

Curriculum Map Year 13 BTEC Music

Topic Name	Term	Skills developed with link to NC Subject content	Reflection on previous link in the curriculum	Progress to future link in the curriculum
<i>Unit 3- Ensemble Music Performance - learning aims A & B</i>	<i>Autumn HT1</i>	<p>Learning aim A: Explore ensemble skills and techniques: Learners will explore a variety of skills and techniques involved in working as part of a musical ensemble, i.e. personal ensemble management skills, ensemble performance skills & teamwork and collaboration (to be developed through performance/rehearsal sessions).</p> <p>Learning aim B: Response and planning: Initial response: choosing pieces, sourcing & writing parts, trying out parts & arrangements/ styles & agreeing on structure and version. Planning individual process:</p> <ul style="list-style-type: none"> • Agreeing on a practice regime • Selection and use of performance skills • Analysing progress, identifying problems and solutions to inform progression. • Sharing performance work with peers and responding to feedback. • Memorising, learning and perfecting material. • Managing available time to meet deadlines. <p>Choosing and making best use of available physical resources.</p>	<p><i>Ensemble performance skills developed from across Junior School/ KS3 topics/ Y7 instrumental scheme sessions/ peripatetic sessions/ enrichment activities</i></p> <p><i>Planning a project as part of a team developed from Y10, Managing a Music Product when creating promotional materials & performance recordings</i></p> <p><i>Understanding & bring able to edit the key features of various musical styles developed across KS3, e.g. when studying folk music in Y7/ world music in Y8/ pop music in Y9</i></p>	<i>All activities act as preparation towards learning aims C, D & E</i>
<i>Unit 3- Ensemble Music Performance - learning aims C & D</i>	<i>Autumn HT2</i>	<p>Learning aim C: Rehearsal: Learners will take part in rehearsals both as part of an ensemble and individually to learn their own parts. Learners will be tasked with:</p> <ul style="list-style-type: none"> • Planning rehearsals for ensembles • Participating in rehearsals for ensembles • Responding to musical developments <p>Reflecting on a rehearsal</p> <p>Learning aim D: Performance skills as part of an ensemble: Learners will be tasked with evidencing musical performance skills for an ensemble, physical performance and presentation skills for an ensemble, as well as communication skills for ensemble performance</p>	<p><i>Rehearsal techniques developed from Y11, Unit 5, Introducing Music Performance when creating a practice diary & review points</i></p> <p><i>Ensemble performance skills developed from across Junior School/ KS3 topics/ Y7 instrumental scheme sessions/ peripatetic sessions/ enrichment activities</i></p>	<i>All activities will be reflected on as part of learning aim E</i>
<i>Unit 3- Ensemble Music Performance - learning aim E</i>	<i>Spring HT3</i>	<p>Learning aim E: Critical review of the process and performance Learners will review and reflect on the use of musical elements and techniques, the effectiveness of the process & the effectiveness of the performance</p>	<p><i>Critically reviewing practice developed as part of Y11, Unit 5, Introducing Music Performance when creating a practice diary & review points, as well as part of Y12, Unit 6, Solo Performance practice diaries</i></p>	<i>Performance skills can be developed throughout the rest of KS5 during concerts and events, as well as throughout further education</i>
<i>Unit 2- Professional Practice in the Music Industry – learning aims A & B</i>	<i>Spring HT4</i>	<p>Learning aim A: Professional practice for industry success Learners will evidence understanding of professional behaviours, as well as project planning, including: gathering information, short-, medium- and long-term plans, prioritising actions and how priorities are worked out, contingency and mitigation & creative vision. They will also demonstrate understanding of legal requirements, including copyrighting, licensing, formation of contracts & insurance, as well as evidencing H&S considerations.</p> <p>Learning aim B: Music industry roles, organisations and requirements Working with others in music industry organisations: Students to evidence understanding of various roles in music industry organisations Financial requirements: Personal and organisational financial processes, requirements and procedures. Learners will evidence understanding of producing a budget, business finances & how to present findings for defined audiences</p>	<p><i>Music industry knowledge developed from Y10 in Unit 1: The Music Industry Project planning developed from Y10, Unit 2: Managing a Music Product</i></p>	<i>Knowledge will be further developed when completing learning aims C & D</i>
<i>Unit 2- Professional Practice in the Music Industry – learning aims C & D</i>	<i>Summer HT5/ HT6</i>	<p>Learning aim C: Skills for working in the music sector: Communicating and developing negotiation skills; networking:</p> <ul style="list-style-type: none"> • making contacts and meeting people with skills who can offer services • gain work experience, internship opportunities • maintaining your network, collecting data, using technology to maintain contacts and promote yourself • sharing information and working with others to make sure a project is deliverable • creating an online presence <p>Working on a freelance basis: self-employment, funding sources, clients, quality, the importance of persistence, resilience and learning from experience</p>	<p><i>Music industry knowledge developed from Y10 in Unit 1: The Music Industry Presenting ideas developed from Unit 3: Ensemble Music Performance</i></p>	<i>Knowledge can be developed throughout the rest of KS5, as well as throughout further education</i>

		<i>Learning aim D:</i> Presenting ideas to others: Preparing ideas & presenting ideas		
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