



Music Practice Overview – Year 10

The Pearson Tech Award in Music Practice equips students with the skills and knowledge to progress onto further study in the Music sector. Your child will study five hours a fortnight in this option completing their first coursework project during Year 10 that will contribute to your child’s final qualification grade:

	Autumn	Spring	Summer
Topic(s)	Component 1: Exploring Music Products and Styles – Britpop & Multitrack Recording	Component 1: Exploring Music Products and Styles – Rock n’ Roll & African Drumming	Component 1: Exploring Music Products and Styles – Film Music & DAW
Topic Objectives	<p>LOA - Demonstrate an understanding of styles of music: learners explore a variety of musical styles and understand the key features of these styles and how musical elements are used to create the sonic characteristics that define them. This includes study of iconic artists, bands and producers, the impact of technology on musical styles, and elements like instrumentation, texture, timbre, tonality, etc.</p> <p>This learning objective focuses on understanding and being able to explain musical styles and their defining features through listening and practical activities.</p> <p>LOB - Apply understanding of the use of techniques to create music: this means learners should investigate and experiment with how music from a variety of styles is performed, created and produced, and then apply that understanding to produce their own music products — such as short recordings, live performance examples, compositions or DAW projects. Specifically, it covers both:</p> <ul style="list-style-type: none"> • B1: Music industry products — exploring different types of music products (for example live performance, audio recording, compositions for media, original songs, DAW-based work). • B2: Music realisation techniques — applying practical techniques in performance, original music creation and music production (including instrument roles, ensemble skills, compositional development techniques, DAW tools, microphones and editing). 	<p>LOA - Demonstrate an understanding of styles of music: learners explore a variety of musical styles and understand the key features of these styles and how musical elements are used to create the sonic characteristics that define them. This includes study of iconic artists, bands and producers, the impact of technology on musical styles, and elements like instrumentation, texture, timbre, tonality, etc.</p> <p>This learning objective focuses on understanding and being able to explain musical styles and their defining features through listening and practical activities.</p> <p>LOB - Apply understanding of the use of techniques to create music: this means learners should investigate and experiment with how music from a variety of styles is performed, created and produced, and then apply that understanding to produce their own music products — such as short recordings, live performance examples, compositions or DAW projects. Specifically, it covers both:</p> <ul style="list-style-type: none"> • B1: Music industry products — exploring different types of music products (for example live performance, audio recording, compositions for media, original songs, DAW-based work). • B2: Music realisation techniques — applying practical techniques in performance, original music creation and music production (including instrument roles, ensemble skills, compositional development techniques, DAW tools, microphones and editing). 	<p>LOA - Demonstrate an understanding of styles of music: learners explore a variety of musical styles and understand the key features of these styles and how musical elements are used to create the sonic characteristics that define them. This includes study of iconic artists, bands and producers, the impact of technology on musical styles, and elements like instrumentation, texture, timbre, tonality, etc.</p> <p>This learning objective focuses on understanding and being able to explain musical styles and their defining features through listening and practical activities.</p> <p>LOB - Apply understanding of the use of techniques to create music: this means learners should investigate and experiment with how music from a variety of styles is performed, created and produced, and then apply that understanding to produce their own music products — such as short recordings, live performance examples, compositions or DAW projects. Specifically, it covers both:</p> <ul style="list-style-type: none"> • B1: Music industry products — exploring different types of music products (for example live performance, audio recording, compositions for media, original songs, DAW-based work). • B2: Music realisation techniques — applying practical techniques in performance, original music creation and music production (including instrument roles, ensemble skills, compositional development techniques, DAW tools, microphones and editing).

	LOB requires students to show that they can use musical techniques effectively to create or realise music products , demonstrating both understanding and practical application.	LOB requires students to show that they can use musical techniques effectively to create or realise music products , demonstrating both understanding and practical application.	LOB requires students to show that they can use musical techniques effectively to create or realise music products , demonstrating both understanding and practical application.
Acquired Knowledge/Skills	<p>LOA: Students explore Britpop from the 1990s onwards identifying key sonic features, compositional features and production techniques that define the style. Students will explore the social and historical context in which the style evolved and identify composers/ artists that played an integral role to its development.</p> <p>LOB: Students will develop instrumental skills specific to their own instrument/ discipline that they can use in performance. They will develop ensemble skills through regular rehearsal of given material relating to the LOA topic Britpop. Students will learn how to use multitrack recording equipment & software and create their own 30-60 second multitrack recording of their ensemble Britpop piece. Students will also further develop their listening skills and aural perception through a variety of listening tasks.</p>	<p>LOA: Students explore Rock n' Roll from the 1950s onwards & African Drumming, identifying key sonic features, compositional features and production techniques that define each style. Students will explore the social and historical context in which these styles evolved and identify composers/ artists that played an integral role to their development.</p> <p>LOB: Students will continue to develop instrumental skills specific to their own instrument/ discipline and the African Djembe that they can use in performance. They will develop ensemble skills through regular rehearsal of given material relating to the LOA topics Rock n' Roll & African Drumming. Students will also further develop their listening skills and aural perception through a variety of listening tasks.</p>	<p>LOA: Students explore Film Music identifying key sonic features, compositional features and production techniques that define the style. Students will identify key composers/ artists that played an integral role in the style's development.</p> <p>LOB: Students will learn how to use DAW software to create, manipulate and arrange music to a given brief. They will demonstrate their understanding of Film Music through practical application. Students will also further develop their listening skills and aural perception through a variety of listening tasks.</p>
Assessments	Component 1 coursework (written portfolio covering 4 musical styles and a practical portfolio of 3 music products) is internally assessed by the class teacher (a set assignment brief completed under supervised conditions and externally moderated by Pearson), and it is worth 30% of the overall qualification grade.	Component 1 coursework (written portfolio covering 4 musical styles and a practical portfolio of 3 music products) is internally assessed by the class teacher (a set assignment brief completed under supervised conditions and externally moderated by Pearson), and it is worth 30% of the overall qualification grade.	Component 1 coursework (written portfolio covering 4 musical styles and a practical portfolio of 3 music products) is internally assessed by the class teacher (a set assignment brief completed under supervised conditions and externally moderated by Pearson), and it is worth 30% of the overall qualification grade.
Citizenship	<ul style="list-style-type: none"> <p>PSHE Development:</p> <p>Component 1 supports PSHE development by encouraging students to explore identity, culture and self-expression through different musical styles and products. Learners develop confidence, resilience and self-reflection as they analyse music and create their own work, responding constructively to feedback and managing deadlines. Collaborative practical tasks promote communication skills, teamwork and mutual respect, while discussions about lyrical themes and cultural contexts help students consider wellbeing, diversity and personal values.</p> <p>Careers Education:</p> <p>This component introduces students to a range of music industry roles linked to music products, including performer, songwriter, producer, sound engineer, promoter and content creator. By analysing how music is created and realised, learners gain insight into professional workflows, industry expectations and the impact of technology on modern music careers. Practical tasks mirror real-world processes, helping students develop transferable skills such as project planning, problem solving, time management and creative decision-making.</p> <p>Fundamental British Values:</p> <p>Through the study of diverse musical styles from different cultures and communities, students develop mutual respect and tolerance for those with different faiths, beliefs and backgrounds. Group work reinforces individual liberty and democratic principles, as learners contribute ideas, make shared decisions and respect differing creative viewpoints. The structured assessment process also promotes understanding of rules, fairness and accountability within an educational and professional context.</p> 		

- **SMSC Development:**

Component 1 promotes spiritual development through creative expression and personal interpretation of music; moral development through discussion of lyrical content and ethical issues in the music industry; social development through ensemble work and collaborative production tasks; and cultural development through exploration of music from a wide range of historical periods, genres and global traditions. Students gain a deeper appreciation of how music reflects and shapes society.

Music Practice Overview – Year 11



The Pearson Tech Award in Music Practice equips students with the skills and knowledge to progress onto further study in the Music sector. Your child will study five hours a fortnight in this option completing their first coursework project during Year 10 that will contribute to your child's final qualification grade:

	Autumn	Spring	Summer
Topic(s)	Component 2: Music Skills Development	Component 3: Responding to a Music Brief	Component 3: Responding to a Music Brief
Topic Objectives	<p>LOA in Component 2 requires students to develop and demonstrate practical music skills. This means they will focus on improving their performance, composition or production abilities through regular practice, feedback and targeted skill development, building confidence and technical control.</p> <p>LOB then asks students to apply those skills in response to a set musical brief, creating work that meets specific requirements and shows evidence of creative decision-making and personal interpretation. Students can expect to engage in structured practical tasks that emphasise progress, reflection and the application of skills in a real-world music context, preparing them for the more independent work required in Component 3.</p>	<p>Component 3 requires students to complete a practical music project in response to a set brief. LOA focuses on understanding and interpreting the brief, where students identify the requirements of the task and plan their approach to meet the stated objectives. LOB then asks students to develop and refine their ideas, applying musical techniques to create and improve their work through rehearsal, editing or compositional development. This component showcases students' creativity and problem-solving skills while evidencing their ability to work independently and meet professional-style expectations.</p>	<p>Learning Aim C requires students to present a final outcome and evaluate their process, demonstrating how their decisions have shaped the finished product and reflecting on areas of success and improvement.</p>
Acquired Knowledge/Skills	<p>Students will acquire knowledge of how music products are created and realised within the music industry. This includes understanding different musical styles, industry conventions, production techniques and the ways in which musical elements combine to create meaning and impact. Learners will also gain insight into professional practices, such as how performers, producers and composers work within creative industries, and how technology influences modern music-making.</p>	<p>The knowledge gained in Component 3 centres on understanding how musical projects are planned and realised in response to a professional brief. Students learn about the importance of interpreting client requirements, target audiences and stylistic expectations, and they develop an awareness of industry processes such as project planning, idea generation and quality control. They also deepen their understanding of musical techniques and production methods, considering how different</p>	<p>LOC focuses on presenting and evaluating the final musical outcome. Students learn how to reflect on the creative process and assess the effectiveness of their work against the original brief, considering factors such as audience response, technical quality and artistic intent. They develop an understanding of how professional musicians and producers evaluate projects to identify strengths and areas for improvement. In terms of skills, students practice critical self-evaluation and reflective thinking, articulating how their decisions shaped</p>

	<p>The skills students will develop include practical abilities in performance, composition and/or music production. They will learn how to apply technical techniques, respond to feedback and refine their work through practice and evaluation. Transferable skills such as problem solving, creative decision-making, collaboration and time management are also embedded within the unit, as students work on structured tasks and projects. These skills help prepare learners for further study in music and for future opportunities within creative and technical industries.</p>	<p>choices influence the effectiveness of their final product.</p> <p>In terms of skills, Component 3 emphasises independent creative problem solving and practical application. Students develop the ability to plan and manage their work, refine ideas through feedback and evaluate their decisions critically. Practical skills in performance, composition or production are applied to create a final outcome that meets the brief's requirements, demonstrating technical control and creative expression. Transferable skills such as time management, self-reflection and project organisation are also strengthened, preparing learners for further study and real-world creative contexts.</p>	<p>the final product and what they would do differently in future tasks. This develops the ability to analyse their own work constructively, supporting continuous improvement and deeper understanding of creative practice.</p>
Assessments	<p>Component 2 is internally assessed coursework that is externally moderated by Pearson, focusing on the development and application of practical music skills through set tasks and projects; it is worth 30% of the overall qualification grade.</p>	<p>Component 3 is an externally set assignment in which students respond to a practical music brief by planning, developing and presenting a final outcome, which is externally assessed and externally moderated. This component is worth 40% of the overall qualification grade.</p>	<p>Component 3 is an externally set assignment in which students respond to a practical music brief by planning, developing and presenting a final outcome, which is externally assessed and externally moderated. This component is worth 40% of the overall qualification grade.</p>
Citizenship	<ul style="list-style-type: none"> • PSHE Development: Through the Year 11 teaching of components 2 and 3, students develop personal skills such as resilience, self-management and confidence as they refine their practical music work and respond to feedback. The process of evaluating their progress encourages self-reflection and emotional awareness, helping learners understand how constructive criticism supports growth. Collaborative tasks and creative decision-making also promote communication and mutual respect, aligning with wider personal and social development goals. • Careers Education: These components provide valuable insight into careers within the music and creative industries, including roles such as performer, composer, producer, sound engineer and music technologist. Students learn about professional working practices, project planning and client expectations, mirroring real-world processes used in industry. Practical tasks and briefs help learners understand transferable skills—such as time management, problem solving and teamwork—that are relevant to a broad range of future employment pathways. • Fundamental British Values: The learning experiences in components 2 and 3 promote respect for diversity and individual liberty as students explore different musical styles and creative ideas. Group work and shared projects encourage democratic participation and mutual respect, as learners contribute ideas and respond to the perspectives of others. Discussions about ethical practice and professional responsibility also reinforce understanding of the rule of law and fairness within creative and professional contexts. • SMSC Development: Spiritual development is supported through opportunities for creative expression and personal interpretation of music. Moral development arises from evaluating the impact of artistic decisions and considering audience response, while social development is strengthened through collaboration and peer feedback. Cultural development is embedded through engagement with diverse musical traditions and contemporary practices, helping students appreciate how music reflects and influences society. 		

