



Overview	<p>The Tech Award in Music Practice aims to enable learners to explore what it's like to work in the Music sector and gain the underpinning knowledge and skills required to work in the Industry. This is achieved by developing the learner's key knowledge and understanding of the essential tools, techniques and equipment required, alongside an understanding of the idiomatic and stylistic features of a range of musical genres. Learners will be supported in their journey to develop a range of musical products.</p> <p>Year 10 is focussed on the development of the skills, knowledge and understanding required to complete Component 1 and 2 – whilst preparing for Component 3 - a synoptic and externally assessed unit which happens in the Spring / Summer term of Y11.</p> <p>Workshop-style learning covering the musical features of a range of musical genres and a deepening understanding of the musical theory behind each style is used to enable learners to complete to real-life contexts and vocational scenarios in both learning and assessment.</p>
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Autumn Term	<p>Assignment 1: Making Your First Ever Beat</p> <ul style="list-style-type: none"> Students learn to use the Charanga 'YuStudio' sequencing software to create a short beat demonstrating what the software is capable of. This is accompanied by a written evaluation of the software and an explanation of the creative process they followed to complete their composition. <p>Assignment 2: Group 2: 1970s-80s Hip Hop</p> <ul style="list-style-type: none"> In this assignment students deepen their knowledge and understanding of the Hip Hop style through listening and appraising, research, and compositional tasks— explaining the historical, social and musical origins of the genre, learning about the key artists and idiomatic stylistic features. Students demonstrate their understanding through listening <p>Assignment 3: Group 5: Film Music</p> <ul style="list-style-type: none"> Creation of a horror soundscape in Garage Band / Logic. This composition of 1-1.30 minute music must incorporate compositional techniques and devices associated with the genre (e.g. minor key / ostinato / dissonance / note clusters) alongside plug-in FX and sequencing devices to enhance the horror soundscape in the production stage. Their final composition must be accompanied by a detailed write up of the devices/techniques used. <p>Assignment 4: Group 4: Afrobeat / African Music</p> <ul style="list-style-type: none"> Examination of the genre using the YuStudio Afrobeats compositional assignment as its basis. Students submit a final Afrobeats composition demonstrating their knowledge of the genre and submit this alongside a detailed factsheet on African Fusion. 	Assessment
		<ol style="list-style-type: none"> Introduction to YuStudio beat composition/write up Hip Hop Composition and genre research document Horror Soundscape / write up of stylistic devices used Afrobeat composition and fact sheet about Afrobeat / African fusion music

Spring Term	<p>Assignment 5: Group 3 -90s to the present: Free Choice (grunge, Britpop, rave, techno, house/techno, drum and bass, nu-metal, pop punk, dubstep, reggaeton, grime, trap)</p> <ul style="list-style-type: none"> To encourage independent learning and resilience in preparation for PSA, students can decide which of the genres of music to focus on in this final category. They must submit a musical product alongside a detailed write up of their choice demonstrating their understanding of the musical genre. 	Assessment
		<p>PSA Task 1, Styles Portfolio. (24 marks. 5 Hours exam time) At least one short example (12-30s) of each of the 4 chosen styles with appropriate commentary.</p>

Spring Term	<p>Component 1: Exploring Music Products and Styles (36 GLH) Pearson Set Assignment released 6.2.23 for submission May/June Assessment Series</p> <ul style="list-style-type: none"> Learners will explore the techniques used in the creation of different musical products and investigate the key features of different musical styles. They have to work under exam conditions to create their final products. <p>Learning outcomes for Component 1: A. Demonstrate professional and commercial skills for the music industry Apply development processes for music skills and techniques.</p>	<p>PSA Task 2, Products Portfolio. (36 marks. 7 Hours exam time) At least 3 x 30s-60s examples of products with supporting material</p>
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Summer Term	<p>Component 1 completed and all marks submitted by May/June</p> <p>Mock Component 2 Paper (using Pearson exemplar papers) The key purpose of this assessment is for learners to apply their knowledge of musical skills and processes of development to improve their musical techniques. Learners must demonstrate they have used professional and commercial skills to develop your musical outcomes, including:</p> <ul style="list-style-type: none"> planning and management of development processes management of equipment and resources strategy and management of skills development. <p>You must show how your musical outcomes have evolved through your development of skills in ONE of the following areas:</p> <ul style="list-style-type: none"> music performance creating original music music production. 	Assessment
	<p>Completion of Component 1 – submitted in May /June series</p> <p>Year 10 Mock exam based on PSA Component 2 which will constitute ONE musical product and supporting evidence.</p>	

Useful Resources for Supporting Your Child at Home:	Homework:
<ul style="list-style-type: none"> TEAMS – all lesson PowerPoint and resources are posted on the Year 10 Tech page There are useful research websites / links posted to enable your child to deepen their knowledge and understanding GCSE Bitesize – for development of understanding of music theory / genres of music 	<p>Homework Quizzes on Teams set weekly Use of YuStudio – a web-based sequencing package for further development of their compositional techniques KS4 Music intervention available after school.</p>