techniques, Production, Areas of study, Accompaniment, Articulation, Audio recording, Tempo, Chord, Chorus, Dynamics, Texture, Timbre, Structure, Melody, Instrumentation, Tonality, Harmony.	Misunderstanding of the musical elements, the key features of the style of music, Instrumentation, Structure (and how it is linked to other styles), Production (how it was recorded, what equipment was available at the time and what was used).	Pearson BTEC Tech Award Level 1/2 in Music Practice Specification via Pearson Website. GCSE Level Music Theory: https://www.bbc.co.uk/bitesize/topics/zdxh34j	Progress in playing an instrument and furthering understanding of music theory - formal providers: ABRSM, Trinity College, RockSchool by RSL. Developing performance, composition and recording/production skills at home/school/centres such as The Albemarle Music Centre.
	22	What is the tempo/ texture/ dynamics/ structure/ instrumentation/ timbre/ harmony of the song you are analysing?	Component 1: Task 1 - Styles Portfolio. (Compile a portfolio of evidence that demonstrates your understanding of four different styles of music). Finish of research slides	Progress of development of Compositions and Performances. Written work showcasing knowledge and evidence of deliberate use of key concepts, ideas, information and theory in practical work.	Research of Music Styles (that have been covered): History, Key Features, Analysis of Songs, Analysis of Production. - To further develop understanding of the styles that have been researched and showcase it through coursework slides. Music Theory intervention activity: 'Step Up To' session.	Scales and modes, Rhythmic techniques, Melodic techniques, Production, Areas of study, Accompaniment, Articulation, Audio recording, Tempo, Chord, Chorus, Dynamics, Texture, Timbre, Structure, Melody, Instrumentation, Tonality, Harmony.	Misunderstanding of the musical elements, the key features of the style of music, Instrumentation, Structure (and how it is linked to other styles), Production (how it was recorded, what equipment was available at the time and what was used).	Pearson BTEC Tech Award Level 1/2 in Music Practice Specification via Pearson Website. GCSE Level Music Theory: https://www.bbc.co.uk/bitesize/topics/zdxh34j	Progress in playing an instrument and furthering understanding of music theory - formal providers: ABRSM, Trinity College, RockSchool by RSL. Developing performance, composition and recording/production skills at home/school/centres such as The Albemarle Music Centre.
	23	What is the tempo/ texture/ dynamics/ structure/ instrumentation/ timbre/ harmony of the song you are analysing?	Component 1: Task 1 - Styles Portfolio. (Compile a portfolio of evidence that demonstrates your understanding of four different styles of music). Finish of research slides	Progress of development of Compositions and Performances. Written work showcasing knowledge and evidence of deliberate use of key concepts, ideas, information and theory in practical work.	Research of Music Styles (that have been covered): History, Key Features, Analysis of Songs, Analysis of Production. - To further develop understanding of the styles that have been researched and showcase it through coursework slides. Music Theory intervention activity: 'Step Up To' session.	Scales and modes, Rhythmic techniques, Melodic techniques, Production, Areas of study, Accompaniment, Articulation, Audio recording, Tempo, Chord, Chorus, Dynamics, Texture, Timbre, Structure, Melody, Instrumentation, Tonality, Harmony.	Misunderstanding of the musical elements, the key features of the style of music, Instrumentation, Structure (and how it is linked to other styles), Production (how it was recorded, what equipment was available at the time and what was used).	Pearson BTEC Tech Award Level 1/2 in Music Practice Specification via Pearson Website. GCSE Level Music Theory: https://www.bbc.co.uk/bitesize/topics/zdxh34j	Progress in playing an instrument and furthering understanding of music theory - formal providers: ABRSM, Trinity College, RockSchool by RSL. Developing performance, composition and recording/production skills at home/school/centres such as The Albemarle Music Centre.
	24	What is the tempo/ texture/ dynamics/ structure/ instrumentation/ timbre/ harmony of the song you are analysing?	Component 1: Task 1 - Styles Portfolio. (Compile a portfolio of evidence that demonstrates your understanding of four different styles of music). Finish of research slides	Progress of development of Compositions and Performances. Written work showcasing knowledge and evidence of deliberate use of key concepts, ideas, information and theory in practical work.	Research of Music Styles (that have been covered): History, Key Features, Analysis of Songs, Analysis of Production. - To further develop understanding of the styles that have been researched and showcase it through coursework slides. Music Theory intervention activity: 'Step Up To' session.	Scales and modes, Rhythmic techniques, Melodic techniques, Production, Areas of study, Accompaniment, Articulation, Audio recording, Tempo, Chord, Chorus, Dynamics, Texture, Timbre, Structure, Melody, Instrumentation, Tonality, Harmony.	Misunderstanding of the musical elements, the key features of the style of music, Instrumentation, Structure (and how it is linked to other styles), Production (how it was recorded, what equipment was available at the time and what was used).	Pearson BTEC Tech Award Level 1/2 in Music Practice Specification via Pearson Website. GCSE Level Music Theory: https://www.bbc.co.uk/bitesize/topics/zdxh34j	Progress in playing an instrument and furthering understanding of music theory - formal providers: ABRSM, Trinity College, RockSchool by RSL. Developing performance, composition and recording/production skills at home/school/centres such as The Albemarle Music Centre.

Week/c	Lesson	Suggested Enquiry Questions	Substantive Knowledge (WHAT we know)	Disciplinary Knowledge / Concepts (HOW we know it)	Apply – suggested activities	Disciplinary Literacy	Potential Misconceptions	Suggested Reading	Extending the Curriculum			
	25	How to you set up an audio interface or a MIDI keyboard/controlle? How do you set up an Digital Auido Workstation software to, record, edit and manipulate sound?	Component 1: Task 2 - Explore techniques used to create music products. (Compile a portfolio of short musical extracts to demonstrate your exploration of musical techniques).	Progress of development of Compositions and Performances. Written work showcasing knowledge and evidence of deliberate use of key concepts, ideas, information and theory in practical work.	How to set up an audio interface, a MIDI keyboard/controller. How to set up an Digital Auido Workstation software, record, edit and manipulate sound etc. To develop skills that are transferable to the studio, (composition, recording, mixing, production etc.)	Scales and modes, Rhythmic techniques, Melodic techniques, Production, Areas of study, Accompaniment, Articulation, Audio recording, Tempo, Chord, Chorus, Dynamics, Texture, Timbre, Structure, Melody, Instrumentation, Tonality, Harmony.	Misunderstading of the musical elements, the key features of the style of music, Instrumentation, Structure (and how it is linked to other styles), Production (how it was recorded, what equipment was available at the time and what was used).	Pearson BTEC Tech Award Level 1/2 in Music Practice Specification via Pearson Website. GCSE Level Music Theory: https://www.bbc.co.uk/bitesize/topics/zdxh34j	Progress in playing an instrument and futhering understanding of music theory - formal providers: ABRSM, Trinity College, RockSchool by RSL. Developing performance, composition and recording/production skills at home/school/centres such as The Albemarle Music Centre.			
	26	How to you set up an audio interface or a MIDI keyboard/controlle? How do you set up an Digital Auido Workstation software to, record, edit and manipulate sound? What is the tempo/ texture/ dynamics/ structure/ instrumentation/ timbre/ harmony of the song you are creating/mixing?	Component 1: Task 2 - Explore techniques used to create music products. (Compile a portfolio of short musical extracts to demonstrate your exploration of musical techniques).	Progress of development of Compositions and Performances. Written work showcasing knowledge and evidence of deliberate use of key concepts, ideas, information and theory in practical work.	How to set up an audio interface, a MIDI keyboard/controller. How to set up an Digital Auido Workstation software, record, edit and manipulate sound etc. To develop skills that are transferable to the studio, (composition, recording, mixing, production etc.)	Scales and modes, Rhythmic techniques, Melodic techniques, Production, Areas of study, Accompaniment, Articulation, Audio recording, Tempo, Chord, Chorus, Dynamics, Texture, Timbre, Structure, Melody, Instrumentation, Tonality, Harmony.	Misunderstading of the musical elements, the key features of the style of music, Instrumentation, Structure (and how it is linked to other styles), Production (how it was recorded, what equipment was available at the time and what was used).	Pearson BTEC Tech Award Level 1/2 in Music Practice Specification via Pearson Website. GCSE Level Music Theory: https://www.bbc.co.uk/bitesize/topics/zdxh34j	Progress in playing an instrument and futhering understanding of music theory - formal providers: ABRSM, Trinity College, RockSchool by RSL. Developing performance, composition and recording/production skills at home/school/centres such as The Albemarle Music Centre.			
	27	How to you set up an audio interface or a MIDI keyboard/controlle? How do you set up an Digital Auido Workstation software to, record, edit and manipulate sound? What is the tempo/ texture/ dynamics/ structure/ instrumentation/ timbre/ harmony of the song you are creating/mixing?	Component 1: Task 2 - Explore techniques used to create music products. (Compile a portfolio of short musical extracts to demonstrate your exploration of musical techniques).	Progress of development of Compositions and Performances. Written work showcasing knowledge and evidence of deliberate use of key concepts, ideas, information and theory in practical work.	How to set up an audio interface, a MIDI keyboard/controller. How to set up an Digital Auido Workstation software, record, edit and manipulate sound etc. To develop skills that are transferable to the studio, (composition, recording, mixing, production etc.)	Scales and modes, Rhythmic techniques, Melodic techniques, Production, Areas of study, Accompaniment, Articulation, Audio recording, Tempo, Chord, Chorus, Dynamics, Texture, Timbre, Structure, Melody, Instrumentation, Tonality, Harmony.	Misunderstading of the musical elements, the key features of the style of music, Instrumentation, Structure (and how it is linked to other styles), Production (how it was recorded, what equipment was available at the time and what was used).	Pearson BTEC Tech Award Level 1/2 in Music Practice Specification via Pearson Website. GCSE Level Music Theory: https://www.bbc.co.uk/bitesize/topics/zdxh34j	Progress in playing an instrument and futhering understanding of music theory - formal providers: ABRSM, Trinity College, RockSchool by RSL. Developing performance, composition and recording/production skills at home/school/centres such as The Albemarle Music Centre.			
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	29	How to you set up an audio interface or a MIDI keyboard/controlle? How do you set up an Digital Auido Workstation software to, record, edit and manipulate sound? What is the tempo/ texture/ dynamics/ structure/ instrumentation/ timbre/ harmony of the song you are creating/mixing?	Component 1: Task 2 - Explore techniques used to create music products. (Compile a portfolio of short musical extracts to demonstrate your exploration of musical techniques).	Progress of development of Compositions and Performances. Written work showcasing knowledge and evidence of deliberate use of key concepts, ideas, information and theory in practical work.	How to set up an audio interface, a MIDI keyboard/controller. How to set up an Digital Auido Workstation software, record, edit and manipulate sound etc. To develop skills that are transferable to the studio, (composition, recording, mixing, production etc.)	Scales and modes, Rhythmic techniques, Melodic techniques, Production, Areas of study, Accompaniment, Articulation, Audio recording, Tempo, Chord, Chorus, Dynamics, Texture, Timbre, Structure, Melody, Instrumentation, Tonality, Harmony.	Misunderstading of the musical elements, the key features of the style of music, Instrumentation, Structure (and how it is linked to other styles), Production (how it was recorded, what equipment was available at the time and what was used).	Pearson BTEC Tech Award Level 1/2 in Music Practice Specification via Pearson Website. GCSE Level Music Theory: https://www.bbc.co.uk/bitesize/topics/zdxh34j	Progress in playing an instrument and futhering understanding of music theory - formal providers: ABRSM, Trinity College, RockSchool by RSL. Developing performance, composition and recording/production skills at home/school/centres such as The Albemarle Music Centre.			
	30	How to you set up an audio interface or a MIDI keyboard/controlle? How do you set up an Digital Auido Workstation software to, record, edit and manipulate sound? What is the tempo/ texture/ dynamics/ structure/ instrumentation/ timbre/ harmony of the song you are creating/mixing?	Component 1: Task 2 - Explore techniques used to create music products. (Compile a portfolio of short musical extracts to demonstrate your exploration of musical techniques).	Progress of development of Compositions and Performances. Written work showcasing knowledge and evidence of deliberate use of key concepts, ideas, information and theory in practical work.	How to set up an audio interface, a MIDI keyboard/controller. How to set up an Digital Auido Workstation software, record, edit and manipulate sound etc. To develop skills that are transferable to the studio, (composition, recording, mixing, production etc.)	Scales and modes, Rhythmic techniques, Melodic techniques, Production, Areas of study, Accompaniment, Articulation, Audio recording, Tempo, Chord, Chorus, Dynamics, Texture, Timbre, Structure, Melody, Instrumentation, Tonality, Harmony.	Misunderstading of the musical elements, the key features of the style of music, Instrumentation, Structure (and how it is linked to other styles), Production (how it was recorded, what equipment was available at the time and what was used).	Pearson BTEC Tech Award Level 1/2 in Music Practice Specification via Pearson Website. GCSE Level Music Theory: https://www.bbc.co.uk/bitesize/topics/zdxh34j	Progress in playing an instrument and futhering understanding of music theory - formal providers: ABRSM, Trinity College, RockSchool by RSL. Developing performance, composition and recording/production skills at home/school/centres such as The Albemarle Music Centre.			

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	31	How to you set up an audio interface or a MIDI keyboard/controle? How do you set up an Digital Auido Workstation software to, record, edit and manipulate sound? What is the tempo/ texture/ dynamics/ structure/ instrumentation/ timbre/ harmony of the song you are creating/mixing?	Component 1: Task 2 - Explore techniques used to create music products. (Compile a portfolio of short musical extracts to demonstrate your exploration of musical techniques).	Progress of development of Compositions and Performances. Written work showcasing knowledge and evidence of deliberate use of key concepts, ideas, information and theory in practical work.	How to set up an audio interface, a MIDI keyboard/controller. How to set up an Digital Auido Workstation software, record, edit and manipulate sound etc. To develop skills that are transferable to the studio, (composition, recording, mixing, production etc.)	Scales and modes, Rhythmic techniques, Melodic techniques, Production, Areas of study, Accompaniment, Articulation, Audio recording, Tempo, Chord, Chorus, Dynamics, Texture, Timbre, Structure, Melody, Instrumentation, Tonality, Harmony.	Misunderstading of the musical elements, the key features of the style of music, Instrumentation, Structure (and how it is linked to other styles), Production (how it was recorded, what equipment was available at the time and what was used).	Pearson BTEC Tech Award Level 1/2 in Music Practice Specification via Pearson Website. GCSE Level Music Theory: https://www.bbc.co.uk/bitesize/topics/zdxh34j	Progress in playing an instrument and futhering understanding of music theory - formal providers: ABRSM, Trinity College, RockSchool by RSL. Developing performance, composition and recording/production skills at home/school/centres such as The Albemarle Music Centre.			
	32	How to you set up an audio interface or a MIDI keyboard/controle? How do you set up an Digital Auido Workstation software to, record, edit and manipulate sound? What is the tempo/ texture/ dynamics/ structure/ instrumentation/ timbre/ harmony of the song you are creating/mixing?	Component 1: Task 2 - Explore techniques used to create music products. (Compile a portfolio of short musical extracts to demonstrate your exploration of musical techniques).	Progress of development of Compositions and Performances. Written work showcasing knowledge and evidence of deliberate use of key concepts, ideas, information and theory in practical work.	How to set up an audio interface, a MIDI keyboard/controller. How to set up an Digital Auido Workstation software, record, edit and manipulate sound etc. To develop skills that are transferable to the studio, (composition, recording, mixing, production etc.)	Scales and modes, Rhythmic techniques, Melodic techniques, Production, Areas of study, Accompaniment, Articulation, Audio recording, Tempo, Chord, Chorus, Dynamics, Texture, Timbre, Structure, Melody, Instrumentation, Tonality, Harmony.	Misunderstading of the musical elements, the key features of the style of music, Instrumentation, Structure (and how it is linked to other styles), Production (how it was recorded, what equipment was available at the time and what was used).	Pearson BTEC Tech Award Level 1/2 in Music Practice Specification via Pearson Website. GCSE Level Music Theory: https://www.bbc.co.uk/bitesize/topics/zdxh34j	Progress in playing an instrument and futhering understanding of music theory - formal providers: ABRSM, Trinity College, RockSchool by RSL. Developing performance, composition and recording/production skills at home/school/centres such as The Albemarle Music Centre.			
	33	How to you set up an audio interface or a MIDI keyboard/controle? How do you set up an Digital Auido Workstation software to, record, edit and manipulate sound? What is the tempo/ texture/ dynamics/ structure/ instrumentation/ timbre/ harmony of the song you are creating/mixing?	Component 1: Task 2 - Explore techniques used to create music products. (Compile a portfolio of short musical extracts to demonstrate your exploration of musical techniques).	Progress of development of Compositions and Performances. Written work showcasing knowledge and evidence of deliberate use of key concepts, ideas, information and theory in practical work.	How to set up an audio interface, a MIDI keyboard/controller. How to set up an Digital Auido Workstation software, record, edit and manipulate sound etc. To develop skills that are transferable to the studio, (composition, recording, mixing, production etc.)	Scales and modes, Rhythmic techniques, Melodic techniques, Production, Areas of study, Accompaniment, Articulation, Audio recording, Tempo, Chord, Chorus, Dynamics, Texture, Timbre, Structure, Melody, Instrumentation, Tonality, Harmony.	Misunderstading of the musical elements, the key features of the style of music, Instrumentation, Structure (and how it is linked to other styles), Production (how it was recorded, what equipment was available at the time and what was used).	Pearson BTEC Tech Award Level 1/2 in Music Practice Specification via Pearson Website. GCSE Level Music Theory: https://www.bbc.co.uk/bitesize/topics/zdxh34j	Progress in playing an instrument and futhering understanding of music theory - formal providers: ABRSM, Trinity College, RockSchool by RSL. Developing performance, composition and recording/production skills at home/school/centres such as The Albemarle Music Centre.			
	34	How to you set up an audio interface or a MIDI keyboard/controle? How do you set up an Digital Auido Workstation software to, record, edit and manipulate sound? What is the tempo/ texture/ dynamics/ structure/ instrumentation/ timbre/ harmony of the song you are creating/mixing?	Component 1: Task 2 - Explore techniques used to create music products. (Compile a portfolio of short musical extracts to demonstrate your exploration of musical techniques).	Progress of development of Compositions and Performances. Written work showcasing knowledge and evidence of deliberate use of key concepts, ideas, information and theory in practical work.	How to set up an audio interface, a MIDI keyboard/controller. How to set up an Digital Auido Workstation software, record, edit and manipulate sound etc. To develop skills that are transferable to the studio, (composition, recording, mixing, production etc.)	Scales and modes, Rhythmic techniques, Melodic techniques, Production, Areas of study, Accompaniment, Articulation, Audio recording, Tempo, Chord, Chorus, Dynamics, Texture, Timbre, Structure, Melody, Instrumentation, Tonality, Harmony.	Misunderstading of the musical elements, the key features of the style of music, Instrumentation, Structure (and how it is linked to other styles), Production (how it was recorded, what equipment was available at the time and what was used).	Pearson BTEC Tech Award Level 1/2 in Music Practice Specification via Pearson Website. GCSE Level Music Theory: https://www.bbc.co.uk/bitesize/topics/zdxh34j	Progress in playing an instrument and futhering understanding of music theory - formal providers: ABRSM, Trinity College, RockSchool by RSL. Developing performance, composition and recording/production skills at home/school/centres such as The Albemarle Music Centre.			
	35	How to you set up an audio interface or a MIDI keyboard/controle? How do you set up an Digital Auido Workstation software to, record, edit and manipulate sound? What is the tempo/ texture/ dynamics/ structure/ instrumentation/ timbre/ harmony of the song you are creating/mixing?	Component 1: Task 2 - Explore techniques used to create music products. (Compile a portfolio of short musical extracts to demonstrate your exploration of musical techniques).	Progress of development of Compositions and Performances. Written work showcasing knowledge and evidence of deliberate use of key concepts, ideas, information and theory in practical work.	How to set up an audio interface, a MIDI keyboard/controller. How to set up an Digital Auido Workstation software, record, edit and manipulate sound etc. To develop skills that are transferable to the studio, (composition, recording, mixing, production etc.)	Scales and modes, Rhythmic techniques, Melodic techniques, Production, Areas of study, Accompaniment, Articulation, Audio recording, Tempo, Chord, Chorus, Dynamics, Texture, Timbre, Structure, Melody, Instrumentation, Tonality, Harmony.	Misunderstading of the musical elements, the key features of the style of music, Instrumentation, Structure (and how it is linked to other styles), Production (how it was recorded, what equipment was available at the time and what was used).	Pearson BTEC Tech Award Level 1/2 in Music Practice Specification via Pearson Website. GCSE Level Music Theory: https://www.bbc.co.uk/bitesize/topics/zdxh34j	Progress in playing an instrument and futhering understanding of music theory - formal providers: ABRSM, Trinity College, RockSchool by RSL. Developing performance, composition and recording/production skills at home/school/centres such as The Albemarle Music Centre.			
	36	How to you set up an audio interface or a MIDI keyboard/controle? How do you set up an Digital Auido Workstation software to, record, edit and manipulate sound? What is the tempo/ texture/ dynamics/ structure/ instrumentation/ timbre/ harmony of the song you are creating/mixing?	Component 1: Task 2 - Explore techniques used to create music products. (Compile a portfolio of short musical extracts to demonstrate your exploration of musical techniques).	Progress of development of Compositions and Performances. Written work showcasing knowledge and evidence of deliberate use of key concepts, ideas, information and theory in practical work.	How to set up an audio interface, a MIDI keyboard/controller. How to set up an Digital Auido Workstation software, record, edit and manipulate sound etc. To develop skills that are transferable to the studio, (composition, recording, mixing, production etc.)	Scales and modes, Rhythmic techniques, Melodic techniques, Production, Areas of study, Accompaniment, Articulation, Audio recording, Tempo, Chord, Chorus, Dynamics, Texture, Timbre, Structure, Melody, Instrumentation, Tonality, Harmony.	Misunderstading of the musical elements, the key features of the style of music, Instrumentation, Structure (and how it is linked to other styles), Production (how it was recorded, what equipment was available at the time and what was used).	Pearson BTEC Tech Award Level 1/2 in Music Practice Specification via Pearson Website. GCSE Level Music Theory: https://www.bbc.co.uk/bitesize/topics/zdxh34j	Progress in playing an instrument and futhering understanding of music theory - formal providers: ABRSM, Trinity College, RockSchool by RSL. Developing performance, composition and recording/production skills at home/school/centres such as The Albemarle Music Centre.			

Week/c	Lesson	Suggested Enquiry Questions	Substantive Knowledge (WHAT we know)	Disciplinary Knowledge / Concepts (HOW we know it)	Apply – suggested activities	Disciplinary Literacy	Potential Misconceptions	Suggested Reading	Extending the Curriculum			
	37	How to you set up an audio interface or a MIDI keyboard/controller? How do you set up a Digital Audio Workstation software to, record, edit and manipulate sound? What is the tempo/ texture/ dynamics/ structure/ instrumentation/ timbre/ harmony of the song you are creating/mixing?	Component 1: Task 2 - Explore techniques used to create music products. (Compile a portfolio of short musical extracts to demonstrate your exploration of musical techniques).	Progress of development of Compositions and Performances. Written work showcasing knowledge and evidence of deliberate use of key concepts, ideas, information and theory in practical work.	How to set up an audio interface, a MIDI keyboard/controller. How to set up a Digital Audio Workstation software, record, edit and manipulate sound etc. To develop skills that are transferable to the studio, (composition, recording, mixing, production etc.)	Scales and modes, Rhythmic techniques, Melodic techniques, Production, Areas of study, Accompaniment, Articulation, Audio recording, Tempo, Chord, Chorus, Dynamics, Texture, Timbre, Structure, Melody, Instrumentation, Tonality, Harmony.	Misunderstanding of the musical elements, the key features of the style of music, Instrumentation, Structure (and how it is linked to other styles), Production (how it was recorded, what equipment was available at the time and what was used).	Pearson BTEC Tech Award Level 1/2 in Music Practice Specification via Pearson Website. GCSE Level Music Theory: https://www.bbc.co.uk/bitesize/topics/zdxh34j	Progress in playing an instrument and furthering understanding of music theory - formal providers: ABRSM, Trinity College, RockSchool by RSL. Developing performance, composition and recording/production skills at home/school/centres such as The Albemarle Music Centre.			
School Closes: 19th December		CHRISTMAS HOLIDAYS										
School Opens: 7th January 202												
		YEAR 10	TERM 2									
	Lesson	Suggested Enquiry Questions	Substantive Knowledge (WHAT we know)	Disciplinary Knowledge / Concepts (HOW we know it)	Apply – suggested activities	Disciplinary Literacy	Potential Misconceptions	Suggested Reading	Extending the Curriculum			
	1	What is Rock'n'Roll? Who are the most famous Rock'Roll musicians?	Component 1: Task 1 - Styles Portfolio. (Compile a portfolio of evidence that demonstrates your understanding of four different styles of music). 1. Rock'n'Roll: Background/History, Artists, Songs, Instrumentation, Production etc. - Student Research.	Progress of development of Compositions and Performances. Written work showcasing knowledge and evidence of deliberate use of key concepts, ideas, information and theory in practical work.	To develop understanding of Rock'n'Roll and showcase it through coursework slides. Music Theory intervention activity: 'Step Up To' session. Music analysis: Revise the Bo Diddley Beat (rhythmic device) and its use in other songs.	12-bar blues, Areas of study, Accompaniment, Articulation, Audio recording, Backbeat, Blues scale, Blues note, BPM, Chord, Chorus, Dynamics, Texture, Timbre, Structure, Melody, Instrumentation, Tonality, Harmony.	Misunderstanding of the musical elements, the key features of the style of music, Instrumentation, Structure (and how it is linked to other styles), Production (how it was recorded, what equipment was available at the time and what was used).	Pearson BTEC Tech Award Level 1/2 in Music Practice Specification via Pearson Website. GCSE Level Music Theory: https://www.bbc.co.uk/bitesize/topics/zdxh34j	Progress in playing an instrument and furthering understanding of music theory - formal providers: ABRSM, Trinity College, RockSchool by RSL. Developing performance, composition and recording/production skills at home/school/centres such as The Albemarle Music Centre.			
	2	What is the Bo Diddley beat? What instruments are usually used in Rock'n'Roll?	Component 1: Task 1 - Styles Portfolio. (Compile a portfolio of evidence that demonstrates your understanding of four different styles of music). 1. Rock'n'Roll: Background/History, Artists, Songs, Instrumentation, Production etc. - Student Research.	Progress of development of Compositions and Performances. Written work showcasing knowledge and evidence of deliberate use of key concepts, ideas, information and theory in practical work.	To develop understanding of Rock'n'Roll and showcase it through coursework slides. Music Theory intervention activity: 'Step Up To' session. History and background of Rock'n'Roll.	12-bar blues, Areas of study, Accompaniment, Articulation, Audio recording, Backbeat, Blues scale, Blues note, BPM, Chord, Chorus, Dynamics, Texture, Timbre, Structure, Melody, Instrumentation, Tonality, Harmony.	Misunderstanding of the musical elements, the key features of the style of music, Instrumentation, Structure (and how it is linked to other styles), Production (how it was recorded, what equipment was available at the time and what was used).	Pearson BTEC Tech Award Level 1/2 in Music Practice Specification via Pearson Website. GCSE Level Music Theory: https://www.bbc.co.uk/bitesize/topics/zdxh34j	Progress in playing an instrument and furthering understanding of music theory - formal providers: ABRSM, Trinity College, RockSchool by RSL. Developing performance, composition and recording/production skills at home/school/centres such as The Albemarle Music Centre.			
	3	What chord structure is usually use in Rock'n'Roll?	Component 1: Task 1 - Styles Portfolio. (Compile a portfolio of evidence that demonstrates your understanding of four different styles of music). 1. Rock'n'Roll: Background/History, Artists, Songs, Instrumentation, Production etc. - Student Research.	Progress of development of Compositions and Performances. Written work showcasing knowledge and evidence of deliberate use of key concepts, ideas, information and theory in practical work.	To develop understanding of Rock'n'Roll and showcase it through coursework slides. Music Theory intervention activity: 'Step Up To' session. Research: Production - Sam Phillips, Sun Studio and Sun Records.	12-bar blues, Areas of study, Accompaniment, Articulation, Audio recording, Backbeat, Blues scale, Blues note, BPM, Chord, Chorus, Dynamics, Texture, Timbre, Structure, Melody, Instrumentation, Tonality, Harmony.	Misunderstanding of the musical elements, the key features of the style of music, Instrumentation, Structure (and how it is linked to other styles), Production (how it was recorded, what equipment was available at the time and what was used).	Pearson BTEC Tech Award Level 1/2 in Music Practice Specification via Pearson Website. GCSE Level Music Theory: https://www.bbc.co.uk/bitesize/topics/zdxh34j	Progress in playing an instrument and furthering understanding of music theory - formal providers: ABRSM, Trinity College, RockSchool by RSL. Developing performance, composition and recording/production skills at home/school/centres such as The Albemarle Music Centre.			
	4	Why was Sam Phillips important? Who was signed to Sun Records label?	Component 1: Task 1 - Styles Portfolio. (Compile a portfolio of evidence that demonstrates your understanding of four different styles of music). 1. Rock'n'Roll: Background/History, Artists, Songs, Instrumentation, Production etc. - Student Research.	Progress of development of Compositions and Performances. Written work showcasing knowledge and evidence of deliberate use of key concepts, ideas, information and theory in practical work.	Research of Rock'n'Roll: History, Key Features, Analysis of Songs, Analysis of Production. - To develop understanding of Rock'n'Roll and showcase it through coursework slides. Music Theory intervention activity: 'Step Up To' session.	12-bar blues, Areas of study, Accompaniment, Articulation, Audio recording, Backbeat, Blues scale, Blues note, BPM, Chord, Chorus, Dynamics, Texture, Timbre, Structure, Melody, Instrumentation, Tonality, Harmony.	Misunderstanding of the musical elements, the key features of the style of music, Instrumentation, Structure (and how it is linked to other styles), Production (how it was recorded, what equipment was available at the time and what was used).	Pearson BTEC Tech Award Level 1/2 in Music Practice Specification via Pearson Website. GCSE Level Music Theory: https://www.bbc.co.uk/bitesize/topics/zdxh34j	Progress in playing an instrument and furthering understanding of music theory - formal providers: ABRSM, Trinity College, RockSchool by RSL. Developing performance, composition and recording/production skills at home/school/centres such as The Albemarle Music Centre.			

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	5	What is the tempo/ texture/ dynamics/ structure/ instrumentation/ timbre/ harmony of the song you are analysing?	Component 1: Task 1 - Styles Portfolio. (Compile a portfolio of evidence that demonstrates your understanding of four different styles of music). 1. Rock'n'Roll: Background/History, Artists, Songs, Instrumentation, Production etc. - Student Research.	Progress of development of Compositions and Performances. Written work showcasing knowledge and evidence of deliberate use of key concepts, ideas, information and theory in practical work.	Research of Rock'n'Roll: History, Key Features, Analysis of Songs, Analysis of Production. - To develop understanding of Rock'n'Roll and showcase it through coursework slides. Music Theory intervention activity: 'Step Up To' session.	12-bar blues, Areas of study, Accompaniment, Articulation, Audio recording, Backbeat, Blues scale, Blues note, BPM, Chord, Chorus, Dynamics, Texture, Timbre, Structure, Melody, Instrumentation, Tonality, Harmony.	Misunderstanding of the musical elements, the key features of the style of music, Instrumentation, Structure (and how it is linked to other styles), Production (how it was recorded, what equipment was available at the time and what was used).	Pearson BTEC Tech Award Level 1/2 in Music Practice Specification via Pearson Website. GCSE Level Music Theory: https://www.bbc.co.uk/bitesize/topics/zdxh34j	Progress in playing an instrument and furthering understanding of music theory - formal providers: ABRSM, Trinity College, RockSchool by RSL. Developing performance, composition and recording/production skills at home/school/centres such as The Albemarle Music Centre.			
	6	What is the tempo/ texture/ dynamics/ structure/ instrumentation/ timbre/ harmony of the song you are analysing?	Component 1: Task 1 - Styles Portfolio. (Compile a portfolio of evidence that demonstrates your understanding of four different styles of music). 1. World Music and Fusion: Background/History, Artists, Songs, Instrumentation, Production etc. - Student Research.	Progress of development of Compositions and Performances. Written work showcasing knowledge and evidence of deliberate use of key concepts, ideas, information and theory in practical work.	Research of World Music and Fusion (Indian Classical Music & West African Music): History, Key Features, Analysis of Songs, Analysis of Production. - To develop understanding of World Music and Fusion and showcase it through coursework slides. Music Theory intervention activity: 'Step Up To' session.	Samba, Bhangra, African drumming, Gamelan, Areas of study, Accompaniment, Articulation, Audio recording, Tempo, Chord, Chorus, Dynamics, Texture, Timbre, Structure, Melody, Instrumentation, Tonality, Harmony.	Misunderstanding of the musical elements, the key features of the style of music, Instrumentation, Structure (and how it is linked to other styles), Production (how it was recorded, what equipment was available at the time and what was used).	Pearson BTEC Tech Award Level 1/2 in Music Practice Specification via Pearson Website. GCSE Level Music Theory: https://www.bbc.co.uk/bitesize/topics/zdxh34j	Progress in playing an instrument and furthering understanding of music theory - formal providers: ABRSM, Trinity College, RockSchool by RSL. Developing performance, composition and recording/production skills at home/school/centres such as The Albemarle Music Centre.			
	7	What is the tempo/ texture/ dynamics/ structure/ instrumentation/ timbre/ harmony of the song you are analysing?	Component 1: Task 1 - Styles Portfolio. (Compile a portfolio of evidence that demonstrates your understanding of four different styles of music). 1. World Music and Fusion: Background/History, Artists, Songs, Instrumentation, Production etc. - Student Research.	Progress of development of Compositions and Performances. Written work showcasing knowledge and evidence of deliberate use of key concepts, ideas, information and theory in practical work.	Research of World Music and Fusion (Indian Classical Music & West African Music): History, Key Features, Analysis of Songs, Analysis of Production. - To develop understanding of World Music and Fusion and showcase it through coursework slides. Music Theory intervention activity: 'Step Up To' session.	Samba, Bhangra, African drumming, Gamelan, Areas of study, Accompaniment, Articulation, Audio recording, Tempo, Chord, Chorus, Dynamics, Texture, Timbre, Structure, Melody, Instrumentation, Tonality, Harmony.	Misunderstanding of the musical elements, the key features of the style of music, Instrumentation, Structure (and how it is linked to other styles), Production (how it was recorded, what equipment was available at the time and what was used).	Pearson BTEC Tech Award Level 1/2 in Music Practice Specification via Pearson Website. GCSE Level Music Theory: https://www.bbc.co.uk/bitesize/topics/zdxh34j	Progress in playing an instrument and furthering understanding of music theory - formal providers: ABRSM, Trinity College, RockSchool by RSL. Developing performance, composition and recording/production skills at home/school/centres such as The Albemarle Music Centre.			
	8	What is the tempo/ texture/ dynamics/ structure/ instrumentation/ timbre/ harmony of the song you are analysing?	Component 1: Task 1 - Styles Portfolio. (Compile a portfolio of evidence that demonstrates your understanding of four different styles of music). 1. World Music and Fusion: Background/History, Artists, Songs, Instrumentation, Production etc. - Student Research.	Progress of development of Compositions and Performances. Written work showcasing knowledge and evidence of deliberate use of key concepts, ideas, information and theory in practical work.	Research of World Music and Fusion (Indian Classical Music & West African Music): History, Key Features, Analysis of Songs, Analysis of Production. - To develop understanding of World Music and Fusion and showcase it through coursework slides. Music Theory intervention activity: 'Step Up To' session.	Samba, Bhangra, African drumming, Gamelan, Areas of study, Accompaniment, Articulation, Audio recording, Tempo, Chord, Chorus, Dynamics, Texture, Timbre, Structure, Melody, Instrumentation, Tonality, Harmony.	Misunderstanding of the musical elements, the key features of the style of music, Instrumentation, Structure (and how it is linked to other styles), Production (how it was recorded, what equipment was available at the time and what was used).	Pearson BTEC Tech Award Level 1/2 in Music Practice Specification via Pearson Website. GCSE Level Music Theory: https://www.bbc.co.uk/bitesize/topics/zdxh34j	Progress in playing an instrument and furthering understanding of music theory - formal providers: ABRSM, Trinity College, RockSchool by RSL. Developing performance, composition and recording/production skills at home/school/centres such as The Albemarle Music Centre.			
	9	What is the tempo/ texture/ dynamics/ structure/ instrumentation/ timbre/ harmony of the song you are analysing?	Component 1: Task 1 - Styles Portfolio. (Compile a portfolio of evidence that demonstrates your understanding of four different styles of music). 1. World Music and Fusion: Background/History, Artists, Songs, Instrumentation, Production etc. - Student Research.	Progress of development of Compositions and Performances. Written work showcasing knowledge and evidence of deliberate use of key concepts, ideas, information and theory in practical work.	Research of World Music and Fusion (Indian Classical Music & West African Music): History, Key Features, Analysis of Songs, Analysis of Production. - To develop understanding of World Music and Fusion and showcase it through coursework slides. Music Theory intervention activity: 'Step Up To' session.	Samba, Bhangra, African drumming, Gamelan, Areas of study, Accompaniment, Articulation, Audio recording, Tempo, Chord, Chorus, Dynamics, Texture, Timbre, Structure, Melody, Instrumentation, Tonality, Harmony.	Misunderstanding of the musical elements, the key features of the style of music, Instrumentation, Structure (and how it is linked to other styles), Production (how it was recorded, what equipment was available at the time and what was used).	Pearson BTEC Tech Award Level 1/2 in Music Practice Specification via Pearson Website. GCSE Level Music Theory: https://www.bbc.co.uk/bitesize/topics/zdxh34j	Progress in playing an instrument and furthering understanding of music theory - formal providers: ABRSM, Trinity College, RockSchool by RSL. Developing performance, composition and recording/production skills at home/school/centres such as The Albemarle Music Centre.			
	10	What is the tempo/ texture/ dynamics/ structure/ instrumentation/ timbre/ harmony of the song you are analysing?	Component 1: Task 1 - Styles Portfolio. (Compile a portfolio of evidence that demonstrates your understanding of four different styles of music). 1. World Music and Fusion: Background/History, Artists, Songs, Instrumentation, Production etc. - Student Research.	Progress of development of Compositions and Performances. Written work showcasing knowledge and evidence of deliberate use of key concepts, ideas, information and theory in practical work.	Research of World Music and Fusion (Indian Classical Music & West African Music): History, Key Features, Analysis of Songs, Analysis of Production. - To develop understanding of World Music and Fusion and showcase it through coursework slides. Music Theory intervention activity: 'Step Up To' session.	Samba, Bhangra, African drumming, Gamelan, Areas of study, Accompaniment, Articulation, Audio recording, Tempo, Chord, Chorus, Dynamics, Texture, Timbre, Structure, Melody, Instrumentation, Tonality, Harmony.	Misunderstanding of the musical elements, the key features of the style of music, Instrumentation, Structure (and how it is linked to other styles), Production (how it was recorded, what equipment was available at the time and what was used).	Pearson BTEC Tech Award Level 1/2 in Music Practice Specification via Pearson Website. GCSE Level Music Theory: https://www.bbc.co.uk/bitesize/topics/zdxh34j	Progress in playing an instrument and furthering understanding of music theory - formal providers: ABRSM, Trinity College, RockSchool by RSL. Developing performance, composition and recording/production skills at home/school/centres such as The Albemarle Music Centre.			

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	11	What is the tempo/ texture/ dynamics/ structure/ instrumentation/ timbre/ harmony of the song you are analysing?	Component 1: Task 1 - Styles Portfolio. (Compile a portfolio of evidence that demonstrates your understanding of four different styles of music). 1. 90s to present: Pop Punk - Background/History, Artists, Songs, Instrumentation, Production etc. - Student Research.	Progress of development of Compositions and Performances. Written work showcasing knowledge and evidence of deliberate use of key concepts, ideas, information and theory in practical work.	Research of 90s to present (Pop Punk): History, Key Features, Analysis of Songs, Analysis of Production. - To develop understanding of 90s to present (Pop Punk) and showcase it through coursework slides. Music Theory intervention activity: 'Step Up To' session.	Scales and modes, Rhythmic techniques, Melodic techniques, Production, Areas of study, Accompaniment, Articulation, Audio recording, Tempo, Chord, Chorus, Dynamics, Texture, Timbre, Structure, Melody, Instrumentation, Tonality, Harmony.	Misunderstanding of the musical elements, the key features of the style of music, Instrumentation, Structure (and how it is linked to other styles), Production (how it was recorded, what equipment was available at the time and what was used).	Pearson BTEC Tech Award Level 1/2 in Music Practice Specification via Pearson Website. GCSE Level Music Theory: https://www.bbc.co.uk/bitesize/topics/zdxh34j	Progress in playing an instrument and futhering understanding of music theory - formal providers: ABRSM, Trinity College, RockSchool by RSL. Developing performance, composition and recording/production skills at home/school/centres such as The Albemarle Music Centre.			
	12	What is the tempo/ texture/ dynamics/ structure/ instrumentation/ timbre/ harmony of the song you are analysing?	Component 1: Task 1 - Styles Portfolio. (Compile a portfolio of evidence that demonstrates your understanding of four different styles of music). 1. 90s to present: Pop Punk - Background/History, Artists, Songs, Instrumentation, Production etc. - Student Research.	Progress of development of Compositions and Performances. Written work showcasing knowledge and evidence of deliberate use of key concepts, ideas, information and theory in practical work.	Research of 90s to present (Pop Punk): History, Key Features, Analysis of Songs, Analysis of Production. - To develop understanding of 90s to present (Pop Punk) and showcase it through coursework slides. Music Theory intervention activity: 'Step Up To' session.	Scales and modes, Rhythmic techniques, Melodic techniques, Production, Areas of study, Accompaniment, Articulation, Audio recording, Tempo, Chord, Chorus, Dynamics, Texture, Timbre, Structure, Melody, Instrumentation, Tonality, Harmony.	Misunderstanding of the musical elements, the key features of the style of music, Instrumentation, Structure (and how it is linked to other styles), Production (how it was recorded, what equipment was available at the time and what was used).	Pearson BTEC Tech Award Level 1/2 in Music Practice Specification via Pearson Website. GCSE Level Music Theory: https://www.bbc.co.uk/bitesize/topics/zdxh34j	Progress in playing an instrument and futhering understanding of music theory - formal providers: ABRSM, Trinity College, RockSchool by RSL. Developing performance, composition and recording/production skills at home/school/centres such as The Albemarle Music Centre.			
	13	What is the tempo/ texture/ dynamics/ structure/ instrumentation/ timbre/ harmony of the song you are analysing?	Component 1: Task 1 - Styles Portfolio. (Compile a portfolio of evidence that demonstrates your understanding of four different styles of music). 1. 90s to present: Pop Punk - Background/History, Artists, Songs, Instrumentation, Production etc. - Student Research.	Progress of development of Compositions and Performances. Written work showcasing knowledge and evidence of deliberate use of key concepts, ideas, information and theory in practical work.	Research of 90s to present (Pop Punk): History, Key Features, Analysis of Songs, Analysis of Production. - To develop understanding of 90s to present (Pop Punk) and showcase it through coursework slides. Music Theory intervention activity: 'Step Up To' session.	Scales and modes, Rhythmic techniques, Melodic techniques, Production, Areas of study, Accompaniment, Articulation, Audio recording, Tempo, Chord, Chorus, Dynamics, Texture, Timbre, Structure, Melody, Instrumentation, Tonality, Harmony.	Misunderstanding of the musical elements, the key features of the style of music, Instrumentation, Structure (and how it is linked to other styles), Production (how it was recorded, what equipment was available at the time and what was used).	Pearson BTEC Tech Award Level 1/2 in Music Practice Specification via Pearson Website. GCSE Level Music Theory: https://www.bbc.co.uk/bitesize/topics/zdxh34j	Progress in playing an instrument and futhering understanding of music theory - formal providers: ABRSM, Trinity College, RockSchool by RSL. Developing performance, composition and recording/production skills at home/school/centres such as The Albemarle Music Centre.			
	14	What is the tempo/ texture/ dynamics/ structure/ instrumentation/ timbre/ harmony of the song you are analysing?	Component 1: Task 1 - Styles Portfolio. (Compile a portfolio of evidence that demonstrates your understanding of four different styles of music). 1. 90s to present: Pop Punk - Background/History, Artists, Songs, Instrumentation, Production etc. - Student Research.	Progress of development of Compositions and Performances. Written work showcasing knowledge and evidence of deliberate use of key concepts, ideas, information and theory in practical work.	Research of 90s to present (Pop Punk): History, Key Features, Analysis of Songs, Analysis of Production. - To develop understanding of 90s to present (Pop Punk) and showcase it through coursework slides. Music Theory intervention activity: 'Step Up To' session.	Scales and modes, Rhythmic techniques, Melodic techniques, Production, Areas of study, Accompaniment, Articulation, Audio recording, Tempo, Chord, Chorus, Dynamics, Texture, Timbre, Structure, Melody, Instrumentation, Tonality, Harmony.	Misunderstanding of the musical elements, the key features of the style of music, Instrumentation, Structure (and how it is linked to other styles), Production (how it was recorded, what equipment was available at the time and what was used).	Pearson BTEC Tech Award Level 1/2 in Music Practice Specification via Pearson Website. GCSE Level Music Theory: https://www.bbc.co.uk/bitesize/topics/zdxh34j	Progress in playing an instrument and futhering understanding of music theory - formal providers: ABRSM, Trinity College, RockSchool by RSL. Developing performance, composition and recording/production skills at home/school/centres such as The Albemarle Music Centre.			
	HALF-TERM WEEK											
	14	What is the tempo/ texture/ dynamics/ structure/ instrumentation/ timbre/ harmony of the song you are analysing?	Component 1: Task 1 - Styles Portfolio. (Compile a portfolio of evidence that demonstrates your understanding of four different styles of music). 1. 90s to present: Pop Punk - Background/History, Artists, Songs, Instrumentation, Production etc. - Student Research.	Progress of development of Compositions and Performances. Written work showcasing knowledge and evidence of deliberate use of key concepts, ideas, information and theory in practical work.	Research of 90s to present (Pop Punk): History, Key Features, Analysis of Songs, Analysis of Production. - To develop understanding of 90s to present (Pop Punk) and showcase it through coursework slides. Music Theory intervention activity: 'Step Up To' session.	Scales and modes, Rhythmic techniques, Melodic techniques, Production, Areas of study, Accompaniment, Articulation, Audio recording, Tempo, Chord, Chorus, Dynamics, Texture, Timbre, Structure, Melody, Instrumentation, Tonality, Harmony.	Misunderstanding of the musical elements, the key features of the style of music, Instrumentation, Structure (and how it is linked to other styles), Production (how it was recorded, what equipment was available at the time and what was used).	Pearson BTEC Tech Award Level 1/2 in Music Practice Specification via Pearson Website. GCSE Level Music Theory: https://www.bbc.co.uk/bitesize/topics/zdxh34j	Progress in playing an instrument and futhering understanding of music theory - formal providers: ABRSM, Trinity College, RockSchool by RSL. Developing performance, composition and recording/production skills at home/school/centres such as The Albemarle Music Centre.			
	15	What is the usual instrumentation of Delta Blues? What are Delta Blues lyrics usually about?	Component 1: Task 1 - Styles Portfolio. (Compile a portfolio of evidence that demonstrates your understanding of four different styles of music). 1. Delta Blues: Background/History, Artists, Songs, Instrumentation, Production etc. - Student Research.	Progress of development of Compositions and Performances. Written work showcasing knowledge and evidence of deliberate use of key concepts, ideas, information and theory in practical work.	Research of Jazz and Blues (Delta Blues): History, Key Features, Analysis of Songs, Analysis of Production. - To develop understanding of Jazz and Blues and showcase it through coursework slides. Music Theory intervention activity: 'Step Up To' session.	Scales and modes, Rhythmic techniques, Melodic techniques, Production, Areas of study, Accompaniment, Articulation, Audio recording, Tempo, Chord, Chorus, Dynamics, Texture, Timbre, Structure, Melody, Instrumentation, Tonality, Harmony.	Misunderstanding of the musical elements, the key features of the style of music, Instrumentation, Structure (and how it is linked to other styles), Production (how it was recorded, what equipment was available at the time and what was used).	Pearson BTEC Tech Award Level 1/2 in Music Practice Specification via Pearson Website. GCSE Level Music Theory: https://www.bbc.co.uk/bitesize/topics/zdxh34j	Progress in playing an instrument and futhering understanding of music theory - formal providers: ABRSM, Trinity College, RockSchool by RSL. Developing performance, composition and recording/production skills at home/school/centres such as The Albemarle Music Centre.			

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	16	What is the tempo/ texture/ dynamics/ structure/ instrumentation/ timbre/ harmony of the song you are analysing?	Component 1: Task 1 - Styles Portfolio. (Compile a portfolio of evidence that demonstrates your understanding of four different styles of music). 1. Delta Blues: Background/History, Artists, Songs, Instrumentation, Production etc. - Student Research.	Progress of development of Compositions and Performances. Written work showcasing knowledge and evidence of deliberate use of key concepts, ideas, information and theory in practical work.	Research of Jazz and Blues (What is Jazz?): History, Key Features, Analysis of Songs, Analysis of Production. - To develop understanding of Jazz and Blues and showcase it through coursework slides. Music Theory intervention activity: 'Step Up To' session.	Scales and modes, Rhythmic techniques, Melodic techniques, Production, Areas of study, Accompaniment, Articulation, Audio recording, Tempo, Chord, Chorus, Dynamics, Texture, Timbre, Structure, Melody, Instrumentation, Tonality, Harmony.	Misunderstanding of the musical elements, the key features of the style of music, Instrumentation, Structure (and how it is linked to other styles), Production (how it was recorded, what equipment was available at the time and what was used).	Pearson BTEC Tech Award Level 1/2 in Music Practice Specification via Pearson Website. GCSE Level Music Theory: https://www.bbc.co.uk/bitesize/topics/zdxh34j	Progress in playing an instrument and furthering understanding of music theory - formal providers: ABRSM, Trinity College, RockSchool by RSL. Developing performance, composition and recording/production skills at home/school/centres such as The Albemarle Music Centre.			
	17	What is the tempo/ texture/ dynamics/ structure/ instrumentation/ timbre/ harmony of the song you are analysing?	Component 1: Task 1 - Styles Portfolio. (Compile a portfolio of evidence that demonstrates your understanding of four different styles of music). 1. Delta Blues: Background/History, Artists, Songs, Instrumentation, Production etc. - Student Research.	Progress of development of Compositions and Performances. Written work showcasing knowledge and evidence of deliberate use of key concepts, ideas, information and theory in practical work.	Research of Jazz and Blues (Delta Blues, Trad Jazz, Swing & Big Band): History, Key Features, Analysis of Songs, Analysis of Production. - To develop understanding of Jazz and Blues and showcase it through coursework slides. Music Theory intervention activity: 'Step Up To' session.	Scales and modes, Rhythmic techniques, Melodic techniques, Production, Areas of study, Accompaniment, Articulation, Audio recording, Tempo, Chord, Chorus, Dynamics, Texture, Timbre, Structure, Melody, Instrumentation, Tonality, Harmony.	Misunderstanding of the musical elements, the key features of the style of music, Instrumentation, Structure (and how it is linked to other styles), Production (how it was recorded, what equipment was available at the time and what was used).	Pearson BTEC Tech Award Level 1/2 in Music Practice Specification via Pearson Website. GCSE Level Music Theory: https://www.bbc.co.uk/bitesize/topics/zdxh34j	Progress in playing an instrument and furthering understanding of music theory - formal providers: ABRSM, Trinity College, RockSchool by RSL. Developing performance, composition and recording/production skills at home/school/centres such as The Albemarle Music Centre.			
	18	What is the tempo/ texture/ dynamics/ structure/ instrumentation/ timbre/ harmony of the song you are analysing?	Component 1: Task 1 - Styles Portfolio. (Compile a portfolio of evidence that demonstrates your understanding of four different styles of music). Finish of research slides	Progress of development of Compositions and Performances. Written work showcasing knowledge and evidence of deliberate use of key concepts, ideas, information and theory in practical work.	Research of Music Styles (that have been covered): History, Key Features, Analysis of Songs, Analysis of Production. - To further develop understanding of the styles that have been researched and showcase it through coursework slides. Music Theory intervention activity: 'Step Up To' session.	Scales and modes, Rhythmic techniques, Melodic techniques, Production, Areas of study, Accompaniment, Articulation, Audio recording, Tempo, Chord, Chorus, Dynamics, Texture, Timbre, Structure, Melody, Instrumentation, Tonality, Harmony.	Misunderstanding of the musical elements, the key features of the style of music, Instrumentation, Structure (and how it is linked to other styles), Production (how it was recorded, what equipment was available at the time and what was used).	Pearson BTEC Tech Award Level 1/2 in Music Practice Specification via Pearson Website. GCSE Level Music Theory: https://www.bbc.co.uk/bitesize/topics/zdxh34j	Progress in playing an instrument and furthering understanding of music theory - formal providers: ABRSM, Trinity College, RockSchool by RSL. Developing performance, composition and recording/production skills at home/school/centres such as The Albemarle Music Centre.			
	19	What is the tempo/ texture/ dynamics/ structure/ instrumentation/ timbre/ harmony of the song you are analysing?	Component 1: Task 1 - Styles Portfolio. (Compile a portfolio of evidence that demonstrates your understanding of four different styles of music). Finish of research slides	Progress of development of Compositions and Performances. Written work showcasing knowledge and evidence of deliberate use of key concepts, ideas, information and theory in practical work.	Research of Music Styles (that have been covered): History, Key Features, Analysis of Songs, Analysis of Production. - To further develop understanding of the styles that have been researched and showcase it through coursework slides. Music Theory intervention activity: 'Step Up To' session.	Scales and modes, Rhythmic techniques, Melodic techniques, Production, Areas of study, Accompaniment, Articulation, Audio recording, Tempo, Chord, Chorus, Dynamics, Texture, Timbre, Structure, Melody, Instrumentation, Tonality, Harmony.	Misunderstanding of the musical elements, the key features of the style of music, Instrumentation, Structure (and how it is linked to other styles), Production (how it was recorded, what equipment was available at the time and what was used).	Pearson BTEC Tech Award Level 1/2 in Music Practice Specification via Pearson Website. GCSE Level Music Theory: https://www.bbc.co.uk/bitesize/topics/zdxh34j	Progress in playing an instrument and furthering understanding of music theory - formal providers: ABRSM, Trinity College, RockSchool by RSL. Developing performance, composition and recording/production skills at home/school/centres such as The Albemarle Music Centre.			
	20	What is the tempo/ texture/ dynamics/ structure/ instrumentation/ timbre/ harmony of the song you are analysing?	Component 1: Task 1 - Styles Portfolio. (Compile a portfolio of evidence that demonstrates your understanding of four different styles of music). Finish of research slides	Progress of development of Compositions and Performances. Written work showcasing knowledge and evidence of deliberate use of key concepts, ideas, information and theory in practical work.	Research of Music Styles (that have been covered): History, Key Features, Analysis of Songs, Analysis of Production. - To further develop understanding of the styles that have been researched and showcase it through coursework slides. Music Theory intervention activity: 'Step Up To' session.	Scales and modes, Rhythmic techniques, Melodic techniques, Production, Areas of study, Accompaniment, Articulation, Audio recording, Tempo, Chord, Chorus, Dynamics, Texture, Timbre, Structure, Melody, Instrumentation, Tonality, Harmony.	Misunderstanding of the musical elements, the key features of the style of music, Instrumentation, Structure (and how it is linked to other styles), Production (how it was recorded, what equipment was available at the time and what was used).	Pearson BTEC Tech Award Level 1/2 in Music Practice Specification via Pearson Website. GCSE Level Music Theory: https://www.bbc.co.uk/bitesize/topics/zdxh34j	Progress in playing an instrument and furthering understanding of music theory - formal providers: ABRSM, Trinity College, RockSchool by RSL. Developing performance, composition and recording/production skills at home/school/centres such as The Albemarle Music Centre.			

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	21	How to you set up an audio interface or a MIDI keyboard/controle? How do you set up an Digital Auido Workstation software to, record, edit and manipulate sound? What is the tempo/ texture/ dynamics/ structure/ instrumentation/ timbre/ harmony of the song you are creating/mixing?	Component 1: Task 2 - Explore techniques used to create music products. (Compile a portfolio of short musical extracts to demonstrate your exploration of musical techniques).	Create three 30–60-second examples of ideas for music products using a range of realisation techniques. Your music products should be related to the theme of 'colour'. Required evidence: Your portfolio of evidence must include: • at least three 30–60-second examples of music products. • a supporting commentary, in the most appropriate format, such as video, audio, written commentary or a combination of these.	The examples: • a live performance (video) = • music for film/media/computer games • a DAW project (remix/arrangement). For each example you should provide supporting commentary, covering: • how music realisation techniques have been used in the creation of the examples • how music theory and appreciation skills inform creative choices within the realisation process • how the theme of 'Colour' is referenced in your examples.	Scales and modes, Rhythmic techniques, Melodic techniques, Production, Areas of study, Accompaniment, Articulation, Audio recording, Tempo, Chord, Chorus, Dynamics, Texture, Timbre, Structure, Melody, Instrumentation, Tonality, Harmony.	Misunderstading of the musical elements, the key features of the style of music, Instrumentation, Structure (and how it is linked to other styles), Production (how it was recorded, what equipment was available at the time and what was used).	Pearson BTEC Tech Award Level 1/2 in Music Practice Specification via Pearson Website. GCSE Level Music Theory: https://www.bbc.co.uk/bitesize/topics/zdxh34j	Progress in playing an instrument and futhering understanding of music theory - formal providers: ABRSM, Trinity College, RockSchool by RSL. Developing performance, composition and recording/production skills at home/school/centres such as The Albemarle Music Centre.			
	22	How to you set up an audio interface or a MIDI keyboard/controle? How do you set up an Digital Auido Workstation software to, record, edit and manipulate sound? What is the tempo/ texture/ dynamics/ structure/ instrumentation/ timbre/ harmony of the song you are creating/mixing?	Component 1: Task 2 - Explore techniques used to create music products. (Compile a portfolio of short musical extracts to demonstrate your exploration of musical techniques).	Create three 30–60-second examples of ideas for music products using a range of realisation techniques. Your music products should be related to the theme of 'colour'. Required evidence: Your portfolio of evidence must include: • at least three 30–60-second examples of music products. • a supporting commentary, in the most appropriate format, such as video, audio, written commentary or a combination of these.	The examples: • a live performance (video) = • music for film/media/computer games • a DAW project (remix/arrangement). For each example you should provide supporting commentary, covering: • how music realisation techniques have been used in the creation of the examples • how music theory and appreciation skills inform creative choices within the realisation process • how the theme of 'Colour' is referenced in your examples.	Scales and modes, Rhythmic techniques, Melodic techniques, Production, Areas of study, Accompaniment, Articulation, Audio recording, Tempo, Chord, Chorus, Dynamics, Texture, Timbre, Structure, Melody, Instrumentation, Tonality, Harmony.	Misunderstading of the musical elements, the key features of the style of music, Instrumentation, Structure (and how it is linked to other styles), Production (how it was recorded, what equipment was available at the time and what was used).	Pearson BTEC Tech Award Level 1/2 in Music Practice Specification via Pearson Website. GCSE Level Music Theory: https://www.bbc.co.uk/bitesize/topics/zdxh34j	Progress in playing an instrument and futhering understanding of music theory - formal providers: ABRSM, Trinity College, RockSchool by RSL. Developing performance, composition and recording/production skills at home/school/centres such as The Albemarle Music Centre.			
	23	How to you set up an audio interface or a MIDI keyboard/controle? How do you set up an Digital Auido Workstation software to, record, edit and manipulate sound? What is the tempo/ texture/ dynamics/ structure/ instrumentation/ timbre/ harmony of the song you are creating/mixing?	Component 1: Task 2 - Explore techniques used to create music products. (Compile a portfolio of short musical extracts to demonstrate your exploration of musical techniques).	Create three 30–60-second examples of ideas for music products using a range of realisation techniques. Your music products should be related to the theme of 'colour'. Required evidence: Your portfolio of evidence must include: • at least three 30–60-second examples of music products. • a supporting commentary, in the most appropriate format, such as video, audio, written commentary or a combination of these.	The examples: • a live performance (video) = • music for film/media/computer games • a DAW project (remix/arrangement). For each example you should provide supporting commentary, covering: • how music realisation techniques have been used in the creation of the examples • how music theory and appreciation skills inform creative choices within the realisation process • how the theme of 'Colour' is referenced in your examples.	Scales and modes, Rhythmic techniques, Melodic techniques, Production, Areas of study, Accompaniment, Articulation, Audio recording, Tempo, Chord, Chorus, Dynamics, Texture, Timbre, Structure, Melody, Instrumentation, Tonality, Harmony.	Misunderstading of the musical elements, the key features of the style of music, Instrumentation, Structure (and how it is linked to other styles), Production (how it was recorded, what equipment was available at the time and what was used).	Pearson BTEC Tech Award Level 1/2 in Music Practice Specification via Pearson Website. GCSE Level Music Theory: https://www.bbc.co.uk/bitesize/topics/zdxh34j	Progress in playing an instrument and futhering understanding of music theory - formal providers: ABRSM, Trinity College, RockSchool by RSL. Developing performance, composition and recording/production skills at home/school/centres such as The Albemarle Music Centre.			
	24	How to you set up an audio interface or a MIDI keyboard/controle? How do you set up an Digital Auido Workstation software to, record, edit and manipulate sound? What is the tempo/ texture/ dynamics/ structure/ instrumentation/ timbre/ harmony of the song you are creating/mixing?	Component 1: Task 2 - Explore techniques used to create music products. (Compile a portfolio of short musical extracts to demonstrate your exploration of musical techniques).	Create three 30–60-second examples of ideas for music products using a range of realisation techniques. Your music products should be related to the theme of 'colour'. Required evidence: Your portfolio of evidence must include: • at least three 30–60-second examples of music products. • a supporting commentary, in the most appropriate format, such as video, audio, written commentary or a combination of these.	The examples: • a live performance (video) = • music for film/media/computer games • a DAW project (remix/arrangement). For each example you should provide supporting commentary, covering: • how music realisation techniques have been used in the creation of the examples • how music theory and appreciation skills inform creative choices within the realisation process • how the theme of 'Colour' is referenced in your examples.	Scales and modes, Rhythmic techniques, Melodic techniques, Production, Areas of study, Accompaniment, Articulation, Audio recording, Tempo, Chord, Chorus, Dynamics, Texture, Timbre, Structure, Melody, Instrumentation, Tonality, Harmony.	Misunderstading of the musical elements, the key features of the style of music, Instrumentation, Structure (and how it is linked to other styles), Production (how it was recorded, what equipment was available at the time and what was used).	Pearson BTEC Tech Award Level 1/2 in Music Practice Specification via Pearson Website. GCSE Level Music Theory: https://www.bbc.co.uk/bitesize/topics/zdxh34j	Progress in playing an instrument and futhering understanding of music theory - formal providers: ABRSM, Trinity College, RockSchool by RSL. Developing performance, composition and recording/production skills at home/school/centres such as The Albemarle Music Centre.			

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	25	How to you set up an audio interface or a MIDI keyboard/controle? How do you set up an Digital Auido Workstation software to, record, edit and manipulate sound? What is the tempo/ texture/ dynamics/ structure/ instrumentation/ timbre/ harmony of the song you are creating/mixing?	Component 1: Task 2 - Explore techniques used to create music products. (Compile a portfolio of short musical extracts to demonstrate your exploration of musical techniques).	Create three 30–60-second examples of ideas for music products using a range of realisation techniques. Your music products should be related to the theme of 'colour'. Required evidence: Your portfolio of evidence must include: • at least three 30–60-second examples of music products. • a supporting commentary, in the most appropriate format, such as video, audio, written commentary or a combination of these.	The examples: • a live performance (video) = • music for film/media/computer games • a DAW project (remix/arrangement). For each example you should provide supporting commentary, covering: • how music realisation techniques have been used in the creation of the examples • how music theory and appreciation skills inform creative choices within the realisation process • how the theme of 'Colour' is referenced in your examples.	Scales and modes, Rhythmic techniques, Melodic techniques, Production, Areas of study, Accompaniment, Articulation, Audio recording, Tempo, Chord, Chorus, Dynamics, Texture, Timbre, Structure, Melody, Instrumentation, Tonality, Harmony.	Misunderstading of the musical elements, the key features of the style of music, Instrumentation, Structure (and how it is linked to other styles), Production (how it was recorded, what equipment was available at the time and what was used).	Pearson BTEC Tech Award Level 1/2 in Music Practice Specification via Pearson Website. GCSE Level Music Theory: https://www.bbc.co.uk/bitesize/topics/zdxh34j	Progress in playing an instrument and futhering understanding of music theory - formal providers: ABRSM, Trinity College, RockSchool by RSL. Developing performance, composition and recording/production skills at home/school/centres such as The Albemarle Music Centre.			
	26	How to you set up an audio interface or a MIDI keyboard/controle? How do you set up an Digital Auido Workstation software to, record, edit and manipulate sound? What is the tempo/ texture/ dynamics/ structure/ instrumentation/ timbre/ harmony of the song you are creating/mixing?	Component 1: Task 2 - Explore techniques used to create music products. (Compile a portfolio of short musical extracts to demonstrate your exploration of musical techniques).	Create three 30–60-second examples of ideas for music products using a range of realisation techniques. Your music products should be related to the theme of 'colour'. Required evidence: Your portfolio of evidence must include: • at least three 30–60-second examples of music products. • a supporting commentary, in the most appropriate format, such as video, audio, written commentary or a combination of these.	The examples: • a live performance (video) = • music for film/media/computer games • a DAW project (remix/arrangement). For each example you should provide supporting commentary, covering: • how music realisation techniques have been used in the creation of the examples • how music theory and appreciation skills inform creative choices within the realisation process • how the theme of 'Colour' is referenced in your examples.	Scales and modes, Rhythmic techniques, Melodic techniques, Production, Areas of study, Accompaniment, Articulation, Audio recording, Tempo, Chord, Chorus, Dynamics, Texture, Timbre, Structure, Melody, Instrumentation, Tonality, Harmony.	Misunderstading of the musical elements, the key features of the style of music, Instrumentation, Structure (and how it is linked to other styles), Production (how it was recorded, what equipment was available at the time and what was used).	Pearson BTEC Tech Award Level 1/2 in Music Practice Specification via Pearson Website. GCSE Level Music Theory: https://www.bbc.co.uk/bitesize/topics/zdxh34j	Progress in playing an instrument and futhering understanding of music theory - formal providers: ABRSM, Trinity College, RockSchool by RSL. Developing performance, composition and recording/production skills at home/school/centres such as The Albemarle Music Centre.			
	27	How to you set up an audio interface or a MIDI keyboard/controle? How do you set up an Digital Auido Workstation software to, record, edit and manipulate sound? What is the tempo/ texture/ dynamics/ structure/ instrumentation/ timbre/ harmony of the song you are creating/mixing?	Component 1: Task 2 - Explore techniques used to create music products. (Compile a portfolio of short musical extracts to demonstrate your exploration of musical techniques).	Create three 30–60-second examples of ideas for music products using a range of realisation techniques. Your music products should be related to the theme of 'colour'. Required evidence: Your portfolio of evidence must include: • at least three 30–60-second examples of music products. • a supporting commentary, in the most appropriate format, such as video, audio, written commentary or a combination of these.	The examples: • a live performance (video) = • music for film/media/computer games • a DAW project (remix/arrangement). For each example you should provide supporting commentary, covering: • how music realisation techniques have been used in the creation of the examples • how music theory and appreciation skills inform creative choices within the realisation process • how the theme of 'Colour' is referenced in your examples.	Scales and modes, Rhythmic techniques, Melodic techniques, Production, Areas of study, Accompaniment, Articulation, Audio recording, Tempo, Chord, Chorus, Dynamics, Texture, Timbre, Structure, Melody, Instrumentation, Tonality, Harmony.	Misunderstading of the musical elements, the key features of the style of music, Instrumentation, Structure (and how it is linked to other styles), Production (how it was recorded, what equipment was available at the time and what was used).	Pearson BTEC Tech Award Level 1/2 in Music Practice Specification via Pearson Website. GCSE Level Music Theory: https://www.bbc.co.uk/bitesize/topics/zdxh34j	Progress in playing an instrument and futhering understanding of music theory - formal providers: ABRSM, Trinity College, RockSchool by RSL. Developing performance, composition and recording/production skills at home/school/centres such as The Albemarle Music Centre.			
	28	How to you set up an audio interface or a MIDI keyboard/controle? How do you set up an Digital Auido Workstation software to, record, edit and manipulate sound? What is the tempo/ texture/ dynamics/ structure/ instrumentation/ timbre/ harmony of the song you are creating/mixing?	Component 1: Task 2 - Explore techniques used to create music products. (Compile a portfolio of short musical extracts to demonstrate your exploration of musical techniques).	Create three 30–60-second examples of ideas for music products using a range of realisation techniques. Your music products should be related to the theme of 'colour'. Required evidence: Your portfolio of evidence must include: • at least three 30–60-second examples of music products. • a supporting commentary, in the most appropriate format, such as video, audio, written commentary or a combination of these.	The examples: • a live performance (video) = • music for film/media/computer games • a DAW project (remix/arrangement). For each example you should provide supporting commentary, covering: • how music realisation techniques have been used in the creation of the examples • how music theory and appreciation skills inform creative choices within the realisation process • how the theme of 'Colour' is referenced in your examples.	Scales and modes, Rhythmic techniques, Melodic techniques, Production, Areas of study, Accompaniment, Articulation, Audio recording, Tempo, Chord, Chorus, Dynamics, Texture, Timbre, Structure, Melody, Instrumentation, Tonality, Harmony.	Misunderstading of the musical elements, the key features of the style of music, Instrumentation, Structure (and how it is linked to other styles), Production (how it was recorded, what equipment was available at the time and what was used).	Pearson BTEC Tech Award Level 1/2 in Music Practice Specification via Pearson Website. GCSE Level Music Theory: https://www.bbc.co.uk/bitesize/topics/zdxh34j	Progress in playing an instrument and futhering understanding of music theory - formal providers: ABRSM, Trinity College, RockSchool by RSL. Developing performance, composition and recording/production skills at home/school/centres such as The Albemarle Music Centre.			
EASTER HOLIDAYS												

Week/c	Lesson	Suggested Enquiry Questions	Substantive Knowledge (WHAT we know)	Disciplinary Knowledge / Concepts (HOW we know it)	Apply – suggested activities	Disciplinary Literacy	Potential Misconceptions	Suggested Reading	Extending the Curriculum			
		YEAR 10	TERM 3									
	Lesson	Suggested Enquiry Questions	Substantive Knowledge (WHAT we know)	Disciplinary Knowledge / Concepts (HOW we know it)	Apply – suggested activities	Disciplinary Literacy	Potential Misconceptions	Suggested Reading	Extending the Curriculum			
	1		Component 1: Task 2 - Explore techniques used to create music products. (Compile a portfolio of short musical extracts to demonstrate your exploration of musical techniques).	Create three 30–60-second examples of ideas for music products using a range of realisation techniques. Your music products should be related to the theme of 'colour'. Required evidence: Your portfolio of evidence must include: • at least three 30–60-second examples of music products. • a supporting commentary, in the most appropriate format, such as video, audio, written commentary or a combination of these.	The examples: • a live performance (video) = • music for film/media/computer games • a DAW project (remix/arrangement). For each example you should provide supporting commentary, covering: • how music realisation techniques have been used in the creation of the examples • how music theory and appreciation skills inform creative choices within the realisation process • how the theme of 'Colour' is referenced in your examples.	Scales and modes, Rhythmic techniques, Melodic techniques, Production, Areas of study, Accompaniment, Articulation, Audio recording, Tempo, Chord, Chorus, Dynamics, Texture, Timbre, Structure, Melody, Instrumentation, Tonality, Harmony.	Misunderstanding of the musical elements, the key features of the style of music, Instrumentation, Structure (and how it is linked to other styles), Production (how it was recorded, what equipment was available at the time and what was used).	Pearson BTEC Tech Award Level 1/2 in Music Practice Specification via Pearson Website. GCSE Level Music Theory: https://www.bbc.co.uk/bitesize/topics/zdxh34j	Progress in playing an instrument and furthering understanding of music theory - formal providers: ABRSM, Trinity College, RockSchool by RSL. Developing performance, composition and recording/production skills at home/school/centres such as The Albemarle Music Centre.			
	2		Component 1: Task 2 - Explore techniques used to create music products. (Compile a portfolio of short musical extracts to demonstrate your exploration of musical techniques).	Create three 30–60-second examples of ideas for music products using a range of realisation techniques. Your music products should be related to the theme of 'colour'. Required evidence: Your portfolio of evidence must include: • at least three 30–60-second examples of music products. • a supporting commentary, in the most appropriate format, such as video, audio, written commentary or a combination of these.	The examples: • a live performance (video) = • music for film/media/computer games • a DAW project (remix/arrangement). For each example you should provide supporting commentary, covering: • how music realisation techniques have been used in the creation of the examples • how music theory and appreciation skills inform creative choices within the realisation process • how the theme of 'Colour' is referenced in your examples.	Scales and modes, Rhythmic techniques, Melodic techniques, Production, Areas of study, Accompaniment, Articulation, Audio recording, Tempo, Chord, Chorus, Dynamics, Texture, Timbre, Structure, Melody, Instrumentation, Tonality, Harmony.	Misunderstanding of the musical elements, the key features of the style of music, Instrumentation, Structure (and how it is linked to other styles), Production (how it was recorded, what equipment was available at the time and what was used).	Pearson BTEC Tech Award Level 1/2 in Music Practice Specification via Pearson Website. GCSE Level Music Theory: https://www.bbc.co.uk/bitesize/topics/zdxh34j	Progress in playing an instrument and furthering understanding of music theory - formal providers: ABRSM, Trinity College, RockSchool by RSL. Developing performance, composition and recording/production skills at home/school/centres such as The Albemarle Music Centre.			
	3		Component 1: Task 2 - Explore techniques used to create music products. (Compile a portfolio of short musical extracts to demonstrate your exploration of musical techniques).	Create three 30–60-second examples of ideas for music products using a range of realisation techniques. Your music products should be related to the theme of 'colour'. Required evidence: Your portfolio of evidence must include: • at least three 30–60-second examples of music products. • a supporting commentary, in the most appropriate format, such as video, audio, written commentary or a combination of these.	The examples: • a live performance (video) = • music for film/media/computer games • a DAW project (remix/arrangement). For each example you should provide supporting commentary, covering: • how music realisation techniques have been used in the creation of the examples • how music theory and appreciation skills inform creative choices within the realisation process • how the theme of 'Colour' is referenced in your examples.	Scales and modes, Rhythmic techniques, Melodic techniques, Production, Areas of study, Accompaniment, Articulation, Audio recording, Tempo, Chord, Chorus, Dynamics, Texture, Timbre, Structure, Melody, Instrumentation, Tonality, Harmony.	Misunderstanding of the musical elements, the key features of the style of music, Instrumentation, Structure (and how it is linked to other styles), Production (how it was recorded, what equipment was available at the time and what was used).	Pearson BTEC Tech Award Level 1/2 in Music Practice Specification via Pearson Website. GCSE Level Music Theory: https://www.bbc.co.uk/bitesize/topics/zdxh34j	Progress in playing an instrument and furthering understanding of music theory - formal providers: ABRSM, Trinity College, RockSchool by RSL. Developing performance, composition and recording/production skills at home/school/centres such as The Albemarle Music Centre.			

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	4		Component 1: Task 2 - Explore techniques used to create music products. (Compile a portfolio of short musical extracts to demonstrate your exploration of musical techniques).	Create three 30–60-second examples of ideas for music products using a range of realisation techniques. Your music products should be related to the theme of 'colour'. Required evidence: Your portfolio of evidence must include: • at least three 30–60-second examples of music products. • a supporting commentary, in the most appropriate format, such as video, audio, written commentary or a combination of these.	The examples: • a live performance (video) = • music for film/media/computer games • a DAW project (remix/arrangement). For each example you should provide supporting commentary, covering: • how music realisation techniques have been used in the creation of the examples • how music theory and appreciation skills inform creative choices within the realisation process • how the theme of 'Colour' is referenced in your examples.	Scales and modes, Rhythmic techniques, Melodic techniques, Production, Areas of study, Accompaniment, Articulation, Audio recording, Tempo, Chord, Chorus, Dynamics, Texture, Timbre, Structure, Melody, Instrumentation, Tonality, Harmony.	Misunderstanding of the musical elements, the key features of the style of music, Instrumentation, Structure (and how it is linked to other styles), Production (how it was recorded, what equipment was available at the time and what was used).	Pearson BTEC Tech Award Level 1/2 in Music Practice Specification via Pearson Website. GCSE Level Music Theory: https://www.bbc.co.uk/bitesize/topics/zdxh34j	Progress in playing an instrument and futhering understanding of music theory - formal providers: ABRSM, Trinity College, RockSchool by RSL. Developing performance, composition and recording/production skills at home/school/centres such as The Albemarle Music Centre.			
	5		Component 1: Task 2 - Explore techniques used to create music products. (Compile a portfolio of short musical extracts to demonstrate your exploration of musical techniques).	Create three 30–60-second examples of ideas for music products using a range of realisation techniques. Your music products should be related to the theme of 'colour'. Required evidence: Your portfolio of evidence must include: • at least three 30–60-second examples of music products. • a supporting commentary, in the most appropriate format, such as video, audio, written commentary or a combination of these.	The examples: • a live performance (video) = • music for film/media/computer games • a DAW project (remix/arrangement). For each example you should provide supporting commentary, covering: • how music realisation techniques have been used in the creation of the examples • how music theory and appreciation skills inform creative choices within the realisation process • how the theme of 'Colour' is referenced in your examples.	Scales and modes, Rhythmic techniques, Melodic techniques, Production, Areas of study, Accompaniment, Articulation, Audio recording, Tempo, Chord, Chorus, Dynamics, Texture, Timbre, Structure, Melody, Instrumentation, Tonality, Harmony.	Misunderstanding of the musical elements, the key features of the style of music, Instrumentation, Structure (and how it is linked to other styles), Production (how it was recorded, what equipment was available at the time and what was used).	Pearson BTEC Tech Award Level 1/2 in Music Practice Specification via Pearson Website. GCSE Level Music Theory: https://www.bbc.co.uk/bitesize/topics/zdxh34j	Progress in playing an instrument and futhering understanding of music theory - formal providers: ABRSM, Trinity College, RockSchool by RSL. Developing performance, composition and recording/production skills at home/school/centres such as The Albemarle Music Centre.			
	6		Component 1: Task 1 and 2 - Styles Portfolio. - Explore techniques used to create music products. (Compile a portfolio of short musical extracts to demonstrate your exploration of musical techniques).	Ensure all work is completed and handed-in (amendments)		Scales and modes, Rhythmic techniques, Melodic techniques, Production, Areas of study, Accompaniment, Articulation, Audio recording, Tempo, Chord, Chorus, Dynamics, Texture, Timbre, Structure, Melody, Instrumentation, Tonality, Harmony.	Misunderstanding of the musical elements, the key features of the style of music, Instrumentation, Structure (and how it is linked to other styles), Production (how it was recorded, what equipment was available at the time and what was used).	Pearson BTEC Tech Award Level 1/2 in Music Practice Specification via Pearson Website. GCSE Level Music Theory: https://www.bbc.co.uk/bitesize/topics/zdxh34j	Progress in playing an instrument and futhering understanding of music theory - formal providers: ABRSM, Trinity College, RockSchool by RSL. Developing performance, composition and recording/production skills at home/school/centres such as			
	7		Component 1: Task 1 and 2 - Styles Portfolio. - Explore techniques used to create music products. (Compile a portfolio of short musical extracts to demonstrate your exploration of musical techniques).	Ensure all work is completed and handed-in (amendments)		Scales and modes, Rhythmic techniques, Melodic techniques, Production, Areas of study, Accompaniment, Articulation, Audio recording, Tempo, Chord, Chorus, Dynamics, Texture, Timbre, Structure, Melody, Instrumentation, Tonality, Harmony.	Misunderstanding of the musical elements, the key features of the style of music, Instrumentation, Structure (and how it is linked to other styles), Production (how it was recorded, what equipment was available at the time and what was used).	Pearson BTEC Tech Award Level 1/2 in Music Practice Specification via Pearson Website. GCSE Level Music Theory: https://www.bbc.co.uk/bitesize/topics/zdxh34j	Progress in playing an instrument and futhering understanding of music theory - formal providers: ABRSM, Trinity College, RockSchool by RSL. Developing performance, composition and recording/production skills at			
	8		Component 1: Task 1 and 2 - Styles Portfolio. - Explore techniques used to create music products. (Compile a portfolio of short musical extracts to demonstrate your exploration of musical techniques).	Ensure all work is completed and handed-in (amendments)		Scales and modes, Rhythmic techniques, Melodic techniques, Production, Areas of study, Accompaniment, Articulation, Audio recording, Tempo, Chord, Chorus, Dynamics, Texture, Timbre, Structure, Melody, Instrumentation, Tonality, Harmony.	Misunderstanding of the musical elements, the key features of the style of music, Instrumentation, Structure (and how it is linked to other styles), Production (how it was recorded, what equipment was available at the time and what was used).	Pearson BTEC Tech Award Level 1/2 in Music Practice Specification via Pearson Website. GCSE Level Music Theory: https://www.bbc.co.uk/bitesize/topics/zdxh34j	Progress in playing an instrument and futhering understanding of music theory - formal providers: ABRSM, Trinity College, RockSchool by RSL. Developing performance, composition and recording/production skills at home/school/centres such as			

Week/c	Lesson	Suggested Enquiry Questions	Substantive Knowledge (WHAT we know)	Disciplinary Knowledge / Concepts (HOW we know it)	Apply – suggested activities	Disciplinary Literacy	Potential Misconceptions	Suggested Reading	Extending the Curriculum			
	9		Component 1: Task 1 and 2 - Styles Portfolio. - Explore techniques used to create music products. (Compile a portfolio of short musical extracts to demonstrate your exploration of musical techniques).	Ensure all work is completed and handed-in (amendments)		Scales and modes, Rhythmic techniques, Melodic techniques, Production, Areas of study, Accompaniment, Articulation, Audio recording, Tempo, Chord, Chorus, Dynamics, Texture, Timbre, Structure, Melody, Instrumentation, Tonality, Harmony.	Misunderstanding of the musical elements, the key features of the style of music, Instrumentation, Structure (and how it is linked to other styles), Production (how it was recorded, what equipment was available at the time and what was used).	Pearson BTEC Tech Award Level 1/2 in Music Practice Specification via Pearson Website. GCSE Level Music Theory: https://www.bbc.co.uk/bitesize/topics/zdxh34j	Progress in playing an instrument and furthering understanding of music theory - formal providers: ABRSM, Trinity College, RockSchool by RSL. Developing performance, composition and recording/production skills at home/school/centres such as			
	10		Component 1: Task 1 and 2 - Styles Portfolio. - Explore techniques used to create music products. (Compile a portfolio of short musical extracts to demonstrate your exploration of musical techniques).	Ensure all work is completed and handed-in (amendments)		Scales and modes, Rhythmic techniques, Melodic techniques, Production, Areas of study, Accompaniment, Articulation, Audio recording, Tempo, Chord, Chorus, Dynamics, Texture, Timbre, Structure, Melody, Instrumentation, Tonality, Harmony.	Misunderstanding of the musical elements, the key features of the style of music, Instrumentation, Structure (and how it is linked to other styles), Production (how it was recorded, what equipment was available at the time and what was used).	Pearson BTEC Tech Award Level 1/2 in Music Practice Specification via Pearson Website. GCSE Level Music Theory: https://www.bbc.co.uk/bitesize/topics/zdxh34j	Progress in playing an instrument and furthering understanding of music theory - formal providers: ABRSM, Trinity College, RockSchool by RSL. Developing performance, composition and recording/production skills at			
	11		Component 1: Task 1 and 2 - Styles Portfolio. - Explore techniques used to create music products. (Compile a portfolio of short musical extracts to demonstrate your exploration of musical techniques).	Ensure all work is completed and handed-in (amendments)		Scales and modes, Rhythmic techniques, Melodic techniques, Production, Areas of study, Accompaniment, Articulation, Audio recording, Tempo, Chord, Chorus, Dynamics, Texture, Timbre, Structure, Melody, Instrumentation, Tonality, Harmony.	Misunderstanding of the musical elements, the key features of the style of music, Instrumentation, Structure (and how it is linked to other styles), Production (how it was recorded, what equipment was available at the time and what was used).	Pearson BTEC Tech Award Level 1/2 in Music Practice Specification via Pearson Website. GCSE Level Music Theory: https://www.bbc.co.uk/bitesize/topics/zdxh34j	Progress in playing an instrument and furthering understanding of music theory - formal providers: ABRSM, Trinity College, RockSchool by RSL. Developing performance, composition and recording/production skills at home/school/centres such as			
	12		Component 1: Task 1 and 2 - Styles Portfolio. - Explore techniques used to create music products. (Compile a portfolio of short musical extracts to demonstrate your exploration of musical techniques).	Ensure all work is completed and handed-in (amendments)		Scales and modes, Rhythmic techniques, Melodic techniques, Production, Areas of study, Accompaniment, Articulation, Audio recording, Tempo, Chord, Chorus, Dynamics, Texture, Timbre, Structure, Melody, Instrumentation, Tonality, Harmony.	Misunderstanding of the musical elements, the key features of the style of music, Instrumentation, Structure (and how it is linked to other styles), Production (how it was recorded, what equipment was available at the time and what was used).	Pearson BTEC Tech Award Level 1/2 in Music Practice Specification via Pearson Website. GCSE Level Music Theory: https://www.bbc.co.uk/bitesize/topics/zdxh34j	Progress in playing an instrument and furthering understanding of music theory - formal providers: ABRSM, Trinity College, RockSchool by RSL. Developing performance, composition and recording/production skills at home/school/centres such as			
	13		Component 1: Task 1 and 2 - Styles Portfolio. - Explore techniques used to create music products. (Compile a portfolio of short musical extracts to demonstrate your exploration of musical techniques).	Ensure all work is completed and handed-in (amendments)		Scales and modes, Rhythmic techniques, Melodic techniques, Production, Areas of study, Accompaniment, Articulation, Audio recording, Tempo, Chord, Chorus, Dynamics, Texture, Timbre, Structure, Melody, Instrumentation, Tonality,	Misunderstanding of the musical elements, the key features of the style of music, Instrumentation, Structure (and how it is linked to other styles), Production (how it was recorded, what equipment was available at the time and what was used).	Pearson BTEC Tech Award Level 1/2 in Music Practice Specification via Pearson Website. GCSE Level Music Theory: https://www.bbc.co.uk/bitesize/topics/zdxh34j	Progress in playing an instrument and furthering understanding of music theory - formal providers: ABRSM, Trinity College, RockSchool by RSL. Developing performance, composition and recording/production skills at			
	14		Component 1: Task 1 and 2 - Styles Portfolio. - Explore techniques used to create music products. (Compile a portfolio of short musical extracts to demonstrate your exploration of musical techniques).	Ensure all work is completed and handed-in (amendments)		Scales and modes, Rhythmic techniques, Melodic techniques, Production, Areas of study, Accompaniment, Articulation, Audio recording, Tempo, Chord, Chorus, Dynamics, Texture, Timbre, Structure, Melody, Instrumentation, Tonality,	Misunderstanding of the musical elements, the key features of the style of music, Instrumentation, Structure (and how it is linked to other styles), Production (how it was recorded, what equipment was available at the time and what was used).	Pearson BTEC Tech Award Level 1/2 in Music Practice Specification via Pearson Website. GCSE Level Music Theory: https://www.bbc.co.uk/bitesize/topics/zdxh34j	Progress in playing an instrument and furthering understanding of music theory - formal providers: ABRSM, Trinity College, RockSchool by RSL. Developing performance, composition and recording/production skills at			
	15		Component 1: Task 1 and 2 - Styles Portfolio. - Explore techniques used to create music products. (Compile a portfolio of short musical extracts to demonstrate your exploration of musical techniques).	Ensure all work is completed and handed-in (amendments)		Scales and modes, Rhythmic techniques, Melodic techniques, Production, Areas of study, Accompaniment, Articulation, Audio recording, Tempo, Chord, Chorus, Dynamics, Texture, Timbre, Structure, Melody, Instrumentation, Tonality,	Misunderstanding of the musical elements, the key features of the style of music, Instrumentation, Structure (and how it is linked to other styles), Production (how it was recorded, what equipment was available at the time and what was used).	Pearson BTEC Tech Award Level 1/2 in Music Practice Specification via Pearson Website. GCSE Level Music Theory: https://www.bbc.co.uk/bitesize/topics/zdxh34j	Progress in playing an instrument and furthering understanding of music theory - formal providers: ABRSM, Trinity College, RockSchool by RSL. Developing performance, composition and recording/production skills at			

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	16		Prep for Component 2 and 3			Scales and modes, Rhythmic techniques, Melodic techniques, Production, Areas of study, Accompaniment, Articulation, Audio recording, Tempo, Chord, Chorus, Dynamics, Texture, Timbre, Structure, Melody, Instrumentation, Tonality,	Misunderstanding of the musical elements, the key features of the style of music, Instrumentation, Structure (and how it is linked to other styles), Production (how it was recorded, what equipment was available at the time and what was used).	Pearson BTEC Tech Award Level 1/2 in Music Practice Specification via Pearson Website. GCSE Level Music Theory: https://www.bbc.co.uk/bitesize/topics/zdxh34j	Progress in playing an instrument and furthering understanding of music theory - formal providers: ABRSM, Trinity College, RockSchool by RSL. Developing performance, composition and recording/production skills at			
	17		Prep for Component 2 and 3			Scales and modes, Rhythmic techniques, Melodic techniques, Production, Areas of study, Accompaniment, Articulation, Audio recording, Tempo, Chord, Chorus, Dynamics, Texture, Timbre, Structure, Melody, Instrumentation, Tonality,	Misunderstanding of the musical elements, the key features of the style of music, Instrumentation, Structure (and how it is linked to other styles), Production (how it was recorded, what equipment was available at the time and what was used).	Pearson BTEC Tech Award Level 1/2 in Music Practice Specification via Pearson Website. GCSE Level Music Theory: https://www.bbc.co.uk/bitesize/topics/zdxh34j	Progress in playing an instrument and furthering understanding of music theory - formal providers: ABRSM, Trinity College, RockSchool by RSL. Developing performance, composition and recording/production skills at			
	18		Prep for Component 2 and 3			Scales and modes, Rhythmic techniques, Melodic techniques, Production, Areas of study, Accompaniment, Articulation, Audio recording, Tempo, Chord, Chorus, Dynamics, Texture, Timbre, Structure, Melody, Instrumentation, Tonality,	Misunderstanding of the musical elements, the key features of the style of music, Instrumentation, Structure (and how it is linked to other styles), Production (how it was recorded, what equipment was available at the time and what was used).	Pearson BTEC Tech Award Level 1/2 in Music Practice Specification via Pearson Website. GCSE Level Music Theory: https://www.bbc.co.uk/bitesize/topics/zdxh34j	Progress in playing an instrument and furthering understanding of music theory - formal providers: ABRSM, Trinity College, RockSchool by RSL. Developing performance, composition and recording/production skills at			
HALF-TERM WEEK												
	19		Prep for Component 2 and 3			Scales and modes, Rhythmic techniques, Melodic techniques, Production, Areas of study, Accompaniment, Articulation, Audio recording, Tempo, Chord, Chorus, Dynamics, Texture, Timbre, Structure, Melody, Instrumentation, Tonality, Harmony.	Misunderstanding of the musical elements, the key features of the style of music, Instrumentation, Structure (and how it is linked to other styles), Production (how it was recorded, what equipment was available at the time and what was used).	Pearson BTEC Tech Award Level 1/2 in Music Practice Specification via Pearson Website. GCSE Level Music Theory: https://www.bbc.co.uk/bitesize/topics/zdxh34j	Progress in playing an instrument and furthering understanding of music theory - formal providers: ABRSM, Trinity College, RockSchool by RSL. Developing performance, composition and recording/production skills at home/school/centres such as			
	20		Prep for Component 2 and 3			Scales and modes, Rhythmic techniques, Melodic techniques, Production, Areas of study, Accompaniment, Articulation, Audio recording, Tempo, Chord, Chorus, Dynamics, Texture, Timbre, Structure, Melody, Instrumentation, Tonality, Harmony.	Misunderstanding of the musical elements, the key features of the style of music, Instrumentation, Structure (and how it is linked to other styles), Production (how it was recorded, what equipment was available at the time and what was used).	Pearson BTEC Tech Award Level 1/2 in Music Practice Specification via Pearson Website. GCSE Level Music Theory: https://www.bbc.co.uk/bitesize/topics/zdxh34j	Progress in playing an instrument and furthering understanding of music theory - formal providers: ABRSM, Trinity College, RockSchool by RSL. Developing performance, composition and recording/production skills at home/school/centres such as			
	21		Prep for Component 2 and 3			Scales and modes, Rhythmic techniques, Melodic techniques, Production, Areas of study, Accompaniment, Articulation, Audio recording, Tempo, Chord, Chorus, Dynamics, Texture, Timbre, Structure, Melody, Instrumentation, Tonality, Harmony.	Misunderstanding of the musical elements, the key features of the style of music, Instrumentation, Structure (and how it is linked to other styles), Production (how it was recorded, what equipment was available at the time and what was used).	Pearson BTEC Tech Award Level 1/2 in Music Practice Specification via Pearson Website. GCSE Level Music Theory: https://www.bbc.co.uk/bitesize/topics/zdxh34j	Progress in playing an instrument and furthering understanding of music theory - formal providers: ABRSM, Trinity College, RockSchool by RSL. Developing performance, composition and recording/production skills at home/school/centres such as			
	22		Prep for Component 2 and 3			Scales and modes, Rhythmic techniques, Melodic techniques, Production, Areas of study, Accompaniment, Articulation, Audio recording, Tempo, Chord, Chorus, Dynamics, Texture, Timbre, Structure, Melody, Instrumentation, Tonality, Harmony.	Misunderstanding of the musical elements, the key features of the style of music, Instrumentation, Structure (and how it is linked to other styles), Production (how it was recorded, what equipment was available at the time and what was used).	Pearson BTEC Tech Award Level 1/2 in Music Practice Specification via Pearson Website. GCSE Level Music Theory: https://www.bbc.co.uk/bitesize/topics/zdxh34j	Progress in playing an instrument and furthering understanding of music theory - formal providers: ABRSM, Trinity College, RockSchool by RSL. Developing performance, composition and recording/production skills at home/school/centres such as			

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	23		Prep for Component 2 and 3			Scales and modes, Rhythmic techniques, Melodic techniques, Production, Areas of study, Accompaniment, Articulation, Audio recording, Tempo, Chord, Chorus, Dynamics, Texture, Timbre, Structure, Melody, Instrumentation, Tonality, Harmony.	Misunderstanding of the musical elements, the key features of the style of music, Instrumentation, Structure (and how it is linked to other styles), Production (how it was recorded, what equipment was available at the time and what was used).	Pearson BTEC Tech Award Level 1/2 in Music Practice Specification via Pearson Website. GCSE Level Music Theory: https://www.bbc.co.uk/bitesize/topics/zdxh34j	Progress in playing an instrument and furthering understanding of music theory - formal providers: ABRSM, Trinity College, RockSchool by RSL. Developing performance, composition and recording/production skills at home/school/centres such as			
	24		Prep for Component 2 and 3			Scales and modes, Rhythmic techniques, Melodic techniques, Production, Areas of study, Accompaniment, Articulation, Audio recording, Tempo, Chord, Chorus, Dynamics, Texture, Timbre, Structure, Melody, Instrumentation, Tonality,	Misunderstanding of the musical elements, the key features of the style of music, Instrumentation, Structure (and how it is linked to other styles), Production (how it was recorded, what equipment was available at the time and what was used).	Pearson BTEC Tech Award Level 1/2 in Music Practice Specification via Pearson Website. GCSE Level Music Theory: https://www.bbc.co.uk/bitesize/topics/zdxh34j	Progress in playing an instrument and furthering understanding of music theory - formal providers: ABRSM, Trinity College, RockSchool by RSL. Developing performance, composition and recording/production skills at			
	25		Prep for Component 2 and 3			Scales and modes, Rhythmic techniques, Melodic techniques, Production, Areas of study, Accompaniment, Articulation, Audio recording, Tempo, Chord, Chorus, Dynamics, Texture, Timbre, Structure, Melody, Instrumentation, Tonality,	Misunderstanding of the musical elements, the key features of the style of music, Instrumentation, Structure (and how it is linked to other styles), Production (how it was recorded, what equipment was available at the time and what was used).	Pearson BTEC Tech Award Level 1/2 in Music Practice Specification via Pearson Website. GCSE Level Music Theory: https://www.bbc.co.uk/bitesize/topics/zdxh34j	Progress in playing an instrument and furthering understanding of music theory - formal providers: ABRSM, Trinity College, RockSchool by RSL. Developing performance, composition and recording/production skills at			
	26	What are the professional skills that are needed in the music industry?	Introduction to Professional skill in the music industry	Progress of development of Compositions and Performances. Written work showcasing knowledge and evidence of deliberate use of key concepts, ideas, information and theory in practical work.	C2 Learners are given access to their teaching and learning portfolios. List examples of times when they exhibited the professional skills listed in the spec and when and how they could have improved.	A&R engineer Session musician Composer Producer sound technician Music publishing DAW Compressor Mastering Live MIDI	Not understanding that the key musician skills that has been used since the start of Year 10 are also the same as/similar to professional skills that are used in the music industry - not showcasing how such skills have developed.	www.bbc.co.uk/education/topics/zxsv9j6 http://blog sonicbids.com/the-top-10-digital-platforms-to-upload-share-and-promote-your-music-learningmusic.ableton.com	Composition and performances/recordings skills - solo/ensemble Recording, mixing and bouncing own tracks/performances.			
	27	What health and safety issues musicians may face?	The health and safety issues for a musician.	Progress of development of Compositions and Performances. Written work showcasing knowledge and evidence of deliberate use of key concepts, ideas, information and theory in practical work.	C2 Learners will identify/describe/explain the health and safety issues for a musician.	A&R engineer Session musician Composer Producer sound technician Music publishing DAW Compressor Mastering Live MIDI	Not understanding that the key musician skills that has been used since the start of Year 10 are also the same as/similar to professional skills that are used in the music industry - not showcasing how such skills have developed.	www.bbc.co.uk/education/topics/zxsv9j6 http://blog sonicbids.com/the-top-10-digital-platforms-to-upload-share-and-promote-your-music-learningmusic.ableton.com	Composition and performances/recordings skills - solo/ensemble Recording, mixing and bouncing own tracks/performances. Creating own music page to release music (soundcloud,bandcamp, youtube,etc.).			
	28	How do artists plan and communicate with others in the music industry?	How artists plan and communicate	Progress of development of Compositions and Performances. Written work showcasing knowledge and evidence of deliberate use of key concepts, ideas, information and theory in practical work.	C2 Learners will need to explore digital ways of presenting work which could include presentation software and social media platforms.	A&R engineer Session musician Composer Producer sound technician Music publishing DAW Compressor Mastering Live MIDI	That views and plays of music only happen due to adverts that are on YouTube etc.	www.bbc.co.uk/education/topics/zxsv9j6 http://blog sonicbids.com/the-top-10-digital-platforms-to-upload-share-and-promote-your-music-learningmusic.ableton.com	Composition and performances/recordings skills - solo/ensemble Recording, mixing and bouncing own tracks/performances. Creating own music page to release music (soundcloud,bandcamp, youtube,etc.).			
	29	What is the function of a pre-set on a synthesizer? Why is velocity and articulation used to create expression in sequencing?	Music Production skills Development 1 Audio and Midi entry	Progress of development of Compositions and Performances. Written work showcasing knowledge and evidence of deliberate use of key concepts, ideas, information and theory in practical work.	C2 Learners will need to explore the basic settings and pre-sets on a synthesizer. Explore velocity and articulation in MIDI information to create expression in sequencing.	A&R engineer Session musician Composer Producer sound technician Music publishing DAW Compressor Mastering Live MIDI	That all keyboards can have the parameters changed. Editing parameters is only done on DAW/software.	www.bbc.co.uk/education/topics/zxsv9j6 http://blog sonicbids.com/the-top-10-digital-platforms-to-upload-share-and-promote-your-music-learningmusic.ableton.com	Composition and performances/recordings skills - solo/ensemble. Recording, mixing and bouncing own tracks/performances. Creating own music page to release music (soundcloud,bandcamp, youtube,etc.).			

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