Week/c	Lassan	Cuggested Enguine Out -+1	Cubetontine Vacualeda-	Disciplinary Knowledge /	Amply auggested esticities -	Dissiplinary Literary	Potential Misconceptions	Cugantad Danding	Extending the Curriculum	1	
vveek/C	Lesson	Suggested Enquiry Questions	(WHAT we know)	Concepts (HOW we know it)	Apply – suggested activities	Disciplinary Literacy	Potential ivilsconceptions	Suggested Reading	extending the Curriculum		
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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?	Instroduction 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 Perfomances. 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 Perfomances. 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.	OMPONENT 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 Perfomances. 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 Philips 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 Perfomances. 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 Philips, 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 Perfomances. 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 Perfomances. 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.		
	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 Perfomances. 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).	
	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 Perfomances. 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.	drumming, Gamelan, Areas of study, Accompaniment, Articulation, Audio recording, Tempo, Chord, Chorus, Dynamics, Texture, Timbre,	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.		
	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 Perfomances. 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 consework slides. Music Theory intervention activity: 'Step Up To' session.	drumming, Gamelan, Areas of study, Accompaniment, Articulation, Audio recording, Tempo, Chord, Chorus, Dynamics, Texture, Timbre,	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.		
	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 Perfomances. 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.	drumming, Gamelan, Areas of study, Accompaniment, Articulation, Audio recording, Tempo, Chord, Chorus, Dynamics, Texture, Timbre,	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).	
	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 Perfomances. 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 Fongs, Analysis of World Music and Fusion and Showcase it through coursework slides. Music Theory intervention activity: 'Step Up To' session.	drumming, Gamelan, Areas of study, Accompaniment, Articulation, Audio recording, Tempo, Chord, Chorus, Dynamics, Texture, Timbre,	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	Disciplinary Knowledge /	Apply – suggested activities	Disciplinary Literacy	Potential Misconceptions	Suggested Reading	Extending the Curriculum		
	12	What is the usual instrumentation of Delta Blues? What are Delta Blues lyrics usually about?	IWHAT we know) 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.	Concepts (HOW we know it) Progress of development of Compositions and Perfomances. 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.	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).	
	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 Perfomances. 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.	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.		
	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 Perfomances. 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.	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.		
	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 Perfomances. 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 Sildes. 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.	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).	
	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 Perfomances. 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.	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.		
	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 Perfomances. 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 Sildes. 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.	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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	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 Perfomances. 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.	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.	
	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 Perfomances. 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.		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.	
	1	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 Perfomances. 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.	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	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 Perfomances. 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.	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	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 Perfomances. 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.	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	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 Perfomances. 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.	techniques, Melodic	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	Disciplinary Knowledge /	Apply – suggested activities	Disciplinary Literacy	Potential Misconceptions	Suggested Reading	Extending the Curriculum		
Week/C	Lesson	Suggested Enquiry Questions	(WHAT we know)	Concepts (HOW we know it)	Apply - suggested activities	Discipilial y Literacy	rotential iviisconceptions	Suggested Reading	Exterioring the Conficulation		
	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 Perfomances. 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 Aulido 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 Perfomances. 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 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.	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 Perfomances. 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.		
	28	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 Perfomances. 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.		
	29	instrumentation/ timbre/ harmony of the song you are creating/mixing?	. ,	Progress of development of Compositions and Perfomances. 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 Perfomances. 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		Disciplinary Knowledge /	Apply – suggested activities	Disciplinary Literacy	Potential Misconceptions	Suggested Reading	Extending the Curriculum		
	31	How to you set up an audio interface or a MIDI keyboard/controlle? How do you set up an 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?	(WHAT we know) 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).	Concepts (HOW we know it) Progress of development of Compositions and Perfomances. 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.)	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/controlle? How do you set up an Digital Aulido 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 Perfomances. 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 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.	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 Milo 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/miking?	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 Perfomances. 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 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.	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/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 Perfomances. 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 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.	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/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 Perfomances. 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 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.	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/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 Perfomances. 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/controlle? How do you set up an 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 Perfomances. 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 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.	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.		
School Closes:	19th December	CHRISTMAS HOLIDAYS									
Cahaal Onana	7th January 202										
School Opens:	7th January 202	YEAR 10	TERM 2								
	Lesson	Suggested Enquiry Questions		Disciplinary Knowledge /	Apply – suggested activities	Disciplinary Literacy	Potential Misconceptions	Suggested Reading	Extending the Curriculum		
	1	What is Rock'n'Roll? Who are	(WHAT we know) Component 1: Task 1 - Styles	Progress of development of	To develop understanding of	12-bar blues, Areas of study,	Misunderstading of the	Pearson BTEC Tech Award	Progress in playing an		
	1	the most famous Rock'Roll musicians?	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.	Compositions and Perfomances. Written work showcasing knowledge and evidence of deliberate use of key concepts, ideas, information and theory in practical work.	Rock'n'Roll and showcase it through coursework slides. Music Theory intervention activity: 'Step Up To' session. Music analysis: Revise the Bo Diddley Beac (rhythmic device) and its use in other songs.	Accompaniment, Articulation, Audio recording, Backbeat, Blues soale, Blues note, BPM, Chord, Chorus, Dynamics, Texture, Timbre, Structure, Melody, Instrumentation, Tonality, Harmony.	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).	Level 1/2 in Music Practice Specification via Pearson Website. GCSE Level Music Theory: https://www.bbc.co. uk/bitesize/topics/zdxh34j	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. 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.		
	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 Perfomances. 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 Philips, 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.		
	4	Why was Sam Philips 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 Perfomances. 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.		

Week/c	Lesson	Suggested Enquiry Questions	Substantive Knowledge	Disciplinary Knowledge /	Apply – suggested activities	Disciplinary Literacy	Potential Misconceptions	Suggested Reading	Extending the Curriculum		
	-	What is the tempo/ texture/	(WHAT we know)	Concepts (HOW we know it)	Research of Rock'n'Roll:	12-bar blues, Areas of study,	Misundosstading of the	Dearron DTEC Took Award	Drograss in playing an		
	5	what is the tempoy 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 Perfomances. Written work showcasing knowledge and evidence of deliberate use of key concepts, ideas, information and theory in practical work.	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.	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.		
	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 Perfomances. 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 Production To develop understanding of World Music and Fusion and showcase it through coursework slides. Music Theory intervention activity: 'Step Up To' session.	drumming, Gamelan, Areas of study, Accompaniment, Articulation, Audio recording, Tempo, Chord, Chorus, Dynamics, Texture, Timbre,	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.		
	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 Perfomances. 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.	drumming, Gamelan, Areas of study, Accompaniment, Articulation, Audio recording, Tempo, Chord, Chorus, Dynamics, Texture, Timbre,	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.		
	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 Perfomances. 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 Fongs, 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.	drumming, Gamelan, Areas of study, Accompaniment, Articulation, Audio recording, Tempo, Chord, Chorus, Dynamics, Texture, Timbre,	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.		
	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 Perfomances. 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 Fongs, 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.	drumming, Gamelan, Areas of study, Accompaniment, Articulation, Audio recording, Tempo, Chord, Chorus, Dynamics, Texture, Timbre,	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.		
	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 Perfomances. 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.	drumming, Gamelan, Areas of study, Accompaniment, Articulation, Audio recording, Tempo, Chord, Chorus, Dynamics, Texture, Timbre,	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		Disciplinary Knowledge /	Apply – suggested activities	Disciplinary Literacy	Potential Misconceptions	Suggested Reading	Extending the Curriculum	
	11	What is the temps / touture /	(WHAT we know)	Concepts (HOW we know it)	Bacanish of OOs to present	Coales and mades Bhuthmis	Missinderstading of the	Daarson DTEC Took Award	Drogress in playing an	
	11	What is the tempo/ texture/ dynamics/ structure/	Component 1: Task 1 - Styles Portfolio. (Compile a	Progress of development of Compositions and	Research of 90s to present (Pop Punk): History, Key	Scales and modes, Rhythmic techniques, Melodic	Misunderstading of the musical elements, the key	Pearson BTEC Tech Award Level 1/2 in Music Practice	Progress in playing an instrument and futhering	
		instrumentation/ timbre/	portfolio of evidence that	Perfomances. Written work	Features, Analysis of Songs,	techniques, Production, Areas	features of the style of music,	Specification via Pearson	understanding of music	
		harmony of the song you are	demonstrates your	showcasing knowledge and	Analysis of Production To	of study, Accompaniment,	Instrumentation, Structure	Website. GCSE Level Music	theory - formal providers:	
		analysing?	understanding of four	evidence of deliberate use of	develop understanding of 90s	Articulation, Audio recording,	(and how it is linked to other	Theory: https://www.bbc.co.	ABRSM, Trinity College,	
		anarysing.	different styles of music).	key concepts, ideas,	to present (Pop Punk) and	Tempo, Chord, Chorus,	styles), Production (how it	uk/bitesize/topics/zdxh34j	RockSchool by RSL.	
			1. 90s to present: Pop Punk -	information and theory in	showcase it through	Dynamics, Texture, Timbre,	was recorded, what	, , , , , , , , , , , , , , , , , , , ,	Developing performance,	
			Background/History, Artists,	practical work.	coursework slides.	Structure, Melody,	equipment was available at		composition and	
			Songs, Instrumentation,	,	Music Theory intervention	Instrumentation, Tonality,	the time and what was used).		recording/production skills at	
			Production etc Student		activity: 'Step Up To' session.	Harmony.	,		home/school/centres such as	
			Research.						The Albemarle Music Centre.	
	12	What is the tempo/ texture/	Component 1: Task 1 - Styles	Progress of development of	Research of 90s to present	Scales and modes, Rhythmic	Misunderstading of the	Pearson BTEC Tech Award	Progress in playing an	
		dynamics/ structure/	Portfolio. (Compile a	Compositions and	(Pop Punk): History, Key	techniques, Melodic	musical elements, the key	Level 1/2 in Music Practice	instrument and futhering	
		instrumentation/ timbre/	portfolio of evidence that	Perfomances. Written work	Features, Analysis of Songs,	techniques, Production, Areas	features of the style of music,	Specification via Pearson	understanding of music	
		harmony of the song you are	demonstrates your	showcasing knowledge and	Analysis of Production To	of study, Accompaniment,	Instrumentation, Structure	Website. GCSE Level Music	theory - formal providers:	
		analysing?	understanding of four	evidence of deliberate use of	develop understanding of 90s	Articulation, Audio recording,	(and how it is linked to other	Theory: https://www.bbc.co.	ABRSM, Trinity College,	
			different styles of music).	key concepts, ideas,	to present (Pop Punk) and	Tempo, Chord, Chorus,	styles), Production (how it	uk/bitesize/topics/zdxh34j	RockSchool by RSL.	
			1. 90s to present: Pop Punk -	information and theory in	showcase it through	Dynamics, Texture, Timbre,	was recorded, what		Developing performance,	
			Background/History, Artists,	practical work.	coursework slides.	Structure, Melody,	equipment was available at		composition and	
			Songs, Instrumentation,	I	Music Theory intervention	Instrumentation, Tonality,	the time and what was used).		recording/production skills at	
			Production etc Student		activity: 'Step Up To' session.	Harmony.			home/school/centres such as	
			Research.						The Albemarle Music Centre.	
	13	What is the tempo/ texture/	Component 1: Task 1 - Styles	Progress of development of	Research of 90s to present	Scales and modes, Rhythmic	Misunderstading of the	Pearson BTEC Tech Award	Progress in playing an	
		dynamics/ structure/	Portfolio. (Compile a	Compositions and	(Pop Punk): History, Key	techniques, Melodic	musical elements, the key	Level 1/2 in Music Practice	instrument and futhering	
		instrumentation/ timbre/	portfolio of evidence that	Perfomances. Written work	Features, Analysis of Songs,	techniques, Production, Areas	features of the style of music,	Specification via Pearson	understanding of music	
		harmony of the song you are	demonstrates your	showcasing knowledge and	Analysis of Production To	of study, Accompaniment,	Instrumentation, Structure	Website. GCSE Level Music	theory - formal providers:	
		analysing?	understanding of four	evidence of deliberate use of	develop understanding of 90s	Articulation, Audio recording,	(and how it is linked to other	Theory: https://www.bbc.co.	ABRSM, Trinity College,	
			different styles of music).	key concepts, ideas,	to present (Pop Punk) and	Tempo, Chord, Chorus,	styles), Production (how it	uk/bitesize/topics/zdxh34j	RockSchool by RSL.	
			1. 90s to present: Pop Punk -	information and theory in	showcase it through	Dynamics, Texture, Timbre,	was recorded, what		Developing performance,	
			Background/History, Artists,	practical work.	coursework slides.	Structure, Melody,	equipment was available at		composition and	
			Songs, Instrumentation,		Music Theory intervention	Instrumentation, Tonality,	the time and what was used).		recording/production skills at	
			Production etc Student		activity: 'Step Up To' session.	Harmony.			home/school/centres such as	
			Research.						The Albemarle Music Centre.	
	14	What is the tempo/ texture/	Component 1: Task 1 - Styles	Progress of development of	Research of 90s to present	Scales and modes, Rhythmic	Misunderstading of the	Pearson BTEC Tech Award	Progress in playing an	
		dynamics/ structure/	Portfolio. (Compile a	Compositions and	(Pop Punk): History, Key	techniques, Melodic	musical elements, the key	Level 1/2 in Music Practice	instrument and futhering	
		instrumentation/ timbre/	portfolio of evidence that	Perfomances. Written work	Features, Analysis of Songs,	techniques, Production, Areas	features of the style of music,	Specification via Pearson	understanding of music	
		harmony of the song you are	demonstrates your	showcasing knowledge and	Analysis of Production To	of study, Accompaniment,	Instrumentation, Structure	Website. GCSE Level Music	theory - formal providers:	
		analysing?	understanding of four	evidence of deliberate use of	develop understanding of 90s	Articulation, Audio recording, Tempo, Chord, Chorus,	(and how it is linked to other styles), Production (how it	Theory: https://www.bbc.co.	ABRSM, Trinity College,	
			different styles of music). 1. 90s to present: Pop Punk -	key concepts, ideas, information and theory in	to present (Pop Punk) and showcase it through	Dynamics, Texture, Timbre,	was recorded, what	uk/bitesize/topics/zdxh34j	RockSchool by RSL. Developing performance,	
			Background/History, Artists,	practical work.	coursework slides.	Structure, Melody.	equipment was available at		composition and	
			Songs, Instrumentation,	practical work.	Music Theory intervention	Instrumentation, Tonality,	the time and what was used).		recording/production skills at	
			Production etc Student		activity: 'Step Up To' session.	Harmony.	the time and what was asca).		home/school/centres such as	
			Research.		detivity: Step op 10 session:	Trainiony.			The Albemarle Music Centre.	
		HALF-TERM WEEK		l .						
		WEEK								
	14	What is the tempo/ texture/	Component 1: Task 1 - Styles	Progress of development of	Research of 90s to present	Scales and modes, Rhythmic	Misunderstading of the	Pearson BTEC Tech Award	Progress in playing an	
		dynamics/ structure/	Portfolio. (Compile a	Compositions and	(Pop Punk): History, Key	techniques, Melodic	musical elements, the key	Level 1/2 in Music Practice	instrument and futhering	
		instrumentation/ timbre/	portfolio of evidence that	Perfomances. Written work	Features, Analysis of Songs,	techniques, Production, Areas	features of the style of music,	Specification via Pearson	understanding of music	
		harmony of the song you are	demonstrates your	showcasing knowledge and	Analysis of Production To	of study, Accompaniment,	Instrumentation, Structure	Website. GCSE Level Music	theory - formal providers:	
		analysing?	understanding of four	evidence of deliberate use of	develop understanding of 90s	Articulation, Audio recording,	(and how it is linked to other	Theory: https://www.bbc.co.	ABRSM, Trinity College,	
			different styles of music).	key concepts, ideas,	to present (Pop Punk) and	Tempo, Chord, Chorus,	styles), Production (how it	uk/bitesize/topics/zdxh34j	RockSchool by RSL.	
			1. 90s to present: Pop Punk -	information and theory in	showcase it through	Dynamics, Texture, Timbre,	was recorded, what		Developing performance,	
			Background/History, Artists,	practical work.	coursework slides.	Structure, Melody,	equipment was available at		composition and	
			Songs, Instrumentation,		Music Theory intervention	Instrumentation, Tonality,	the time and what was used).		recording/production skills at	
			Production etc Student	I	activity: 'Step Up To' session.	Harmony.			home/school/centres such as	
			Research.						The Albemarle Music Centre.	
	15	What is the usual	Component 1: Task 1 - Styles	Progress of development of	Research of Jazz and Blues	Scales and modes, Rhythmic	Misunderstading of the	Pearson BTEC Tech Award	Progress in playing an	
		instrumentation of Delta	Portfolio. (Compile a	Compositions and	(Delta Blues): History, Key	techniques, Melodic	musical elements, the key	Level 1/2 in Music Practice	instrument and futhering	
		Blues? What are Delta Blues	portfolio of evidence that	Perfomances. Written work	Features, Analysis of Songs,	techniques, Production, Areas	features of the style of music,	Specification via Pearson	understanding of music	
		lyrics usually about?	demonstrates your	showcasing knowledge and	Analysis of Production To	of study, Accompaniment,	Instrumentation, Structure	Website. GCSE Level Music	theory - formal providers:	
			understanding of four	evidence of deliberate use of	develop understanding of Jazz		(and how it is linked to other	Theory: https://www.bbc.co.	ABRSM, Trinity College,	
			different styles of music).	key concepts, ideas,	and Blues and showcase it	Tempo, Chord, Chorus,	styles), Production (how it	uk/bitesize/topics/zdxh34j	RockSchool by RSL.	
			1. Delta Blues:	information and theory in	through coursework slides.	Dynamics, Texture, Timbre,	was recorded, what		Developing performance,	
			Background/History, Artists,	practical work.	Music Theory intervention	Structure, Melody,	equipment was available at		composition and	
			Songs, Instrumentation, Production etc Student		activity: 'Step Up To' session.	Instrumentation, Tonality,	the time and what was used).		recording/production skills at	
				i e	1	Harmony.	I		home/school/centres such as	
			Research.			' ' '			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	
	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 Perfomances. 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.	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.	
	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 Perfomances. 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, Świng & 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.	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.	
	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 Perfomances. 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.	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.	
	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 Perfomances. 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.	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.	
	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 Perfomances. 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.	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		Disciplinary Knowledge /	Apply – suggested activities	Disciplinary Literacy	Potential Misconceptions	Suggested Reading	Extending the Curriculum		
	21	How to you set up an audio	(WHAT we know) Component 1: Task 2 -	Concepts (HOW we know it) Create three 30–60-second	The examples: • a live	Scales and modes, Rhythmic	Misunderstading of the	Pearson BTEC Tech Award	Progress in playing an		
		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?	Explore techniques used to create music products. (Compile a portfolio of short musical extracts to demonstrate your exploration of musical techniques).	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.	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.	techniques, Melodic techniques, Production, Areas of study, Accompaniment, Articulation, Audio recording, Tempo, Chord, Chorus, Dynamics, Texture, Timbre, Structure, Melody, Instrumentation, Tonality, Harmony.	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).	Level 1/2 in Music Practice Specification via Pearson Website. GCSE Level Music Theory: https://www.bbc.co. uk/bitesize/topics/zdxh34j	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/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).	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/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).	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/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).	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 Albemarie 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? What is the tempo/ texture/ dynamics/ structure/ 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 frillm/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.		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/ 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.		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).	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.		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/controlle? How do you set up an Digital Auldo 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.		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	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		Disciplinary Knowledge /	Apply – suggested activities	Disciplinary Literacy	Potential Misconceptions	Suggested Reading	Extending the Curriculum		
			(WHAT we know)	Concepts (HOW we know it)							
		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 -	Create three 30–60-second	The examples: • a live	Scales and modes, Rhythmic	Misunderstading of the	Pearson BTEC Tech Award	Progress in playing an		
	1		Explore techniques used to	examples of ideas for music	performance (video) = • music		musical elements, the key	Level 1/2 in Music Practice	instrument and futhering		
			create music products.	products using a range of	for film/media/computer	techniques, Production, Areas	features of the style of music,	Specification via Pearson	understanding of music		
			(Compile a portfolio of short	realisation techniques. Your	games • a DAW project	of study, Accompaniment,	Instrumentation, Structure	Website. GCSE Level Music	theory - formal providers:		
			musical extracts to	music products should be	(remix/arrangement). For	Articulation, Audio recording,	(and how it is linked to other	Theory: https://www.bbc.co.	ABRSM, Trinity College,		
			demonstrate your	related to the theme of	each example you should	Tempo, Chord, Chorus,	styles), Production (how it	uk/bitesize/topics/zdxh34j	RockSchool by RSL.		
			exploration of musical	'colour'.	provide supporting	Dynamics, Texture, Timbre,	was recorded, what	uny breesizer, topics, zamis ij	Developing performance,		
			techniques).	Required evidence:	commentary, covering: • how	Structure, Melody,	equipment was available at		composition and		
			, ,	Your portfolio of evidence	music realisation techniques	Instrumentation, Tonality,	the time and what was used).		recording/production skills at		
				must include:	have been used in the	Harmony.			home/school/centres such as		
				at least three 30-60-second	creation of the examples •	· ·			The Albemarle Music Centre.		
				examples of music products.	how music theory and						
				 a supporting commentary, 	appreciation skills inform						
				in the most appropriate	creative choices within the						
				format, such as video, audio,	realisation process • how the						
				written commentary or a	theme of 'Colour' is						
				combination of these.	referenced in your examples.						
	2		Component 1: Task 2 -	Create three 30–60-second	The examples: • a live	Scales and modes, Rhythmic	Misunderstading of the	Pearson BTEC Tech Award	Progress in playing an		
			Explore techniques used to	examples of ideas for music	performance (video) = • music		musical elements, the key	Level 1/2 in Music Practice	instrument and futhering		
			create music products.	products using a range of	for film/media/computer	techniques, Production, Areas	features of the style of music,	Specification via Pearson	understanding of music		
			(Compile a portfolio of short musical extracts to	realisation techniques. Your	games • a DAW project	of study, Accompaniment,	Instrumentation, Structure	Website. GCSE Level Music	theory - formal providers:		
			demonstrate your	music products should be related to the theme of	(remix/arrangement). For each example you should	Articulation, Audio recording, Tempo, Chord, Chorus,	(and how it is linked to other styles), Production (how it	Theory: https://www.bbc.co. uk/bitesize/topics/zdxh34j	ABRSM, Trinity College, RockSchool by RSL.		
			exploration of musical	'colour'.	provide supporting	Dynamics, Texture, Timbre,	was recorded, what	uk/bitesize/topics/zuxi134j	Developing performance,		
			techniques).	Required evidence:	commentary, covering: • how	Structure, Melody,	equipment was available at		composition and		
			teemiques).	Your portfolio of evidence	music realisation techniques	Instrumentation, Tonality,	the time and what was used).		recording/production skills at		
				must include:	have been used in the	Harmony.			home/school/centres such as		
				at least three 30-60-second	creation of the examples •	· ·			The Albemarle Music Centre.		
				examples of music products.	how music theory and						
				 a supporting commentary, 	appreciation skills inform						
				in the most appropriate	creative choices within the						
				format, such as video, audio,	realisation process • how the						
				written commentary or a	theme of 'Colour' is						
				combination of these.	referenced in your examples.						
	-		Commonweal Av Tools 2	C	The commenter of the	Cooley and produce Division 1	Males and a set of the	Decree PTCC Tech Accord	Danasa in alexino an		
	3		Component 1: Task 2 -	Create three 30–60-second	The examples: • a live performance (video) = • music	Scales and modes, Rhythmic	Misunderstading of the	Pearson BTEC Tech Award Level 1/2 in Music Practice	Progress in playing an instrument and futhering		
			Explore techniques used to create music products.	examples of ideas for music products using a range of	for film/media/computer	techniques, Melodic techniques, Production, Areas	musical elements, the key features of the style of music,	Specification via Pearson	understanding of music		
			(Compile a portfolio of short	realisation techniques. Your	games • a DAW project	of study, Accompaniment,	Instrumentation, Structure	Website. GCSE Level Music	theory - formal providers:		
			musical extracts to	music products should be	(remix/arrangement). For	Articulation, Audio recording,	(and how it is linked to other	Theory: https://www.bbc.co.	ABRSM, Trinity College,		
	1		demonstrate your	related to the theme of	each example you should	Tempo, Chord, Chorus,	styles), Production (how it	uk/bitesize/topics/zdxh34j	RockSchool by RSL.		
			exploration of musical	'colour'.	provide supporting	Dynamics, Texture, Timbre,	was recorded, what	,	Developing performance,		
			techniques).	Required evidence:	commentary, covering: • how	Structure, Melody,	equipment was available at		composition and		
1			' '	Your portfolio of evidence	music realisation techniques	Instrumentation, Tonality,	the time and what was used).		recording/production skills at		
1				must include:	have been used in the	Harmony.			home/school/centres such as		
1				• at least three 30-60-second	creation of the examples •				The Albemarle Music Centre.		
1				examples of music products.	how music theory and						
				a supporting commentary,	appreciation skills inform						
	1			in the most appropriate	creative choices within the						
1				format, such as video, audio,	realisation process • how the						
				written commentary or a	theme of 'Colour' is						
1				combination of these.	referenced in your examples.						
		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		
	4		Component 1: Task 2 - Explore techniques used to	Create three 30–60-second examples of ideas for music	The examples: • a live performance (video) = • music	Scales and modes, Rhythmic techniques, Melodic	Misunderstading of the musical elements, the key	Pearson BTEC Tech Award Level 1/2 in Music Practice	Progress in playing an instrument and futhering		
			create music products.	products using a range of	for film/media/computer	techniques, Production, Areas	features of the style of music,	Specification via Pearson	understanding of music		
			(Compile a portfolio of short	realisation techniques. Your	games • a DAW project	of study, Accompaniment,	Instrumentation, Structure	Website. GCSE Level Music	theory - formal providers:		
			musical extracts to	music products should be	(remix/arrangement). For	Articulation, Audio recording,	(and how it is linked to other	Theory: https://www.bbc.co.	ABRSM, Trinity College,		
			demonstrate your	related to the theme of	each example you should	Tempo, Chord, Chorus,	styles), Production (how it	uk/bitesize/topics/zdxh34j	RockSchool by RSL.		
			exploration of musical	'colour'.	provide supporting	Dynamics, Texture, Timbre,	was recorded, what		Developing performance,		
			techniques).	Required evidence:	commentary, covering: • how	Structure, Melody,	equipment was available at		composition and		
				Your portfolio of evidence	music realisation techniques	Instrumentation, Tonality,	the time and what was used).		recording/production skills at		
				must include:	have been used in the	Harmony.			home/school/centres such as		
				at least three 30–60-second	creation of the examples •				The Albemarle Music Centre.		
				examples of music products.	how music theory and						
				a supporting commentary,	appreciation skills inform						
				in the most appropriate	creative choices within the						
				format, such as video, audio,	realisation process • how the theme of 'Colour' is						
				written commentary or a							
				combination of these.	referenced in your examples.						
	5		Component 1: Task 2 -	Create three 30–60-second	The examples: • a live	Scales and modes, Rhythmic	Misunderstading of the	Pearson BTEC Tech Award	Progress in playing an		
			Explore techniques used to	examples of ideas for music	performance (video) = • music	techniques, Melodic	musical elements, the key	Level 1/2 in Music Practice	instrument and futhering		
			create music products.	products using a range of	for film/media/computer	techniques, Production, Areas	features of the style of music,	Specification via Pearson	understanding of music		
	1		(Compile a portfolio of short	realisation techniques. Your	games • a DAW project	of study, Accompaniment,	Instrumentation, Structure	Website. GCSE Level Music	theory - formal providers:		
			musical extracts to	music products should be	(remix/arrangement). For	Articulation, Audio recording,	(and how it is linked to other	Theory: https://www.bbc.co.	ABRSM, Trinity College,		
			demonstrate your	related to the theme of	each example you should	Tempo, Chord, Chorus,	styles), Production (how it	uk/bitesize/topics/zdxh34j	RockSchool by RSL.		
			exploration of musical	'colour'.	provide supporting	Dynamics, Texture, Timbre,	was recorded, what		Developing performance,		
			techniques).	Required evidence:	commentary, covering: • how	Structure, Melody,	equipment was available at		composition and		
				Your portfolio of evidence	music realisation techniques	Instrumentation, Tonality, Harmony.	the time and what was used).		recording/production skills at		
				must include: • at least three 30–60-second	have been used in the creation of the examples •	Harmony.			home/school/centres such as The Albemarle Music Centre.		
				examples of music products.	how music theory and				The Albertane Wusic Centre.		
				a supporting commentary,	appreciation skills inform						
				in the most appropriate	creative choices within the						
				format, such as video, audio,	realisation process • how the						
				written commentary or a	theme of 'Colour' is						
				combination of these.	referenced in your examples.						
	6		Component 1: Task 1 and 2 -	Ensure all work is completed		Scales and modes, Rhythmic	Misunderstading of the	Pearson BTEC Tech Award	Progress in playing an		
			Styles Portfolio Explore	and handed-in (amendments)		techniques, Melodic	musical elements, the key	Level 1/2 in Music Practice	instrument and futhering		
			techniques used to create			techniques, Production, Areas	features of the style of music,	Specification via Pearson	understanding of music		
			music products. (Compile a			of study, Accompaniment,	Instrumentation, Structure	Website. GCSE Level Music	theory - formal providers:		
			portfolio of short musical			Articulation, Audio recording,	(and how it is linked to other	Theory: https://www.bbc.co.	ABRSM, Trinity College,		
			extracts to demonstrate your exploration of musical			Tempo, Chord, Chorus, Dynamics, Texture, Timbre,	styles), Production (how it was recorded, what	uk/bitesize/topics/zdxh34j	RockSchool by RSL. Developing performance,		
			techniques).			Structure, Melody,	equipment was available at		composition and		
			.ccquesj.			Instrumentation, Tonality,	the time and what was used).		recording/production skills at		
						Harmony.	l and and addy.		home/school/centres such as		
	7		Component 1: Task 1 and 2 -	Ensure all work is completed		Scales and modes, Rhythmic	Misunderstading of the	Pearson BTEC Tech Award	Progress in playing an		
			Styles Portfolio Explore	and handed-in (amendments)		techniques, Melodic	musical elements, the key	Level 1/2 in Music Practice	instrument and futhering		
	1		techniques used to create			techniques, Production, Areas	features of the style of music,	Specification via Pearson	understanding of music		
			music products. (Compile a			of study, Accompaniment,	Instrumentation, Structure	Website. GCSE Level Music	theory - formal providers:		
			portfolio of short musical extracts to demonstrate your			Articulation, Audio recording,	(and how it is linked to other styles), Production (how it	Theory: https://www.bbc.co. uk/bitesize/topics/zdxh34j	ABRSM, Trinity College, RockSchool by RSL.		
	1		extracts to demonstrate your exploration of musical			Tempo, Chord, Chorus, Dynamics, Texture, Timbre,	was recorded, what	ακη σιτεδιέες τοριτός έακτιδ4]	Developing performance,		
	1		techniques).			Structure, Melody,	equipment was available at		composition and		
			1/-			Instrumentation, Tonality,	the time and what was used).		recording/production skills at		
	8		Component 1: Task 1 and 2 -	Ensure all work is completed		Scales and modes, Rhythmic	Misunderstading of the	Pearson BTEC Tech Award	Progress in playing an		
			Styles Portfolio Explore	and handed-in (amendments)		techniques, Melodic	musical elements, the key	Level 1/2 in Music Practice Specification via Pearson	instrument and futhering understanding of music		
	1		techniques used to create music products. (Compile a			techniques, Production, Areas of study, Accompaniment,	features of the style of music, Instrumentation, Structure	Website. GCSE Level Music	theory - formal providers:		
			portfolio of short musical			Articulation, Audio recording,	(and how it is linked to other	Theory: https://www.bbc.co.	ABRSM, Trinity College,		
			extracts to demonstrate your			Tempo, Chord, Chorus,	styles), Production (how it	uk/bitesize/topics/zdxh34j	RockSchool by RSL.		
			exploration of musical			Dynamics, Texture, Timbre,	was recorded, what	and a second copies, carristy	Developing performance,		
	1		techniques).			Structure, Melody,	equipment was available at		composition and		
	1		1 ' '			Instrumentation, Tonality,	the time and what was used).		recording/production skills at		
						Harmony.			home/school/centres such as		

Week/c	Lesson	Suggested Enquiry Questions	Substantive Knowledge	Disciplinary Knowledge /	Apply – suggested activities	Disciplinary Literacy	Potential Misconceptions	Suggested Reading	Extending the Curriculum		
, recity c	Lesson	Suggested Enquiry Questions	(WHAT we know)	Concepts (HOW we know it)	rippiy suggested detivities	Disciplinary Exercey	Totaliai Miscolicaptions	Juggesteu Hedding	Exterioring the confidence		
	9		Component 1: Task 1 and 2 -	Ensure all work is completed		Scales and modes, Rhythmic	Misunderstading of the	Pearson BTEC Tech Award	Progress in playing an		
			Styles Portfolio Explore	and handed-in (amendments)		techniques, Melodic	musical elements, the key	Level 1/2 in Music Practice	instrument and futhering		
			techniques used to create			techniques, Production, Areas	features of the style of music,	Specification via Pearson Website, GCSE Level Music	understanding of music theory - formal providers:		
			music products. (Compile a portfolio of short musical			of study, Accompaniment, Articulation, Audio recording,	Instrumentation, Structure (and how it is linked to other	Theory: https://www.bbc.co.	ABRSM, Trinity College,		
			extracts to demonstrate your			Tempo, Chord, Chorus,	styles), Production (how it	uk/bitesize/topics/zdxh34j	RockSchool by RSL.		
			exploration of musical			Dynamics, Texture, Timbre,	was recorded, what	uny breesizer, topics, zamis nj	Developing performance,		
			techniques).			Structure, Melody,	equipment was available at		composition and		
			1			Instrumentation, Tonality,	the time and what was used).		recording/production skills at		
						Harmony.			home/school/centres such as		
	10		Component 1: Task 1 and 2 -	Ensure all work is completed		Scales and modes, Rhythmic	Misunderstading of the	Pearson BTEC Tech Award	Progress in playing an		
			Styles Portfolio Explore	and handed-in (amendments)		techniques, Melodic	musical elements, the key	Level 1/2 in Music Practice	instrument and futhering		
			techniques used to create			techniques, Production, Areas	features of the style of music,	Specification via Pearson	understanding of music		
			music products. (Compile a			of study, Accompaniment,	Instrumentation, Structure	Website. GCSE Level Music	theory - formal providers:		
			portfolio of short musical extracts to demonstrate your			Articulation, Audio recording,	(and how it is linked to other	Theory: https://www.bbc.co.	ABRSM, Trinity College,		
			extracts to demonstrate your exploration of musical			Tempo, Chord, Chorus, Dynamics, Texture, Timbre,	styles), Production (how it was recorded, what	uk/bitesize/topics/zdxh34j	RockSchool by RSL. Developing performance,		
			techniques).			Structure, Melody,	equipment was available at		composition and		
						Instrumentation, Tonality,	the time and what was used).		recording/production skills at		
	11		Component 1: Task 1 and 2 -	Ensure all work is completed		Scales and modes, Rhythmic	Misunderstading of the	Pearson BTEC Tech Award	Progress in playing an		
			Styles Portfolio Explore	and handed-in (amendments)		techniques, Melodic	musical elements, the key	Level 1/2 in Music Practice	instrument and futhering		
			techniques used to create			techniques, Production, Areas	features of the style of music,	Specification via Pearson	understanding of music		
			music products. (Compile a			of study, Accompaniment,	Instrumentation, Structure	Website. GCSE Level Music	theory - formal providers:		
			portfolio of short musical			Articulation, Audio recording,	(and how it is linked to other	Theory: https://www.bbc.co.	ABRSM, Trinity College,		
			extracts to demonstrate your			Tempo, Chord, Chorus,	styles), Production (how it	uk/bitesize/topics/zdxh34j	RockSchool by RSL.		
			exploration of musical			Dynamics, Texture, Timbre,	was recorded, what		Developing performance,		
			techniques).			Structure, Melody,	equipment was available at		composition and		
						Instrumentation, Tonality,	the time and what was used).		recording/production skills at		
						Harmony.			home/school/centres such as		
	12		Component 1: Task 1 and 2 -	Ensure all work is completed		Scales and modes, Rhythmic	Misunderstading of the	Pearson BTEC Tech Award	Progress in playing an		
			Styles Portfolio Explore	and handed-in (amendments)		techniques, Melodic	musical elements, the key	Level 1/2 in Music Practice	instrument and futhering		
			techniques used to create music products. (Compile a			techniques, Production, Areas of study, Accompaniment,	features of the style of music, Instrumentation, Structure	Specification via Pearson Website. GCSE Level Music	understanding of music theory - formal providers:		
			portfolio of short musical			Articulation, Audio recording,	(and how it is linked to other	Theory: https://www.bbc.co.	ABRSM, Trinity College,		
			extracts to demonstrate your			Tempo, Chord, Chorus,	styles), Production (how it	uk/bitesize/topics/zdxh34j	RockSchool by RSL.		
			exploration of musical			Dynamics, Texture, Timbre,	was recorded, what	uny breesizer, topics, zamis nj	Developing performance,		
			techniques).			Structure, Melody,	equipment was available at		composition and		
						Instrumentation, Tonality,	the time and what was used).		recording/production skills at		
						Harmony.			home/school/centres such as		
	13		Component 1: Task 1 and 2 -	Ensure all work is completed		Scales and modes, Rhythmic	Misunderstading of the	Pearson BTEC Tech Award	Progress in playing an		
	1		Styles Portfolio Explore	and handed-in (amendments)		techniques, Melodic	musical elements, the key	Level 1/2 in Music Practice	instrument and futhering		
			techniques used to create	, , , , , , , , , , , , , , , , , , , ,		techniques, Production, Areas	features of the style of music,	Specification via Pearson	understanding of music		
			music products. (Compile a			of study, Accompaniment,	Instrumentation, Structure	Website. GCSE Level Music	theory - formal providers:		
			portfolio of short musical			Articulation, Audio recording,	(and how it is linked to other	Theory: https://www.bbc.co.	ABRSM, Trinity College,		
			extracts to demonstrate your			Tempo, Chord, Chorus,	styles), Production (how it	uk/bitesize/topics/zdxh34j	RockSchool by RSL.		
			exploration of musical			Dynamics, Texture, Timbre,	was recorded, what		Developing performance,		
			techniques).			Structure, Melody, Instrumentation, Tonality,	equipment was available at the time and what was used).		composition and recording/production skills at		
-	14		Commonant 1, Took 1 a = 1 3	Engues all work is sometimes		· · · · · · · · · · · · · · · · · · ·		Pearson BTEC Tech Award			
	14		Component 1: Task 1 and 2 - Styles Portfolio Explore	Ensure all work is completed and handed-in (amendments)		Scales and modes, Rhythmic techniques, Melodic	Misunderstading of the musical elements, the key	Pearson BTEC Tech Award Level 1/2 in Music Practice	Progress in playing an instrument and futhering		
			techniques used to create	and nanueu-in (amendments)		techniques, Melodic techniques, Production, Areas	features of the style of music,	Specification via Pearson	understanding of music		
			music products. (Compile a			of study, Accompaniment,	Instrumentation, Structure	Website. GCSE Level Music	theory - formal providers:		
			portfolio of short musical			Articulation, Audio recording,	(and how it is linked to other	Theory: https://www.bbc.co.	ABRSM, Trinity College,		
			extracts to demonstrate your			Tempo, Chord, Chorus,	styles), Production (how it	uk/bitesize/topics/zdxh34j	RockSchool by RSL.		
			exploration of musical			Dynamics, Texture, Timbre,	was recorded, what		Developing performance,		
			techniques).			Structure, Melody,	equipment was available at		composition and		
						Instrumentation, Tonality,	the time and what was used).		recording/production skills at		
	15		Component 1: Task 1 and 2 -	Ensure all work is completed		Scales and modes, Rhythmic	Misunderstading of the	Pearson BTEC Tech Award	Progress in playing an		
			Styles Portfolio Explore	and handed-in (amendments)		techniques, Melodic	musical elements, the key	Level 1/2 in Music Practice	instrument and futhering		
			techniques used to create			techniques, Production, Areas	features of the style of music,	Specification via Pearson	understanding of music		
			music products. (Compile a portfolio of short musical			of study, Accompaniment,	Instrumentation, Structure	Website. GCSE Level Music	theory - formal providers:		
			extracts to demonstrate your			Articulation, Audio recording, Tempo, Chord, Chorus,	(and how it is linked to other styles), Production (how it	Theory: https://www.bbc.co. uk/bitesize/topics/zdxh34j	ABRSM, Trinity College, RockSchool by RSL.		
			exploration of musical			Dynamics, Texture, Timbre,	was recorded, what	uny pricesize/ topics/ zuxri54)	Developing performance,		
			techniques).			Structure, Melody,	equipment was available at		composition and		
			1/-			Instrumentation, Tonality,	the time and what was used).		recording/production skills at		
	1	1	1	1	1	1 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1		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		
	16		Prep for Component 2 and 3	concepts (now we know it)		Scales and modes, Rhythmic techniques, Melodic	Misunderstading of the musical elements, the key	Pearson BTEC Tech Award Level 1/2 in Music Practice	Progress in playing an instrument and futhering		
						techniques, Production, Areas	features of the style of music,	Specification via Pearson	understanding of music		
						of study, Accompaniment,	Instrumentation, Structure	Website. GCSE Level Music	theory - formal providers:		
						Articulation, Audio recording,	(and how it is linked to other	Theory: https://www.bbc.co.	ABRSM, Trinity College,		
						Tempo, Chord, Chorus,	styles), Production (how it	uk/bitesize/topics/zdxh34j	RockSchool by RSL.		
						Dynamics, Texture, Timbre, Structure, Melody,	was recorded, what equipment was available at		Developing performance, composition and		
						Instrumentation, Tonality,	the time and what was used).		recording/production skills at		
	17		Prep for Component 2 and 3			Scales and modes, Rhythmic	Misunderstading of the	Pearson BTEC Tech Award	Progress in playing an		
	-		reprorecting and s			techniques, Melodic	musical elements, the key	Level 1/2 in Music Practice	instrument and futhering		
						techniques, Production, Areas	features of the style of music,	Specification via Pearson	understanding of music		
						of study, Accompaniment,	Instrumentation, Structure	Website. GCSE Level Music	theory - formal providers:		
						Articulation, Audio recording,	(and how it is linked to other	Theory: https://www.bbc.co.	ABRSM, Trinity College,		
						Tempo, Chord, Chorus, Dynamics, Texture, Timbre,	styles), Production (how it was recorded, what	uk/bitesize/topics/zdxh34j	RockSchool by RSL. Developing performance,		
						Structure, Melody,	equipment was available at		composition and		
						Instrumentation, Tonality,	the time and what was used).		recording/production skills at		
	18		Prep for Component 2 and 3			Scales and modes, Rhythmic	Misunderstading of the	Pearson BTEC Tech Award	Progress in playing an		
						techniques, Melodic	musical elements, the key	Level 1/2 in Music Practice	instrument and futhering		
						techniques, Production, Areas	features of the style of music,	Specification via Pearson	understanding of music		
						of study, Accompaniment,	Instrumentation, Structure	Website. GCSE Level Music	theory - formal providers:		
						Articulation, Audio recording,	(and how it is linked to other	Theory: https://www.bbc.co. uk/bitesize/topics/zdxh34j	ABRSM, Trinity College,		
						Tempo, Chord, Chorus, Dynamics, Texture, Timbre,	styles), Production (how it was recorded, what	uk/bitesize/topics/zaxn34j	RockSchool by RSL. Developing performance,		
						Structure, Melody,	equipment was available at		composition and		
						Instrumentation, Tonality,	the time and what was used).		recording/production skills at		
		HALF-TERM WEEK									
	19		Prep for Component 2 and 3			Scales and modes, Rhythmic	Misunderstading of the	Pearson BTEC Tech Award	Progress in playing an		
						techniques, Melodic	musical elements, the key	Level 1/2 in Music Practice	instrument and futhering		
						techniques, Production, Areas	features of the style of music,	Specification via Pearson	understanding of music		
						of study, Accompaniment, Articulation, Audio recording,	Instrumentation, Structure (and how it is linked to other	Website. GCSE Level Music Theory: https://www.bbc.co.	theory - formal providers: ABRSM, Trinity College,		
						Tempo, Chord, Chorus,	styles), Production (how it	uk/bitesize/topics/zdxh34j	RockSchool by RSL.		
						Dynamics, Texture, Timbre,	was recorded, what	,,,,,	Developing performance,		
						Structure, Melody,	equipment was available at		composition and		
						Instrumentation, Tonality,	the time and what was used).		recording/production skills at		
	20					Harmony.	A 61 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1	D DTCOT 4	home/school/centres such as		
	20		Prep for Component 2 and 3			Scales and modes, Rhythmic techniques, Melodic	Misunderstading of the musical elements, the key	Pearson BTEC Tech Award Level 1/2 in Music Practice	Progress in playing an instrument and futhering		
						techniques, Production, Areas	features of the style of music,	Specification via Pearson	understanding of music		
						of study, Accompaniment,	Instrumentation, Structure	Website. GCSE Level Music	theory - formal providers:		
						Articulation, Audio recording,	(and how it is linked to other	Theory: https://www.bbc.co.	ABRSM, Trinity College,		
						Tempo, Chord, Chorus,	styles), Production (how it	uk/bitesize/topics/zdxh34j	RockSchool by RSL.		
						Dynamics, Texture, Timbre,	was recorded, what		Developing performance,		
						Structure, Melody, Instrumentation, Tonality,	equipment was available at the time and what was used).		composition and recording/production skills at		
						Harmony.	canc and what was asea).		home/school/centres such as		
	21		Prep for Component 2 and 3			Scales and modes, Rhythmic	Misunderstading of the	Pearson BTEC Tech Award	Progress in playing an		
						techniques, Melodic	musical elements, the key	Level 1/2 in Music Practice	instrument and futhering		
						techniques, Production, Areas	features of the style of music,	Specification via Pearson	understanding of music		
						of study, Accompaniment,	Instrumentation, Structure	Website. GCSE Level Music	theory - formal providers:		
						Articulation, Audio recording,	(and how it is linked to other	Theory: https://www.bbc.co.	ABRSM, Trinity College,		
						Tempo, Chord, Chorus, Dynamics, Texture, Timbre,	styles), Production (how it was recorded, what	uk/bitesize/topics/zdxh34j	RockSchool by RSL. Developing performance,		
						Structure, Melody,	equipment was available at		composition and		
						Instrumentation, Tonality,	the time and what was used).		recording/production skills at		
						Harmony.			home/school/centres such as		
	22		Prep for Component 2 and 3			Scales and modes, Rhythmic	Misunderstading of the	Pearson BTEC Tech Award	Progress in playing an		
			,			techniques, Melodic	musical elements, the key	Level 1/2 in Music Practice	instrument and futhering		
						techniques, Production, Areas	features of the style of music,	Specification via Pearson	understanding of music		
						of study, Accompaniment,	Instrumentation, Structure	Website. GCSE Level Music	theory - formal providers:		
						Articulation, Audio recording,	(and how it is linked to other	Theory: https://www.bbc.co.	ABRSM, Trinity College,		
						Tempo, Chord, Chorus,	styles), Production (how it	uk/bitesize/topics/zdxh34j	RockSchool by RSL.		
						Dynamics, Texture, Timbre, Structure, Melody,	was recorded, what equipment was available at		Developing performance, composition and		
						Instrumentation, Tonality,	the time and what was used).		recording/production skills at		
						Harmony.			home/school/centres such as		
	1	1		L	1	1	1	1	The Albertaile State Control		

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		
	23		Prep for Component 2 and 3			Scales and modes, RI techniques, Melodic techniques, Producti of study, Accompania Articulation, Audio re Tempo, Chord, Chort Dynamics, Texture, T Structure, Melody, Instrumentation, Ton Harmony.	ion, Areas ment, ecording, us, Fimbre,	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		
	24		Prep for Component 2 and 3			Scales and modes, RI techniques, Melodic techniques, Producti of study, Accompanii Articulation, Audio re Tempo, Chord, Choru Dynamics, Texture, T Structure, Melody, Instrumentation, Ton	ion, Areas ment, ecording, us, Timbre,	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		
	25		Prep for Component 2 and 3			Scales and modes, RI techniques, Melodic techniques, Producti of study, Accompanii Articulation, Audio re Tempo, Chord, Choru Dynamics, Texture, T Structure, Melody, Instrumentation, Ton	ion, Areas ment, ecording, us, Timbre,	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		
	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 Perfomances. Written work showcasing knowledge and evidence of deliberate use of key concepts, ideas, information and theory in practical work.	C2 Learners are given accesss 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.	engineer Session musician Composer Producer sound technician Music publishing	Mastering Live	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/zssv9j6 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 Perfomances. 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.	engineer Session musician Composer Producer sound technician Music publishing DAW Compressor	Mastering Live	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/zsx9jj6 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 Perfomances. 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.	engineer Session musician Composer Producer sound technician Music publishing DAW Compressor	Live	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 Porduction skills Development 1 Audio and Midi entry	Progress of development of Compositions and Perfomances. 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.	engineer Session musician Composer Producer sound technician Music publishing	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.).		

Week/c	Lesson	Suggested Enquiry Questions	Substantive Knowledge (WHAT we know)	Disciplinary Knowledge / Concepts (HOW we know it)	Apply – suggested activities	Disciplinary Literacy	y	Potential Misconceptions	Suggested Reading	Extending the Curriculum		
	30	How do you structure a peice of music using the arangement features of their DAW?	Development 3 Structuring Music	Progress of development of Compositions and Perfomances. Written work showcasing knowledge and evidence of deliberate use of key concepts, ideas, information and theory in practical work.	C1 Learners develop their skills in structuring music by using the arangement features of their DAW. Learners create a basic structure of a piece.	Filters Live sound technicia Music publishing	ADSR Sampling an	Creating a chord pattern(s) instead of an actual structure.	www.bbc.co. uk/education/topics/zxsv916 http://blog.sonicbids. com/the-top-10-digital- platforms-to-upload-share- and-promote-your-music learningmusic.ableton.com www.youtube. com/user/WarrenHuartRecor	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.).		
	31	In music production, why are compression, delay and reverb important?	Development FX and Instrument settings	Progress of development of Compositions and Perfomances. Written work showcasing knowledge and evidence of deliberate use of key concepts, ideas, information and theory in practical work.	examples of how audio and	Music publishing DAW N Compressor Reverb Delay Sequencing	ADSR Sampling MIDI	That delay aand reverb is the same thing.	www.bbc.co. uk/education/topics/zsv996 http://blog.sonicbids. com/the-top-10-digital- platforms-to-upload-share- and-promote-your-music learningmusic.ableton.com www.youtube, com/user/WarrenHuartRecor	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.).		
	32	What does EQ do to a recorded track when used?	EQ and Automation	Progress of development of Compositions and Perfomances. Written work showcasing knowledge and evidence of deliberate use of key concepts, ideas, information and theory in practical work.	C2 Learners explore basic EQ settings for instruments through tutorials and experimentation.	Sampling publishing	ilters Music	By changing the EQ (or using a preset) of an instrument or sound will automatically make it sound better.	www.bbc.co. uk/education/topics/zssv9j6 http://blog.sonicbids. com/the-top-10-digital- platforms-to-upload-share- and-promote-your-music learningmusic.ableton.com www.youtube. com/user/WarrenHuartRecor ding	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.).		
	33	How is a 'Blues' song put together?	Recap Muse score skills and blues. Blues scale, chord sequence artists and overall devices and characteristics of the genre (from Year 10)	Progress of development of Compositions and Perfomances. Written work showcasing knowledge and evidence of deliberate use of key concepts, ideas, information and theory in practical work.	C2 How to input notation, dynamics and other performance markings. How is a 'Blues' song put together?	Sampling publishing	ilters Music	Music theory based knowledge - Note placement. Note duration. Not understanding the role of bass/treble clef.	www.bbc.co. uk/education/topics/zssv916— http://blog.sonicbids. com/the-top-10-digital- platforms-to-upload-share- and-promote-your-music learningmusic.ableton.com www.youtube. com/user/WarrenHuartRecor ding.	Composition and performances/recordings skills - solo/ensemble. Recording, mixing and bouncing own tracks/performances. Creating own music (soundcloud,bandcamp, youtube,etc.).		
	34		Prep for Component 2 and 3			Scales and modes, R techniques, Melodic techniques, Product of study, Accompani Articulation, Audio r Tempo, Chord, Chon Dynamics, Texture, 1 Structure, Melody, Instrumentation, Tor Harmony.	tion, Areas iment, recording, rus, Timbre,	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		
	35	SUMMER HOLIDAYS	Prep for Component 2 and 3			Scales and modes, R techniques, Melodic techniques, Product of study, Accompani Articulation, Audio r Tempo, Chord, Chon Dynamics, Texture, 1 Structure, Melody, Instrumentation, Ton Harmony.	tion, Areas iment, recording, rus, Timbre,	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 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		