

Long-term planning (LTPs) - Planning how the key concepts, knowledge, skills identified in the Progression map will be delivered termly per year group
 Ensuring that end points & NC/spec are covered
 Identifying what assessments are planned and when
 Allowing for whole academy intent priorities to be planned for

YEAR 10 MUSIC						
	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Unit title:	Unit 1 – The Music Industry	Unit 1 – The Music Industry	Unit 2 – Managing a Music Product	Unit 2 – Managing a Music Product	Unit 4 – Introducing Music Composition	Unit 4 – Introducing Music Composition
Unit length:	14 WEEKS		14 WEEKS		14 WEEKS	
Key concepts:	This unit will allow students to gain a good understanding of the scope of the music industry with a view to getting work in and using the organisations that exist. Students will investigate music organisations to find out about the work they do and how they relate to and rely on one another. Students will also be given the opportunity to find out about the people who work in these organisations, from performers to people who work in technical, production and administrative roles.	This unit will allow students to gain a good understanding of the scope of the music industry with a view to getting work in and using the organisations that exist. Students will investigate music organisations to find out about the work they do and how they relate to and rely on one another. Students will also be given the opportunity to find out about the people who work in these organisations, from performers to people who work in technical, production and administrative roles.	This unit will enable students to manage the planning, delivery and promotion of a live concert, recording, or other music product. The success of their music product will rely heavily on the planning and development process. It is important that different types of audience are understood, and successful promotion is able to effectively engage these audiences. Their research should introduce students to elements of industry practice	This unit will enable students to manage the planning, delivery and promotion of a live concert, recording, or other music product. The success of their music product will rely heavily on the planning and development process. It is important that different types of audience are understood, and successful promotion is able to effectively engage these audiences. Their research should introduce students to elements of industry practice	This unit will require you to develop a portfolio of ideas, some of which will be developed, and one of which will be completed. You will discover a range of compositional techniques and produce contrasting musical ideas to develop your compositional expertise. An idea might take the form of a short melodic motif, a chord progression or a rhythmic idea. Ideas can be short or long – you will consider the different ways in which these ideas could form the basis for a complete piece of music.	This unit will require you to develop a portfolio of ideas, some of which will be developed, and one of which will be completed. You will discover a range of compositional techniques and produce contrasting musical ideas to develop your compositional expertise. An idea might take the form of a short melodic motif, a chord progression or a rhythmic idea. Ideas can be short or long – you will consider the different ways in which these ideas could form the basis for a complete piece of music.
Knowledge/ Skills:	Students will understand different types of organisations that make up the music industry. Students will understand	Students will understand different types of organisations that make up the music industry. Students will understand	Students will plan, develop and deliver a music product. They will also promote a music product.	Students will plan, develop and deliver a music product. They will also promote a music product. Finally, they will review that product	In this unit students will explore creative stimuli to meet a brief and develop, extend and shape music for performances.	In this unit students will explore creative stimuli to meet a brief and develop, extend and shape music for performances. They will

	job roles in the music industry.	job roles in the music industry.		and examine its success or otherwise.		also present these compositions appropriately.
End points covered:	Venues and live performance. Health, safety and security at venues. Production and promotion. Service companies and agencies. Unions. How organisations interrelate. Performance/creative roles. Management and promotion roles. Recording roles. Media and other roles. How and why workers are employed in the industry. Getting a break and starting out. Importance of individual roles and responsibilities. How individual roles and responsibilities interrelate. How the industry relies on entrepreneurs, the self-employed and small enterprises. How to get paid.	Venues and live performance. Health, safety and security at venues. Production and promotion. Service companies and agencies. Unions. How organisations interrelate. Performance/creative roles. Management and promotion roles. Recording roles. Media and other roles. How and why workers are employed in the industry. Getting a break and starting out. Importance of individual roles and responsibilities. How individual roles and responsibilities interrelate. How the industry relies on entrepreneurs, the self-employed and small enterprises. How to get paid.	Planning for a live concert/event. Team-working skills and personal management. Delivering a music product. Promoting practice	Planning for a live concert/event. Team-working skills and personal management. Delivering a music product. Promoting practice. Review the management of a music product	Explore creative stimuli to meet a brief. Melodic ideas and fragments. Rhythmic patterns. Chords and chord progressions. Harmonic systems. Textures. Riffs and hooks. Sound palettes. Improvisation and experimentation. Develop, extend and shape music for performances. Repetition. Sequence. Decoration. Variation. Modulation. Changing tonality. Block structures (binary, ternary, rondo, arch, ground bass) Style. Introductions. Codas. Song structures.	
NC/Spec coverage:	Unit 1 Learning Aims A and B	Unit 1 Learning Aims A and B	Unit 2 Learning Aims A and B	Unit 2 Learning Aims A, B and C	Unit 4 Learning Aims A and B	Unit 4 Learning Aims A, B and C
Cross-curricular links:	Maths - patterns, Science – sound creation, Art and Design – graphic scores.	Maths - patterns, Science – sound creation	Maths – beat counts, Literacy – reading notation, Art and Design - patterns	Maths – beat counts, Literacy – reading notation, Art and Design - patterns	Maths – beat counts, Literacy – reading notation, Art and Design - patterns	Maths – beat counts, Literacy – reading notation, Art and Design - patterns

