

**Music**  
Year 11  
Curriculum Overview



**Intent:** Students will be able to compose to a brief and develop/extend ideas considering structure and compositional techniques, and work as a team to enable a music product to be promoted and marketed, created, and rolled out to an audience. By the end of the year students will be able to provide a recital performance and review progress for future improvement, understand factors that they would need to consider when working in the music industry such as job roles, or licenses, or health safety aspects.

	AUTUMN 1	AUTUMN 2	SPRING 1	SPRING 2	SUMMER 1	SUMMER 2
	Assessment 1			Assessment 2		
<b>Core Course Topic:</b> These topics are taught through the identified terms. They are taught in small bitesize chunks and revisited regularly.	<b>Unit 2: Managing a Music Product</b>	<b>Unit 2: Managing a Music Product</b>	<b>Unit 2: Managing a Music Product</b>	<b>Unit 2: Managing a Music Product</b>	<b>Unit 1: The Music Industry</b>	<b>Unit 1: The Music Industry</b>
<b>Additional support links:</b>	<a href="#">Stage Presence</a> <a href="#">Music Composition</a>	<a href="#">Stage Presence</a>	<a href="#">Stage Presence</a>	<a href="#">Stage Presence</a>	<a href="#">The Music Industry Revision</a>	<a href="#">The Music Industry Revision</a>
<b>Knowledge:</b> Included here is the specific knowledge your child will learn in detail	Ensemble/Solo Performance Understanding of job roles within the industry Health and safety Leadership skills <ul style="list-style-type: none"> <li>• Organisation</li> </ul>	Ensemble/Solo Performance Understanding of job roles within the industry Health and safety Leadership skills <ul style="list-style-type: none"> <li>• Organisation</li> </ul>	Ensemble/Solo Performance Understanding of job roles within the industry Health and safety Leadership skills <ul style="list-style-type: none"> <li>• Organisation</li> </ul>	Ensemble/Solo Performance Understanding of job roles within the industry Health and safety Leadership skills <ul style="list-style-type: none"> <li>• Organisation</li> </ul>	Royalties Record Labels Job Roles/Employment Working conditions Unions/Trade Bodies <ul style="list-style-type: none"> <li>• Finance</li> </ul>	Royalties Record Labels Job Roles/Employment Working conditions Unions/Trade Bodies <ul style="list-style-type: none"> <li>• Finance</li> </ul>
<b>Skills:</b> Included here is the specific skills your child will learn in detail	<ul style="list-style-type: none"> <li>• Self Confidence</li> <li>• Creative Thinking and Problem solving</li> <li>• A Broad Human Perspective</li> <li>• Team work</li> <li>• The ability to work under pressure</li> <li>• Time Management</li> <li>• Self-Awareness</li> <li>• Self Discipline</li> <li>• Analytical Skills</li> </ul>	<ul style="list-style-type: none"> <li>• Self Confidence</li> <li>• Creative Thinking and Problem solving</li> <li>• A Broad Human Perspective</li> <li>• Team work</li> <li>• The ability to work under pressure</li> <li>• Time Management</li> <li>• Self-Awareness</li> <li>• Self Discipline</li> <li>• Analytical Skills</li> </ul>	<ul style="list-style-type: none"> <li>• Self Confidence</li> <li>• Creative Thinking and Problem solving</li> <li>• A Broad Human Perspective</li> <li>• Team work</li> <li>• The ability to work under pressure</li> <li>• Time Management</li> <li>• Self-Awareness</li> <li>• Self Discipline</li> <li>• Analytical Skills</li> </ul>	<ul style="list-style-type: none"> <li>• Self Confidence</li> <li>• Creative Thinking and Problem solving</li> <li>• A Broad Human Perspective</li> <li>• Team work</li> <li>• The ability to work under pressure</li> <li>• Time Management</li> <li>• Self-Awareness</li> <li>• Self Discipline</li> <li>• Analytical Skills</li> </ul>	<ul style="list-style-type: none"> <li>• Externally assessed exam – weighing up advantages and disadvantages, case studies and real life scenarios</li> </ul>	<ul style="list-style-type: none"> <li>• Externally assessed exam – weighing up advantages and disadvantages, case studies and real life scenarios</li> </ul>
<b>Common Lexicon:</b> These are the key words and terms learnt. These can be found on knowledge organisers.	Ensemble, Solo, Set List, Repertoire, Strategic overview, Roadie, Stage Manager, Musical Director, Runner, Musician, Set Design, Sound/Lighting Engineer	Ensemble, Solo, Set List, Repertoire, Strategic overview, Roadie, Stage Manager, Musical Director, Runner, Musician, Set Design, Sound/Lighting Engineer	Ensemble, Solo, Set List, Repertoire, Strategic overview, Roadie, Stage Manager, Musical Director, Runner, Musician, Set Design, Sound/Lighting Engineer	Ensemble, Solo, Set List, Repertoire, Strategic overview, Roadie, Stage Manager, Musical Director, Runner, Musician, Set Design, Sound/Lighting Engineer	PRS, PPL, MCPS, MU, BECTU, Major, Indie, Sub, Publishing, Freelance, Self Employed, Employed	PRS, PPL, MCPS, MU, BECTU, Major, Indie, Sub, Publishing, Freelance, Self Employed, Employed