



Curriculum Map For Music Year 11

YEAR 11	Autumn 1	Autumn 2
Topics	<p>Component 3</p> <p>Responding To A Commercial Music Brief</p> <p>Learning Aim A + B</p>	<p>Component 3</p> <p>Responding To A Commercial Music Brief</p> <p>Learning Aim C + D</p>
Substantive Knowledge – The Knowledge Taught By The Teacher	<ul style="list-style-type: none"> • Features of a commercial music brief such as creative intentions, the purpose and who the target audience is. • Planning to meet demands of the brief. • Considering constraints and intentions. • Developing and producing a response to the brief through performance, composition and production. • Refining musical skills for a music product. 	<ul style="list-style-type: none"> • Understanding criteria for review such as fitness for purpose, clarity of message, audience expectation and how well the audience relates to the work, the materials, techniques and processes used. • Understanding criteria for reviewing quality of product such as performance space, framing, final mixes of audio, mic choices and placement, effects and processing in a DAW project. • Presentation of work through key stages with screenshots, audio and video as well as final product formats. • Understanding how to comment on creative process, identifying and justifying strengths and weaknesses.
Disciplinary Knowledge – The Interpretation of Music Knowledge By Students When Performing, Composing or Improvising to Create Original Pieces and Performances	<ul style="list-style-type: none"> • Understanding the target audience and their behaviours and responses. • Understanding and linking to the company’s vision and the broader music industry. • Understanding the rationale behind selection of material. • Understanding how to develop skills suitably to improve a product. 	<ul style="list-style-type: none"> • Students will apply this knowledge in a wider way, linking to overall strengths and weaknesses and understand more about themselves and their future skills and abilities. • Students will apply knowledge and benefit from a more in depth understanding of placement within the working world irrespective of industry.
Skills	<ul style="list-style-type: none"> • Analysing and Researching Music Industry Sectors and Companies, Different Products and Audiences • Listening To and Analysing a Range of Music Products • Self-Evaluation and Target Setting • Personal and Project Management Skills - such as organisation and time management 	<ul style="list-style-type: none"> • Self-Evaluation and Target Setting • Personal and Project Management Skills - such as organisation and time management • Reflection Skills and Analysis of Final Product <ul style="list-style-type: none"> ○ Writing Skills

	<ul style="list-style-type: none"> ○ Performance, composition and production skills 	
Links To Prior Learning	<ul style="list-style-type: none"> • Component 3 is an assessment of knowledge and skills learnt and developed in both Components 1 and 2. This includes performance, composition and production skills, personal management skills and knowledge of the music industry, music products and genres. 	<ul style="list-style-type: none"> • Component 3 is an assessment of knowledge and skills learnt and developed in both Components 1 and 2. This includes performance, composition and production skills, personal management skills and knowledge of the music industry, music products and genres.
Literacy/ Numeracy	<ul style="list-style-type: none"> • Use of SIR policy with key word glossary, writing frames and sentence starters. • Verbal & written discussions. Writing and reading of lyric sheets. Significant reading and writing skills used in research and written portfolio, logging project and personal development with key musical language used. • Students will use knowledge of note values/lengths in musical composition, counting note values in melodic and harmonic rhythms and being aware of bar numbers, particularly 4s, 8s, 16s and 32s when considering musical structures. Counting in more complex time signatures such as 6/8, 5/4 and 7/8 is required. Timeframes of the project will also be calculated throughout. 	<ul style="list-style-type: none"> • Use of SIR policy with key word glossary, writing frames and sentence starters. • Verbal & written discussions. Writing and reading of lyric sheets. Significant reading and writing skills used in research and written portfolio, logging project and personal development with key musical language used. • Students will use knowledge of note values/lengths in musical composition, counting note values in melodic and harmonic rhythms and being aware of bar numbers, particularly 4s, 8s, 16s and 32s when considering musical structures. Counting in more complex time signatures such as 6/8, 5/4 and 7/8 is required. Timeframes of the project will also be calculated throughout.
PSHE/Cross Curricular/ SMSC	<ul style="list-style-type: none"> • Students make links to the Music Industry and business aspects such as marketing and promotion. Also links to finance and self-management which extend across sectors. • Working with others provides social and moral considerations when responding to group work. • Opportunity for various cultures to be explored in response to the brief. 	<ul style="list-style-type: none"> • Students make links to the Music Industry and business aspects such as marketing and promotion. Also links to finance and self-management which extend across sectors. • Working with others provides social and moral considerations when responding to group work. • Opportunity for various cultures to be explored in response to the brief.
Assessment	<ul style="list-style-type: none"> • External Assessment Brief provided and work sent off for external assessment by Pearson. • Students will respond to the music industry 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 genres that the learners have covered in Component 1. Students will be required to use one of these in their final product. Music which is created and produced will be saved as a digital audio file. Final performances will be video recorded. 	<ul style="list-style-type: none"> • External Assessment Brief provided and work sent off for external assessment by Pearson. • Students will respond to the music industry 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 genres that the learners have covered in Component 1. Students will be required to use one of these in their final product. Music which is created and produced will be saved as a digital audio file. Final performances will be video recorded.

YEAR 11	Spring 1 & 2 - Summer 1 & 2
Topics	Component 3 Responding to a Commercial Music Brief 'External Assessment Period'
Substantive Knowledge – The Knowledge Taught By The Teacher	<ul style="list-style-type: none"> Students apply all skills and knowledge learnt and developed in previous term during this assessment.
Disciplinary Knowledge – The Interpretation of Music Knowledge By Students When Performing, Composing or Improvising to Create Original Pieces and Performances	<ul style="list-style-type: none"> Students apply all skills and knowledge learnt and developed in previous term during this assessment.
Skills	<ul style="list-style-type: none"> Students apply all skills and knowledge learnt and developed in previous term during this assessment.
Links To Prior Learning	<ul style="list-style-type: none"> Component 3 is an assessment of knowledge and skills learnt and developed in both Component 1 and Component 2. This includes performance, composition and production skills, personal management skills and knowledge of the music industry, music products and genres.
Literacy/ Numeracy	<ul style="list-style-type: none"> Significant reading and writing skills used in research and written portfolio, logging project and personal development with key musical language used. Students will use knowledge of note values/lengths in musical composition, counting note values in melodic and harmonic rhythms and being aware of bar numbers, particularly 4s, 8s, 16s and 32s when considering musical structures. Counting in more complex time signatures such as 6/8, 5/4 and 7/8 is required. Timeframes of the project will also be calculated throughout.
Cross Curricular	<ul style="list-style-type: none"> Students make links to the Music Industry and business aspects such as marketing and promotion. Also links to finance and self-management which extend across sectors. Working with others provides social and moral considerations when responding to group work. Opportunity for various cultures to be explored in response to the brief.
Assessment	<ul style="list-style-type: none"> External Assessment Brief provided and work sent off for external assessment by Pearson. Students will respond to the music industry 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 genres that the learners have covered in Component 1. Students will be required to use one of these in their final product. Music which is created and produced will be saved as a digital audio file. Final performances will be video recorded.