








2021-22 CURRICULUM MAP FOR MUSIC

YEAR 13

<p>HALF TERM 1: Unit 5 - Performance Session Styles</p>		<p>Students will be required to read articles and books related to a range of styles.</p> <p>Students will be required to research and identify well-chosen examples for the learning aim A assessment.</p>
<p>In this unit, students will explore a range of genres and styles, investigating their scales, tonality, rhythms, riffs and groove. It will give greater insight into the skills and knowledge needed to be a working session musician. Students will develop their own musical skills as well as the skills of collaboration for performance in different settings, such as the recording studio and the stage. This unit examines skills that can be developed and explored for employment in this area of the music industry, while providing skills and knowledge that can be developed further when progressing to higher education.</p>		<p>Students will evaluate musical genres and styles, comparing similarities and differences with a coherent and complete overview</p> <p>Students are to evaluate, compare and contrast the history, characteristics and sonic conventions of Blues, Rock n Roll and Pop music.</p>
<p>A – Explore music genres and styles</p> <p>1. Musical Genres from the 1950’s onwards</p> <ul style="list-style-type: none"> - Blues - Country and Folk - Jazz - Rock - Soul - Dance - Rap - Pop - Caribbean and Latin <p>2. Musical Style</p> <ul style="list-style-type: none"> - Musical Styles - Theoretical and historical aspects of the use of – harmony, choice of chords extensions, scales, riffs, melodic conventions, rhythmic conventions, tonality, roles of instruments, textures, lyrics, vocal techniques used and role of improvisation - Sonic conventions – Theoretical and historical aspects of the use of – Instrument type and model, choice of amplifier and settings, use of effects and live processing, pedals, tone, choice of synthesiser model, synthesiser settings, live processing, samplers, choice of samples. - Stylistic interpretations – Theoretical and historical use of – phrasing, groove, instrumentation, arrangement, performance conventions, instrument specific techniques 		<p>Students will be able to articulate analysis of music from the Blues, Rock n Roll and pop music through group discussions</p>
		<p>Students will focus on historical aspects of how music has been performed over time.</p>
<p>HALF TERM 2: Unit 5 - Performance Session Styles – continued</p>		<p>Pupils will identify stylistic interpretations of Blues, Rock n Roll and Pop and apply knowledge to rehearsals and performances.</p>





2021-22 CURRICULUM MAP FOR MUSIC YEAR 13

<p>To finalise this unit students will do Presentation or a blog that explores key styles and genres of music, highlighting the historical and theoretical aspects.</p> <p>There will be evidence of documenting sustained period of developmental practical work, both with peers and individually.</p> <p>Finally there will be audio recordings and video recordings of sessions and performances showing different genres and styles.</p> <p>B Develop skills in music of different genres and styles</p> <ol style="list-style-type: none"> Individual practice and development <ul style="list-style-type: none"> - Practical preparation - Musical preparation - Developing music - Working with others Rehearsal and development of genres and styles <p>C Perform music in different genres and styles</p> <ol style="list-style-type: none"> Performance of different styles and genres Interpretation of musical styles 		<p>Students will be required to complete self analysis of rehearsal sessions and be able to identify areas for development in the following rehearsals.</p>
		<p>Students will be required to rehearse and perform in small ensembles. Students will be required to discuss rehearsals within the group to show progress in performance.</p>
		<p>Performing Arts link – Students are required to perform regularly.</p>
<p>HALF TERM 3: Unit 2 – Professional Practice in the Music Industry</p> <p>In this unit, learners will gain an understanding of what is meant by the term ‘professional practice’ as well as what it means to be a freelancer working in the music industry. Learners will understand the professional skills that are important in the industry and learn the importance of financial management, effective interpersonal skills and working with others.</p> <p>Learners will understand the importance of continual self-development in a rapidly-changing sector and how essential it is to communicate clearly to give you the best chance when competing for roles in the industry.</p> <p>A - Professional practice for industry success</p> <ol style="list-style-type: none"> Professional behaviours Project Planning <ul style="list-style-type: none"> - Gathering information - Shot/ medium/ long term plans - Prioritising actions and how priorities are worked out - Contingency and mitigation - Creative vision Legal Requirements <ul style="list-style-type: none"> - Copyright and distribution 		<p>Students will be required to research project planning, professional behaviours, legal requirements, financial costs and musical industry roles.</p>
		<p>Students will be asked to create a project plan, budget, rationale and presentation in response to music industry scenarios which musicians might reasonably find themselves bidding for.</p>
		<p>This unit is an externally assessed unit and so will be completed under supervised conditions</p>
		<p>The content links to Business studies and will use ideas and theory from this area of study</p>





2021-22 CURRICULUM MAP FOR MUSIC YEAR 13

<ul style="list-style-type: none"> - Licensing - Formation of a contract - Insurance <p>4. <u>Health and Safety</u></p> <ul style="list-style-type: none"> - Health and Safety regulations - Risk Assessment and management - Set up of staging and musical equipment <p><u>B – Music, Industry roles, organisations and requirements</u></p> <p>B1 Working with others in music industry organisations</p> <ul style="list-style-type: none"> - Venues and Live performances - Production, record labels, film and television - Marketing and Promotion, advertising and marketing, social media - Roles involved in live performance and recording <p>B2 Financial Requirements</p> <ul style="list-style-type: none"> - Producing a budget - Business finances - Present findings for defined audiences - Spreadsheets and Charts - Personal Finances <p><u>C – Skills for working in the music sector</u></p> <p>C1 – Communication Skills</p> <ul style="list-style-type: none"> - Communicating and developing negotiation skills, networking <p>C2 – Working on a freelance basis</p> <ul style="list-style-type: none"> - Self-employment - Funding sources - Clients - Quality - The importance of persistence, resilience and learning from experience <p><u>D Presenting Ideas to Others</u></p> <p>D1 – Preparing ideas – Exploring ideas and opportunities D2 – Putting ideas forward</p>		
<p>HALF TERM 4: Unit 3 – Ensemble Performance</p> <p>In this unit, learners will become part of a musical group and will develop your ensemble skills by taking part in rehearsals. As an ensemble, you will be given a list of songs from which you must choose three. You will then learn, rehearse and perform these songs to an audience.</p>		<p>Students will be required to research key features of certain styles of music. They will identify how to ensure their performances match the style of the pieces given</p>
		<p>Students will be required to write a critical review of the process and their performance as part of their external assessment.</p>



2021-22 CURRICULUM MAP FOR MUSIC

YEAR 13

<p>Learners will also provide a presentation on how they used different techniques, stylistic and musical elements in the musical parts you performed.</p>		<p>As this is a group performance unit, students will be required to constantly discuss their performance practices and ideas for their performances. Visual presentations to review performances.</p>
<p>A – Explore ensemble skills and techniques</p> <p>A1 – Personal Ensemble management skills</p> <ul style="list-style-type: none"> - Personal Practice between rehearsals <p>A2 – Ensemble performance skills</p> <ul style="list-style-type: none"> - Accuracy of rhythm and pitch - Playing in time - Playing in tune - Awareness of own part within ensemble <p>A3 – teamwork and collaboration</p> <p>B – Response and Planning</p> <p>B1 – Initial response</p> <ul style="list-style-type: none"> - Choosing pieces - Sourcing and writing parts - Arrangements and styles - Structure <p>B2 – Planning individual process</p> <ul style="list-style-type: none"> - Selection and use of performance skills - Analysis of progression - Memorising, learning and perfecting material <p><u>C Rehearsals</u></p> <p>C1 – Planning rehearsals for ensembles</p> <p>C2 – Participating in rehearsals for ensembles</p> <ul style="list-style-type: none"> - Warm up and tuning - Communication within an ensemble - Conducting/ Marking Time/ maintaining tempo <p>C3 – Responding to musical developments</p> <p>C4 – Reflecting on rehearsals</p> <p>In this unit, learners will become part of a musical group and will develop your ensemble skills by taking part in rehearsals. As an ensemble, you will be given a list of songs from which you must choose three. You will then learn, rehearse and perform these songs to an audience.</p> <p>Learners will also provide a presentation on how they used different techniques, stylistic and musical elements in the musical parts you performed.</p> <p><u>D Performance skills as part of an ensemble</u></p> <p>D1 – Musical Performance skills for an ensemble</p> <ul style="list-style-type: none"> - Intonation - Instrument tuning - Tempo - Handling of section changes, beginnings and endings - Technical proficiency - Musical expression - Interpretation, balance, phrasing and dynamics 		<p>Students will focus on historical aspects of different styles of music.</p>



2021-22 CURRICULUM MAP FOR MUSIC YEAR 13

D2 – Physical performance and presentation skills for an ensemble

D3 – Communication skills for ensemble performance

E Critical review of process and performance

E1 – Review and reflect on musical elements

- How musical Elements are applied within a piece;
- Timbre
- Rhythm
- Melody
- Harmony
- Form
- Texture
- Dynamics
- How the characteristics of a musical style are applied
- How instrumental or vocal techniques are applied

E2 – Review and reflect on the effectiveness of the process

E3 – Review and reflect on the effectiveness of the performance