

SUBJECT: BTEC Music Practice



KS4 CURRICULUM PLAN

YEAR 10	AUTUMN 1	AUTUMN 2	SPRING 1	SPRING 2	SUMMER 1	SUMMER 2
TOPIC	Component 1: Exploring Music Products and styles.	Component 1: Exploring Music Products and styles.	Component 1: Exploring Music Products and styles.	Component 1: Exploring Music Products and styles.	Component 1 Music Product and Styles Component 2: Music	Component 1 Part 2: Music Skills Development
Knowledge	Introduction to the Course and course content. Organisation of Instrumental lessons. Development of the use of Logic/garage Band to arrange (C1: B1,B2) to start with Handel. Development of understanding of Five Musical styles and elements of Music (C1:A1,A2).	Continue to Monitor and Organise Instrumental practice and performance logs (C2:B1,B2). Development of the use of Logic/garage Band to arrange and compose. Introduce a second snippet for completion(C1: B1,B2) or could be own choice. Development of understanding of Five Musical styles and elements of Music (A1. Presentation of analysis of Musical styles and Elements (C1:A1, A2).	Continue to Monitor and Organise Instrumental practice and performance log (C2: B1,B2). Development of the use of Logic/garage Band to arrange and compose. Continue to develop skills at producing snippets for completion in the summer term (C1:B1,B2) with a mini dry run. Development of understanding of 5 Musical styles and elements of Music . Presentation of analysis of Musical Styles (C1:A1:A2).	Continue to develop Snippet ideas. Continue to monitor/ develop and Organise Instrumental lessons for Component 2. Continue to Monitor and organise Music For Life Lessons and progress diaries.	Component 1 Summative Assessment of C1:Task 1 and Task 2. Presentation of analysis of Musical Styles and Elements for final assessment. Continue to monitor and organise instrumental practice and performance log. Introduction of C2: A1 and C2: A2. Learners to explore the expectations and professional skills required to succeed in the Music industry. Learners to look at planning and communicating music skills development.	Moderation of Component 1.Continue to monitor and organise instrumental practice and performance log (C2:B1,B2). Development of professional skills and planning and communicating (C2:A1,A2). Learners to explore the expectations and professional skills required to succeed in the Music industry (C2:A1). Learners to look at planning and communicating music skills development (C2:A2). Start to Analyse sample brief as practice and start to develop plans to attempt the set brief. Understand how to respond to a Music brief. Planning to meet the demands of the Music brief, Considering constraints and intentions (C3: A1,A2,A3). Begin to develop and produce a response to a Brief (C3:B,C,D).
Skills	To develop the skills in how to use and input on Logic/Garage Band to arrange and compose a 30-60 second snippet. To develop the skill of how to identify different Musical styles and the elements of Music. Start to develop the skill of practicing effectively on the chosen instrument with Music for Life Support.	To continue to develop the skills in how to use and input on Logic/Garage Band to arrange and compose 30-60 second snippets. To continue to develop an understanding of different Musical styles and the elements of Music. Continue to develop the skill of practicing effectively on the chosen instrument with Music for Life Support.	To continue to develop the skills in how to use and input on Logic/Garage Band to arrange, compose and develop a third choice 30-60 second snippet. To continue to develop an understanding of different Musical styles and the elements of Music and start to organise portfolio. Continue to practice effectively on the chosen instrument with Music for Life Support.	To gain the skills to complete and Mix the final overall products for assessment. To develop the skills to present the evidence for assessment the completed portfolio of Music styles and Musical elements. To develop the skills to continue to work with MFL to complete Component 2 Requirements.	To develop skills in how to use expectations and professional skills in a professional context. To develop skills based on planning and communicating ideas and processes for other musicians.	To continue to develop skills of how to use expectations and professional skills in a professional context. To develop skills based on planning and communicating ideas and processes for other musicians. Development of technical music skills and techniques. Professional skills for the Music industry. Planning and communicating music skills development. Understand how to respond to a music brief. Develop and produce a response to a brief. Present a final Musical product. Develop skills on how to comment on the creative process and outcome in response to a music brief.
Key Vocab	DAW, MIDI, Audio, Quantize, Panning, Copying regions, regions, cycle regions, Tempo change, Cropping, Individual	Audio recording, MIDI input, Loops, Reverb, Delay, Auto Limit, Headroom, Mix, Automation, Scales, Tuning, Popular	Distortion, Equalisation, Compression, Piano Roll, Scales, Personalised Practice. Developing Musical skills appropriate to	Deadlines, Initial Mix, Master Mix, Monitoring and tracking of performance progress. Portfolio of Evidence.	Time management, Self discipline, working with others, Planning development process, strategies for skills	Auditing Existing skills and maintaining a development plan, Applying skills development to the creation of

KS3 Knowledge and key skills

Key Knowledge Transfer

YEAR 11	SUMMER 2	SUMMER 1	SPRING 2	SPRING 1	AUTUMN 2	AUTUMN 1
TOPIC	Component 3: Responding to a Music Brief	Component 3: Responding to a Music Brief	Component 3: Responding to a Music Brief	Component 3: Responding to a Music Brief	Component 2: Music Skills Development Component 3:	Component 2: Music Skills Development Component 3:

<p>Knowledge</p>	<p>Completion of all work of Component 3. Develop knowledge of how to comment on the creative process and outcome in response to a music brief (C3: D1,D2). To understand how to produce a commentary on the creative process and reflect on the outcome of the musical product.</p>	<p>Develop knowledge of how to plan to present a final musical product in response to the music brief. Explore how to review work based on client needs, fitness for purpose and audience expectation. Develop knowledge of how to review the quality of outcome including quality of the final product appropriate to the context and a clear and organised approach to communication of intentions, presenting own work to the client and the relation of the final product to the brief (C3: C1,C2,C3,C4).</p>	<p>Continue to develop set brief and to develop knowledge to complete the set brief. Develop knowledge and Understanding of how to respond to a Music brief, Planning to meet the demands of the Music brief, Considering constraints and intentions (C3: A1,A2,A3). Continue to develop and produce a response to the Brief, refining musical skills for a music product, refining musical material and knowledge of personal management (C3:B1, B2,B3,B4). Continue to develop knowledge of performance techniques, Compositional devices and use of the DAW with associated hardware and plugins.</p>	<p>Analyse set brief and start to develop knowledge to attempt the set brief. Understand how to respond to a Music brief, Planning to meet the demands of the Music brief, Considering constraints and intentions (C3: A1,A2,A3). Plan to Develop and produce a response to a Brief (C3:B1).</p>	<p>Completion of all work and Summative assessment of Component 2 A and B. Continue to refresh Musical techniques in the production of the sample brief set by Pearson. Develop and produce a response to the sample brief.</p>	<p>Continue to monitor and organise instrumental practice and performance log (C2:B1,B2). Development and refreshment of professional skills and planning and communicating (C2: A1,A2). Learners to continue to explore and refresh the expectations and professional skills required to succeed in the Music industry (C2:A1). Learners to refresh ideas on planning and communicating music skills development (C2:A2). Analyse sample brief as practice and start to develop skills to attempt the set brief. Understand how to respond to a Music brief, Planning to meet the demands of the Music brief, Considering constraints and intentions (C3: A1,A2,A3). Develop and produce a response to a Brief (C3:B1).</p>
<p>Skills</p>	<p>To develop the skills of how to comment on the creative process including the skills and techniques used, explanation of the thought process, explanations for the reasons for the creative choices and the use and management of resources, the skill of evaluating personal management, being able to identify and explain the strengths and areas for improvement, being able to use methods of capturing developments, such as screenshots and audio commentary, being able to identify the key points of development, how to evidence the discarding, refinement and extension of ideas, meeting the requirements of the brief, being able to contribute to the creative process, how to show development through the process and being able to show the strengths and areas for improvement of the final product.</p>	<p>To develop the skills of reviewing the work, the fitness of purpose, clarity of message, identifying audience expectations and how well the work relates to the audience, identifying appropriate performance/ recording spaces, microphone choice and placement, appropriate use of DAW, identifying key points in the process and referencing and approaching these in a logical order, appropriate screenshots and imagery used, explaining the skills developed and the creative intentions, clear communication, identifying musical elements used with explanation, use of musical expression and stylistic awareness, correct application of musical/ technical proficiency, presenting skills showing development and key stages of the product including changes in direction and their justifications, Skills of relating the final product to context with suitability to target audience.</p>	<p>To develop skills from Component 1 and 2 to continue to develop set brief such as Types of Music product, Creative intentions and purpose of product, Techniques used in Music performance, Techniques used in creating original Music, To develop the skill of identifying the creative intentions and purpose of the product, identifying the aim, purpose and requirement of the brief, investigating Musical styles, The human and physical resources required. Self analysis of own material, responding appropriately to criticism, maximising rehearsal time, working with others and meeting deadlines. Develop the skill to identify constraints. Performing stylistically accurate cover versions, creating original music using existing stylistic frameworks and traits or Stylistic use of a DAW and associated hardware to create an original piece of Music from a given starting point.</p>	<p>To refresh skills from Component 1 and 2 to start to attempt set brief such as Types of Music product, Creative intentions and purpose of product, Techniques used in Music performance, Techniques used in creating original Music, To develop the skill of identifying the creative intentions and purpose of the product, identifying the aim, purpose and requirement of the brief, investigating Musical styles, The human and physical resources required. Develop the skill of identify constraints. Performing stylistically accurate cover versions, creating original music using existing stylistic frameworks and traits or Stylistic use of a DAW and associated hardware to create an original piece of Music from a given starting point.</p>	<p>To finalise skills of how to complete assessment. To refresh skills from C1 and C2. Select and apply musical skills in response to a Music brief, refining musical skills for a musical product, refining musical material and personal management.</p>	<p>To continue to develop skills of how to use expectations and professional skills in a professional context. To develop skills based on planning and communicating ideas and processes for other musicians for example managing equipment and resources. To refresh skills from Component 1 and 2 to start to attempt set brief such as Types of Music product, Creative intentions and purpose of product, Techniques used in Music performance, Techniques used in creating original Music, To develop the skill of identifying the creative intentions and purpose of the product, identifying the aim, purpose and requirement of the brief, investigating Musical styles, The human and physical resources required. Develop the skill of identify constraints.</p>
<p>Key Vocab</p>	<p>Screen shots, audio commentary, video, log, Commentary, Brief, Identification, thought processes.</p>	<p>Screenshots, Performance space, DAW, fitness for purpose, Presenting, Relating, musical elements in including pitch and rhythm.</p>	<p>Musical structures, AABA, verse Chorus, Middle eight, ABAA, riff based, Material Selection, individual parts, Feels and grooves, Personal practice routine, Group practice routine, DAW Skills such as manipulating sounds and using effects, deadlines, health and safety, analysing material, refining and polishing material.</p>	<p>Correct stylistic performance, Composer, performer, producer, Melodic and rhythmic ideas, Chord progressions, Sound palettes, capturing audio, Importing audio, Sequencing</p>	<p>Performance, Final Mix, Balance, Expression, Stylistic accuracy, Physical preparation, Stage Presence.</p>	<p>identifying resources required, correct and safe use of equipment, Methods of capturing Musical developments, i.e production notes and screenshots, creative intentions and purpose of product, i.e target audience, aim, purpose and requirements,</p>



Please Note: In Autumn 1, Autumn 2, Spring 1 and Spring 2 Component 2 will only be checked in part of 1 lesson every fortnight by AGR to ensure progress towards assessment in the summer term. The majority of time must be given here to component 1.