Long Term Plan Year 11 Music

Subject driver: Every hour a Musical Experience, exploring with awe and wonder

Through our teaching and learning in the music department we aim to create a stimulating and creative environment in which all students can participate. We work to develop skills, knowledge and understanding through a wide variety of practical musical experiences which will also allow students to explore social, moral, cultural and spiritual understanding through experiential learning whilst building cultural capital.

For Btec Tech Award Music Practice we deliver 3 components at ASA they are:

- 1 Exploring Musical Products and Styles (internally assessed) 30% -
- 2 Musical Skills Development (internally assessed) 30%
- 3 Responding to a Musical Brief (externally assessed) 40%

For those certificating in 2024 Component 1 will be completed in year 10 and Component 2 will be commenced in year 10 but will end in the Autumn term of Year 11.

Cycle of lessons per week -

Lesson 1&2 Exploring Musical Styles, Practical and Theory, Lesson 3 Key Knowledge and understanding DAW and Practical work

Half term	Unit title	Key knowledge/ Content to learn and retain	Essential skills to acquire (subject & generic)	Link to subject ethos and driver	Anticipated misconceptions	Links to previous KS3	Links to future KS5	Opportunity for stretch for high prior attainers	SMSC & British Values	Cultural Capital	Career Link
Autumn: Term 1	Component 2: Musical Skills Development	Learners will have the opportunity to develop two musical disciplines through engagement in practical tasks, while	Demonstrate professional and commercial skills for the music industry. Apply development processes for music skills and	Exploring repertoire for performance from different genres. Extending and developing	Ensuring links are made between theoretical concepts, planning, practice and development in performance, composition	Developing instrument al skills individually as explored in KS3 Developing group work and	Preparing students for performance, composition and planning aspects of BTEC and other vocational courses	Largely open briefs with wide scope for development Individual regular feedback advice and	Politics and World History related to music. Time management Self assessment	Performance experience Event planning and delivery Developing understandin g of different	Vocational tasks related to careers in: Performance rehearsal and delivery. Composer Arranger Historian Critic/Journa

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music with response. Deeper choice of	
others. They Developing research of instrument	
will learn to use basic the topics and repertoire	
a variety of theoretical encouraged allows for	
methods of knowledge. deeper	
evidencing exploration exploration	
processes and Developing Exemplars of	
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skills.	

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Autumn:	Component 2:	Learners will	Demonstrate	Exploring	Ensuring links	Developing	Preparing	Largely open	Politics and	Performance	Vocational
Term 2	Musical Skills	have the	professional	repertoire	are made	instrument	students for	briefs with	World History	experience	tasks related
	Development	opportunity to	and commercial	for	between	al skills	performance,	wide scope	related to		to careers in:
		develop two	skills for the	performance	theoretical	individually	composition	for	music.	Event	Performance
		musical	music industry.	from	concepts,	as explored	and planning	development	l <u></u> .	planning and	rehearsal
		disciplines		different	planning,	in KS3	aspects of		Time .	delivery	and delivery.
		through	Apply	genres.	practice and		BTEC and	Individual	management	l	Composer
		engagement in	development	Extending	development in	Developing	other	regular		Developing	Arranger
		practical tasks,	processes for	and	performance,	group work	vocational	feedback	Self	understandin	Historian
		while	music skills and	developing	composition	and	courses	advice and	assessment	g of different	Critic/Journa
		documenting	techniques.	instrumental	and	rehearsal	related to	support from	and critique.	genres	lism
		their progress		skills of	understanding	skills.	music.	instrumental			
		and planning for	Learners will	students'	of genres.			teachers and	Working	Innovating	
		further	explore	choice and		Demonstra		class teachers	independently	creatively	
		improvement.	professional	keyboard	Ensuring that	ting skills in	Developing	to choose		with musical	
			techniques for	skills	the brief set is	listening	individual	suitable		ideas	
			musicians and		fully	and	performance	repertoire.	Developing		
			look at how		understood and	identifying	skills and		resilience.	Exploring	
			musicians		how to	key	confidence	Broad theme:		repertoire	
			share their		approach the	features.	on stage.	Student			
			music with		response.		Deeper	choice of			
			others. They			Developing	research of	instrument			
			will learn to use			basic	the topics	and repertoire			
			a variety of			theoretical	encouraged	allows for			
			methods of			knowledge.		deeper			
			evidencing					exploration			
			processes and			Developing		Exemplars of			
			outcomes and			Instrument		distinction			
			communicating			al,performa		work to			
			skills			nce,		support			
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						and mixing skills.					
Spring: Term 3	Component 3: Responding to a Musical Brief	Create a music product. Commentary on creative processes. To be able to demonstrate an understanding of a chosen style of Music.	Using your knowledge of genres, styles, musical features and stylistic techniques, create a new interpretation of the piece to fit the style of your chosen genre.	Exploring genres of music and what makes them unique.	Ensuring links are made between theoretical concepts, planning, practice and development in performance, composition and understanding of genres. Ensuring that the brief set is fully understood and how to approach the response.	Developing instrument al skills individually as explored in KS3 Developing group work and rehearsal skills. Demonstra ting skills in listening and identifying key features. Developing basic theoretical knowledge. Developing Instrument al, performance, composition, arrangeme	Understandin g the context of musical genres	Controlled conditions coursework Previous to this WAGOLL work will have been explored. Students may be advised on genres.	Time management Self assessment and critique. Working independently . Developing resilience	Developing understandin g of different genres Innovating creatively with musical ideas Exploring repertoire	Vocational tasks related to careers in: Performance rehearsal and delivery. Composer Arranger Historian Critic/Journa lism. Studio technician, session musician, production member. Music publication, marketing and promotion.

						nt, recording and mixing skills.					
Spring: Term 4	Component 3: Responding to a Musical Brief	Create a music product. Commentary on creative processes. To be able to demonstrate an understanding of a chosen style of Music.	Using your knowledge of genres, styles, musical features and stylistic techniques, create a new interpretation of the piece to fit the style of your chosen genre.	Exploring genres of music and what makes them unique.	Ensuring links are made between theoretical concepts, planning, practice and development in performance, composition and understanding of genres. Ensuring that the brief set is fully understood and how to approach the response.	Developing instrument al skills individually as explored in KS3 Developing group work and rehearsal skills. Demonstrating skills in listening and identifying key features. Developing basic theoretical knowledge. Developing Instrument al, performance, compositio	Understandin g the context of musical genres	Controlled conditions coursework Previous to this WAGOLL work will have been explored. Students may be advised on genres.	Time management Self assessment and critique. Working independently . Developing resilience	Developing understandin g of different genres Innovating creatively with musical ideas Exploring repertoire	Vocational tasks related to careers in: Performance rehearsal and delivery. Composer Arranger Historian Critic/Journa lism. Studio technician, session musician, production member. Music publication, marketing and promotion.

						n, arrangeme nt, recording and mixing skills.					
Summer: Term 5	Component 3: Responding to a Musical Brief	Create a music product. Commentary on creative processes. To be able to demonstrate an understanding of a chosen style of Music.	Using your knowledge of genres, styles, musical features and stylistic techniques, create a new interpretation of the piece to fit the style of your chosen genre.	Exploring genres of music and what makes them unique.	Ensuring links are made between theoretical concepts, planning, practice and development in performance, composition and understanding of genres. Ensuring that the brief set is fully understood and how to approach the response.	Developing instrument al skills individually as explored in KS3 Developing group work and rehearsal skills. Demonstrating skills in listening and identifying key features. Developing basic theoretical knowledge. Developing Instrument al, performa	Understandin g the context of musical genres	Controlled conditions coursework Previous to this WAGOLL work will have been explored. Students may be advised on genres.	Time management Self assessment and critique. Working independently Developing resilience	Developing understandin g of different genres Innovating creatively with musical ideas Exploring repertoire	Vocational tasks related to careers in: Performance rehearsal and delivery. Composer Arranger Historian Critic/Journa lism. Studio technician, session musician, production member. Music publication, marketing and promotion.

					nce, compositio n, arrangeme nt, recording and mixing skills.					
Summer: Term 6	Create a music product. Commentary on creative processes. To be able to demonstrate an understanding of a chosen style of Music.	Using your knowledge of genres, styles, musical features and stylistic techniques, create a new interpretation of the piece to fit the style of your chosen genre.	Exploring genres of music and what makes them unique.	Ensuring links are made between theoretical concepts, planning, practice and development in performance, composition and understanding of genres. Ensuring that the brief set is fully understood and how to approach the response.	Developing instrument al skills individually as explored in KS3 Demonstra ting skills in listening and identifying key features. Developing Instrument al, performa nce, compositio n, arrangeme nt, recording and mixing skills.	Understandin g the context of musical genres	Controlled conditions coursework Previous to this WAGOLL work will have been explored. Students may be advised on genres.	Time management Self assessment and critique. Working independently . Developing resilience	Developing understandin g of different genres Innovating creatively with musical ideas Exploring repertoire	Vocational tasks related to careers in: Performance rehearsal and delivery. Composer Arranger Historian Critic/Journa lism. Studio technician, session musician, production member. Music publication, marketing and promotion.