

Year 10 Music	
Unit 1: Creating	
Learning Objectives	
Students will develop their understanding of the creative process by responding to a musical brief, researching relevant styles, contexts and practitioners, and generating and developing original musical ideas. They will apply knowledge of musical elements such as melody, harmony, rhythm, structure, texture, dynamics and tonality to create an original composition, using appropriate performance or music technology skills where relevant. Students will document and explain the development of their ideas, evaluate their work against the original brief, respond constructively to feedback, and make justified refinements to produce a coherent and creative final composition that demonstrates musical understanding, technical skill and originality.	
What previous knowledge is required?	
Students should have a basic understanding of the elements of music, including melody, rhythm, harmony, dynamics, tempo, texture, tonality and structure. They should have some experience of performing music and, where appropriate, using instruments or music technology to create and record musical ideas. Students should be able to listen to and discuss different musical styles, identify key musical features, and use basic musical terminology to communicate their ideas. They should also have some experience of working independently and collaboratively, responding to feedback, and developing and evaluating their own creative work.	
How will this term's content help with future learning?	
Learning from this unit will help students develop the creative, technical and evaluative skills needed for further study in Music and Performing Arts. Students will build confidence in composing and developing original musical ideas, applying musical elements and using music technology to create and refine work. They will also develop their ability to research, respond to a brief, evaluate their own work and act on feedback, providing valuable preparation for further vocational study, GCSE and post-16 music courses, college or university-level study, and future creative or performing arts opportunities. The independent working, problem-solving, collaboration and reflective skills developed throughout the unit will also support students in a wide range of future learning and employment contexts.	
Common Misconceptions	
Students may believe that creating a successful composition is simply about producing a piece of music that sounds good, rather than responding directly to the creative brief and demonstrating a clear development process. They may also think that creativity requires advanced music theory or instrumental skills, when effective compositions can be created using a range of accessible techniques and technologies. Some students may focus too heavily on the finished product and underestimate the importance of research, experimentation, documenting ideas, evaluation and refinement. Students may also misunderstand the purpose of feedback, seeing it as criticism rather than an opportunity to improve their work. Other misconceptions may include believing that copying or closely imitating an existing song demonstrates creativity, or that adding effects and technology automatically makes a composition more creative. Students should understand that musical choices need to be purposeful, appropriate to the brief and justified through the creative process.	
Unit 2: Performing	
Learning Objectives	
Students will develop and apply their musical performance skills to prepare and perform a selected piece of repertoire, demonstrating effective technical control, musical interpretation, communication and	

expressive skills. They will explore and respond to the style, context and intentions of the repertoire, make appropriate performance decisions, respond to feedback, and refine their performance to communicate effectively with an audience.

What previous knowledge is required?

Students should have some previous experience of performing music, either as a vocalist or instrumentalist, and a basic understanding of musical elements such as melody, rhythm, harmony, dynamics, tempo, articulation and structure. They should be able to read and/or interpret basic musical notation, chord symbols, lead sheets or other relevant performance instructions, depending on their chosen instrument or style. Students should have an awareness of different musical styles and performance conventions, as well as basic rehearsal skills and the ability to respond to direction and feedback. They should also understand the importance of preparation, practice, stagecraft and communication when performing to an audience.

How will this term's content help with future learning?

Learning from this unit will help students develop the practical, technical and expressive skills required for further study and progression in Music and Performing Arts. Students will develop confidence in performing to an audience, interpreting repertoire, working independently and collaboratively, and responding positively to feedback. They will also develop effective rehearsal, preparation and evaluation skills, as well as an understanding of performance conventions and stagecraft. These skills will provide a strong foundation for further study at GCSE, post-16, college or university level and can support progression into further vocational training, performance opportunities and careers within the music and performing arts industries.

Common Misconceptions

Students may believe that a successful performance is simply about playing or singing the correct notes, rather than demonstrating musical interpretation, expression, communication and appropriate performance skills. They may also think that technical ability is more important than musicality and fail to consider elements such as dynamics, phrasing, articulation, tone and stylistic conventions. Some students may underestimate the importance of rehearsal and preparation, believing that practising the piece repeatedly is sufficient without identifying specific areas for improvement. Students may also see feedback as criticism rather than as a valuable tool for developing their performance. Other misconceptions may include thinking that confidence on stage means simply performing loudly or exaggerating movements, or that mistakes automatically result in an unsuccessful performance. Students should understand that effective performance involves preparation, musical understanding, technical control, expressive interpretation, communication with an audience and the ability to reflect on and refine their work.