



Key Stage 4 Curriculum Overview: Music

Progression from Key Stage 3 and optional progression through Post-16 :

	Autumn Term	Spring Term	Summer Term
Year 9			Students at the end of Key Stage 3 will be able to work collaboratively to a set brief, apply feedback and analyse key components of Performing Arts
Year 10	<p>Component 1 Preparation</p> <p>Learners will explore the techniques used in the creation of different musical products and investigate the key features of different musical styles.</p> <p>Each year, the music industry produces a wide range of products such as recordings, compositions, live performances, music for film, TV and computer games. Have you ever wondered how these products are created?</p> <p>In this component, you will develop your understanding of different types of music products and the techniques used to create them. You will explore how musical elements, technology and other resources are used in the creation, production and performance of music. You will also practically explore the key features of different styles of music and music theory and apply your knowledge and understanding to developing your own creative work.</p> <p>This component will help you to progress to Level 2 or 3 vocational or academic qualifications where a knowledge of musical</p>	<p>Submit component 1</p> <p>Assignments</p> <p>Pearson sets the assignments for the assessment of this component.</p> <p>The assignment for Component 1 consists of two tasks.</p> <ul style="list-style-type: none"> • In response to Task 1, learners will compile a portfolio of evidence that demonstrates their understanding of four different styles of music using musical examples related to a theme. • In response to Task 2, learners will create three 30–60-second examples of ideas for music products related to a theme, using a range of realisation techniques. <p>The assignment will take approximately 12 supervised hours to complete.</p> <p>The assignments will be marked by centres and moderated by Pearson. Assignments for this component will be</p>	<p>Component 2 Preparation</p> <p>Learners will have the opportunity to develop two musical disciplines through engagement in practical tasks, while documenting their progress and planning for further improvement.</p> <p>As a performer, producer or creator in the music industry, you need to continually develop your skills and techniques in order to be successful and secure a regular flow of gigs and commissions. In this component, you will participate in workshops and classes where you will develop technical, practical, personal and professional skills and specialise in at least two of the following areas: music performance, creating original music, music production. Throughout your development, you will review your progress and consider how to make improvements. You will learn how musicians share their work and collaborate with others, and will develop your skills as a musician in how to use blogs, YouTube™, Soundcloud™ and other platforms to share your work and skills development with others.</p>

	<p>styles and a grounding in the areas of performance, creation and music production is essential.</p> <p>Learning outcomes</p> <p>A Demonstrate an understanding of styles of music</p> <p>B Apply understanding of the use of techniques to create music.</p>	<p>made available in September and then January of each academic year through the secure area of the website. Learners must use the Pearson-set Assignment to provide the required evidence to achieve this component.</p> <p>A sample of assignment is provided on the website.</p> <p>Assessing the assignment</p> <p>You will make assessment decisions for each assignment using the marking grid given below. Before making assessment decisions, you should refer to the guidance on using the marking grid provided in <i>Section 5: Non-exam internal assessment</i>. A glossary of terms used in the marking grids is provided in <i>Appendix 1</i>.</p>	<p>Developing musical skills and techniques will enable you to consider your aptitude and enjoyment for music, helping you to make informed decisions about what you will study in the future. This component will help you to progress to Level 3 qualifications in music or music technology, which look at skills and techniques in more detail. Alternatively, you may want to progress to other Level 3 vocational or academic subject areas.</p> <p>This component will support your development of transferable skills which will support your advancement in education and employment.</p> <p>Learning outcomes</p> <p>A Demonstrate professional and commercial skills for the music industry</p> <p>B Apply development processes for music skills and techniques.</p>
<p>Year 11</p>	<p>Submit Component 2</p> <p>Assignments</p> <p>Pearson sets the assignments for the assessment of this component.</p> <p>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 	<p>Component 3 Preparation</p> <p>Learners will be given the opportunity to develop and present music in response to a given music</p> <p>This component will allow you to work to your strengths and interests and apply the skills that you have learned throughout your course in a practical way. You will focus on a particular area of the music sector that excites and appeals to</p>	<p>Submit Component 3</p> <p>This external component builds on the knowledge, understanding and skills acquired and developed in Components 1 and 2 and allows learners to apply the musical skills and techniques they have explored and developed.</p> <p>A task worth 60 marks will be completed under supervised conditions. The supervised assessment period is 3 hours and should be arranged in the period timetabled by Pearson.</p>

areas in response to a theme that will develop professional and musical skills.

The assignment will take approximately 15 supervised hours to complete.

The assignments will be marked by centres and moderated by Pearson. Assignments for this component will be made available in September and then January of each academic year through the secure area of the website. Learners must use the Pearson-set Assignment to provide the required evidence to achieve this component.

A sample of assignment is provided on the website.

Assessing the assignment

You will make assessment decisions for each assignment using the marking grid given below. Before making assessment decisions, you should refer to the guidance on using the marking grid provided in *Section 5: Non-exam internal assessment*. A glossary of terms used in the marking grids is provided in *Appendix 1*.

you and respond to a music brief as a composer, performer or producer.

You 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 you will then develop and refine musical material before presenting your final response. You will develop and present an original creation based on a piece from a given list and a style from a choice of four. You 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 you suitable for the specific music sector opportunity.

Presenting music for a set brief is a key element of post-16 music qualifications and this component will enable you to establish solid foundations to help you progress to further Level 2 or Level 3 courses. You will also develop skills in self-management, communication and presentation, which are vital to any future course of study.

Features explored:

- 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.

The assessment availability is May/June only. First assessment is May 2024.

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. At the beginning of video recordings of performances, learners must identify themselves with their name and registration number. The nature of the assessment and the requirement for an individual response mean it is not possible to assess more than one individual response from a single group performance. The video recording must be one continuous shot without edits, in which the performer or all performers in the group are visible and audible. The video recording must be saved to a clearly labelled digital folder under direct supervision.

DAW projects must be audio recorded and exported to a clearly labelled digital folder under direct supervision and stored securely by the centre. Learners will complete an initial response that discusses how their skills, experiences and interests make them suitable for the specific sector opportunity. Learners will

			<p>justify how their selected material links to the given brief. They will also evaluate their approach to meeting the brief and their final outcome. Sample assessment materials will be available to help centres prepare learners for assessment.</p> <p>Assessment objectives A01 Understand how to respond to a music brief A02 Select and apply musical skills in response to a music brief A03 Present a final musical product in response to a music brief A04 Comment on the creative process and outcome in response to a music brief</p>
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By the end of Key Stage 4 students should be able to:

Study of the qualification as part of Key Stage 4 learning will help learners to make more informed choices for further learning, either generally or in this sector. The choices that learners can make post-16 will depend on their overall level of attainment and their performance in the qualification.

Learners who generally achieve at Level 2 across their Key Stage 4 learning might consider progression to:

- A Levels as preparation for entry to higher education in a range of subjects
- study of a vocational qualification at Level 3, such as a BTEC National in Music or a BTEC National in Music Technology, which prepares learners to enter employment or apprenticeships, or to move on to higher education by studying a degree in the music sector



Key Stage 4 Curriculum Overview: Performing Arts

Progression from Key Stage 3 and optional progression through Post-16 :

	Autumn Term	Spring Term	Summer Term
Year 9			Students at the end of Key Stage 3 will be able to work collaboratively to a set brief, apply feedback and analyse key components of Performing Arts
Year 10	<p>Component 1 Preparation</p> <p>Component in brief</p> <p>Learners will develop their understanding of the performing arts by examining the work of performing arts professionals and the processes used to create performance.</p> <p>Introduction</p> <p>To develop in the performing arts, you will need a broad understanding of performance work and influences. This component will help you to understand the requirements of being a performer (in acting, dance or musical theatre) and/or designer (in lighting, props, costume, set, makeup or sound) across at least three performances and performance styles.</p> <p>In this component you will develop a practical understanding of how performing arts work is created. You will look at elements such as roles, responsibilities and the application of</p>	<p>Submit component 1</p> <p>Assignments</p> <p>Pearson sets the assignments for the assessment of this component.</p> <p>The assignment for this component consists of two tasks.</p> <ul style="list-style-type: none"> • In response to Task 1, learners will investigate an example of professional performing arts work, covering stylistic qualities, features, intentions and purpose of the work. Learners will also cover the skills and responsibilities required and the influences of other work. • In response to Task 2, learners will actively explore the techniques, processes and approaches used in the creation of professional work from Task 1. <p>The assignment will take approximately 12 supervised hours to complete.</p> <p>The assignments will be marked by centres and moderated by Pearson.</p>	<p>Component 2 Preparation</p> <p>Component in brief</p> <p>Learners will develop their performing arts skills and techniques through the reproduction of acting, dance and/or musical theatre repertoire as performers or designers.</p> <p>Introduction</p> <p>Working as a performer or designer requires the application of skills, techniques and practices that enable you to produce and interpret performance work. You will communicate intentions to an audience through a chosen discipline, such as performing or designing in any performance style from acting, dance or musical theatre.</p> <p>In this component, you will develop performing or design skills and techniques. You will have the opportunity to specialise as a performer or designer in one or more of the following disciplines: acting, dance, musical theatre. You will take part in workshops and classes where you will develop technical, practical and interpretative skills through the rehearsal and</p>

	<p>relevant skills and techniques. You will have the chance to explore practically the work of different professionals to develop an appreciation of the methods they use to explore</p> <p>a theme and communicate to audiences through their work. You will broaden your knowledge through observing existing repertoire and by learning about professionals' approaches and how they create and influence performance material.</p> <p>This component will give you an understanding of professional performing arts work and the processes and practices that contribute to the creation of a range of performance styles. You will develop transferable skills, such as research and communication, which will support your progression to Level 2 or 3 vocational or academic qualifications.</p> <p>Learning outcomes</p> <p>A Investigate how professional performance or production work is created</p> <p>B Demonstrate understanding Of the skills, techniques and approaches used by professionals to create performance/production work.</p>	<p>Assignments for this component will be made available in September and then December of each year through the secure area of the website. Learners must use the Pearson-set Assignment to provide the required evidence to achieve this component.</p> <p>A sample assignment is provided on the website.</p> <p>Assessing the assignment</p> <p>You will make assessment decisions for each assignment using the marking grid given below. Before making assessment decisions, you should refer to the guidance on using the marking grid provided in <i>Section 5: Non-exam internal assessment</i>. A glossary of terms used in the marking grids is provided in <i>Appendix 1</i>.</p>	<p>performance process. You will work from existing performing arts repertoire, applying relevant skills and techniques to reproduce performance or design elements of the work.</p> <p>Throughout your development, you will review your own progress and consider how to make improvements.</p> <p>Developing performance or design skills and techniques will enable you to consider your aptitude and enjoyment for performing arts, helping you to make informed decisions about what you study in the future. This component will help you to progress to Level 3 qualifications in performing arts or production arts, which look at skills and techniques in more detail. Alternatively, you may want to progress to other Level 3 vocational or academic subject areas. This component has many transferable qualities, for example communication skills and teamwork, which will be valuable whatever you decide to do.</p> <p>Learning outcomes</p> <p>A Use rehearsal or production/design processes</p> <p>B Apply skills and techniques in performance or realisation</p> <p>C Review own development and application of performance or design skills.</p>
<p>Year 11</p>	<p>Submit Component 2</p>	<p>Component 3 Preparation</p>	<p>Submit Component 3</p>

Assignments

Pearson sets the assignments for the assessment of this component.

The assignment for this component consists of three tasks.

- In response to Task 1 learners will prepare for a performance or pitch/presentation of designs of/for existing repertoire.
- In response to Task 2, learners will showcase performance or production designs for an audience.
- In response to Task 3, learners will review the development and application of skills and techniques during the process and after.

The assignment will take approximately 5-6 supervised hours to complete.

The assignments will be marked by centres and moderated by Pearson. Assignments for this component will be made available in September and then December of each year through the secure area of the website. Learners must use the Pearson-set Assignment to provide the required evidence to achieve this component.

Component in brief

Learners will be given the opportunity to work as part of a group to contribute to a workshop performance as either a performer or a designer in response to a brief and stimulus.

Introduction

Live performance can happen in a number of places and for a range of reasons. For example, you may perform in a traditional performance space to an audience to communicate ideas about a particular theme or issue, or you may be part of a touring group that takes a performance to a community setting, such as a local school, to teach a young audience a safety message.

In this component, you will have the opportunity to respond to a brief. You will be given a brief that outlines the performance and design requirements and asks you to consider your target audience and to start the creative process by using the stimulus included in the brief. Working as part of a group, you will develop your ideas for a workshop performance and apply your skills and techniques to communicate your creative intentions to your audience.

The performance or design skills you will use will vary depending on features such as your selected performance discipline and the content of the work, your venue and target audience. The work may involve improvisation, vocal work, movement techniques or assisting with audience involvement. The group performance may involve some solo

Summary of assessment

This external component builds on knowledge, understanding and skills acquired and developed in Components 1 and 2 and includes synoptic assessment. Learners will apply their skills and techniques creatively to a workshop performance for a selected audience. Learners will capture their ideas on planning, development and effectiveness of the production process in a written log and an evaluation report.

A task worth 60 marks will be completed under supervised conditions. The supervised assessment period is 3 hours and should be arranged in the period timetabled by Pearson. The assessment availability is May/June only. The first assessment is in May/June 2024.

For assessment, learners will be given a brief and stimulus to create performance material as either a performer or a designer. In groups of a minimum of three and a maximum of seven performers, plus up to a maximum of four designers, learners will respond to the stimulus and create a workshop performance that communicates ideas and creative intentions to a target audience of their choice.

Assessment objectives

A01 Understand how to respond to a brief **A02** Select and develop skills and techniques in response to a brief **A03** Apply skills and techniques in a workshop performance in response to a brief **A04** Evaluate the development process and outcome in response to a brief

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Assessing the assignment

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or small-group work or it may be an ensemble piece. You will have the opportunity to inform the performance using existing or newly developed skills in performing or designing and adapting them to suit the performance.

This component will help you with progression to Level 2 or 3 vocational or academic qualifications. It will also enable you to develop transferable skills, such as communication and teamwork, which will help you to progress to further study.

Summary of assessment

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By the end of Key Stage 4 students should be able to:

Study of the qualification as part of Key Stage 4 learning will help learners to make more informed choices for further learning, either generally or in this sector. The choices that learners can make post-16 will depend on their overall level of attainment and their performance in the qualification. Learners who generally achieve at Level 2 across their Key Stage 4 learning might consider progression to:

- A Levels as preparation for entry to higher education in a range of subjects
- study of a vocational qualification at Level 3, such as a BTEC National in Performing Arts, which prepares learners to enter employment or apprenticeships, or to move on to higher education by studying a degree in the performing arts or production arts areas.

Learners who generally achieve at Level 1 across their Key Stage 4 learning might consider progression to study at Level 2 post-16 in a range of routes designed to lead to work, employment, apprenticeships or further study at Level 3