











Music CURRICULUM MAP YEAR 11

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| <p>HALF TERM 1 and 2: Component 2 PSA</p> <p>Pearson sets the assignments for the assessment of this component. The assignment for Component 2 consists of one task.</p> <ul style="list-style-type: none"> - In response to the task, learners will plan and create 2 musical outcomes in different musical areas in response to a theme that will develop professional and musical skills. <p>Pupils will decide on either a performance, Composition or Music production as their final assessments.</p> |  | <p>Performing music - KS3 Music - BBC Bitesize</p> <p>Key Signature Hacks: Easy Tricks for Memorizing Major and Minor Keys — Musicnotes Now</p> <p>Major Key Signatures (pugetsound.edu)</p> <p>MusicTheory.net</p> |
| |  | <p>Pupils will complete a practical portfolio of two different musical products. Either performance, composition or music production</p> |
| |  | <p>Key Words</p> <ul style="list-style-type: none"> - Circle of fifths - Major and Minor scales - Key signatures - Textures - Structure - Conjunct - Disjunct - Rehearsals - Time management - Technical Exercises - Accuracy of pitch - Articulation - Tonality - Stylistic accuracy |
| |  | <p>Link to ICT – Use of Garageband</p> |
| <p>HALF TERM 3 – Responding to a Music Brief</p> <p>Learners will be given the opportunity to develop and present music in response to a given music brief</p> <p>Pupils will begin by exploring the brief and investigating possible responses and ideas to meet the demands of the brief. Using relevant resources, skills and techniques pupils will then develop and refine musical material before presenting their final response. They will develop and present an original creation based on a piece from a given list and a style from a choice of four. They will then present this as a solo or group performance, an audio recording or a Digital Audio Workstation (DAW) project. You will also consider how your skills and interests make them suitable for the specific music sector opportunity.</p> <p>Features explored:</p> <ul style="list-style-type: none"> - Performing stylistically accurate cover versions. - Creating original music using existing stylistic frameworks and traits. - Stylistic use of a DAW and associated hardware to create an original piece of music from a given starting point. |  | <p>Performing music - KS3 Music - BBC Bitesize</p> |
| |  | <p>Pupils will be required to respond to an external assessment brief in which they will create a final product</p> |
| |  | <p>Key words</p> <ul style="list-style-type: none"> - Melodic - Rhythmic - Textures - Musical Devices |
| |  | <p>Links to IT/ Performing Arts</p> |



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A Understand how to respond to a music brief

A1 Features of a music brief

- Creative intentions and purpose of product:
 - target audience
 - commercial
 - collaborative
 - experimental.
- Aim, purpose and requirements of the brief.
- Nature of the specific area of the industry.
- Understand the target audience.
- Understanding and linking to the company's vision.

A2 Planning to meet the demands of the music brief

- How investigation and exploration can inform response.
- Understanding the rationale behind the selection of musical material.
- Investigating musical styles.
- Researching relevant material to support meeting the brief.
- The human and physical resources required.
- Proposing structure, version and arrangement.
- Timeline for development, including:
 - working out individual parts
 - establishing a personal practice routine
 - learning and memorising material if appropriate.
- Format and scope of the final response.

A3 Considering constraints and intentions

- Creative constraints:
 - technical requirements of the final response – format, material and purpose
 - available resources
 - feasibility of own ideas
 - standing out from similar work.
- Personal intentions:
 - personal skills development
 - building on own strengths.

B Select and apply musical skills in response to a music brief

B1 Develop and produce a response to a brief

- Working with and interpreting the brief.
- Organisation skills:
 - identifying priorities
 - setting targets
 - using planning tools and technology.
- Prepare for a project:
 - health and safety
 - checking resources and facilities are adequate
 - taking measures to safeguard work and having a contingency by backing up data, anticipating issues, creating multiples and planning alternatives.
- Consider constraints of the brief by:
 - working within the constraints of the brief
 - using suitable materials and techniques for the audience
 - addressing quality issues – technical, finish and function.



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B2 Refining musical skills for a musical product
Learners will develop and refine their skills in creating a music product by creating original music, performing and using DAW as appropriate, during the creative process.

Learners should be able to:

- apply skills in a creative process
- apply industry approaches relevant to a project
- refine musical skills and techniques for a musical product in relation to a chosen context or style.
- Create original music:
 - applying melodic and rhythmic ideas
 - use of chords and chord progressions
 - use of textures/sound palettes
 - musical devices, canon, riffs, imitation, sequences
 - musical structures, verse, chorus, middle-eight, AABA, riff-based
 - use of composition software if appropriate.
- Perform (if appropriate):
 - selecting material
 - working out individual parts
 - exploring feels and grooves
 - stylistic investigation
 - defining structure, version and arrangement
 - establishing a personal practice routine
 - establishing a group practice routine (where applicable)
 - learning and memorising material if appropriate.

DAW skills (if appropriate):

- selecting material
- capturing audio
- importing audio
- sequencing
- manipulating sounds and using effects
- use of pre-sets and plug-ins.

B3 Refining musical material

- Watching/listening back to material for self-analysis.
- Discarding, refining and polishing material and processes.
- Seeking feedback and responding appropriately to criticism.

B4 Personal management

- Being prepared and maximising rehearsal or studio time.
- Working with others.
- Setting goals and monitoring progress.
- Meeting deadlines.
- Adhering to health and safety guidelines and safe working practices.





C Present a final musical product in response to a music brief

C1 Reviewing work based on client needs

- Review:
 - fitness for purpose
 - clarity of message, ease of use, accessibility, appropriateness



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| <ul style="list-style-type: none"> - audience expectation – what the audience expects in comparison to the quality of the actual work - how well work relates to the audience – materials, techniques and processes. <p>C2 Quality of outcome</p> <ul style="list-style-type: none"> ● Quality of final product appropriate to context: <ul style="list-style-type: none"> - appropriate performance or presentation space - appropriate framing of video if applicable - appropriate final mix of audio if applicable - microphone choice and placement to ensure all musical elements are audible - EQ/compression/balance in a DAW project. ● Clear and organised approach to communicating, ensuring that: <ul style="list-style-type: none"> - key points in the process are referenced and in a logical order - screenshots and images are used appropriately and effectively - annotations explain the skills developed and creative intentions - commentary is provided that explains decision making - communication is clear and supports learner work - good use is made of organising details such as titles, layout and emphasising techniques. | | |
| <p>HALF TERM 4: Component 3 PSA Completion</p> <p>For assessment, learners will respond to the brief either as a music creator and producer or as a music creator and performer. The brief will consist of a scenario that will include a list of 10 pieces of music from a range of styles that the learners have covered in Component 1. They will be required to use one of these in their final product. Music which is created and produced must be saved as a digital audio file. Final performances must be video recorded. All learners will respond individually to the brief; however, they may perform with other learners in response to the brief. If learners are supported by others, they will need to be playing a significant, unique and individual part within the performance and will be assessed on their individual contribution.</p> |  | <p>Performing music - KS3 Music - BBC Bitesize</p> |
| |  | <p>Pupils will be required to respond to an external assessment brief in which they will create a final product</p> |
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