

Curriculum Map Year 11 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 1: The Music Industry-learning aims A and B</i>	<i>Autumn HT1 & HT2</i>	<p>Learning aim A: Understand different types of organisations that make up the music industry Learners should know about different types of organisations in the music industry and the type of work each undertakes.</p> <p><i>Venues and live performance</i> Learners should consider the advantages and disadvantages of each type of venue, and what makes them suitable or unsuitable for different types of live music event. Music can be performed in a variety of locations and learners will need to appreciate the challenges and opportunities each provide.</p> <p><i>Health, safety and security at venues</i> The health and safety of both audience and employees in venues is of prime importance and expressed in law. Learners should know about health and safety in the workplace and the responsibility of venues to ensure the health and safety of the audience.</p> <p><i>Production and promotion</i> Learners should consider the organisations within production and promotion in terms of who does what, why it is done and when it is done for new music products. Consideration should be given to the links between production and promotion and how each activity is a crucial part in the process.</p> <p><i>Service companies and agencies</i> Learners should consider what equipment might be needed and what might be available from service companies and agencies. Consideration should be given to service companies and agencies and how their products support the music industry and why they are important and the pros and cons for musicians of working with agencies.</p> <p><i>Unions</i> Learners should consider the issues that unions are skilled in resolving and supporting. Consideration should be given to who is involved and what their responsibilities are, why and when they are needed.</p> <p><i>How organisations interrelate and why these relationships are important</i> Learners should consider the wider range of personnel within the music industry in terms of who they are, what their areas of interest is, why their organisations exist and when they might be needed by others working in the music industry. Consideration should be given to the links between organisations and the support each organisation can help provide.</p> <p>Learning aim B: Understand job roles in the music industry Job roles from different areas of the music industry and the responsibilities of each role. Who is responsible for what activity, why and how are things done and what are the advantages and disadvantages of relying on individuals for individual services in relation to the key stages of the production timeline.</p> <p><i>Performance/creative roles</i> Learners should consider the skills and responsibilities of each performer or creative role in terms of who does what and why it is important. Consideration should be given to the links between performers and creative roles and how the industry is built upon the relationships between skilled practitioners across the disciplines.</p> <p><i>Management and promotion roles</i> Learners should consider the skills and responsibilities of management and promotional roles in terms of who does what and why it is important. Consideration should be given to the links between management and promotional roles and how the industry relies on skilled practitioners across the disciplines.</p> <p><i>Recording roles</i> Learners should consider the skills and responsibilities of recording and production roles in terms of who does what and why it is important. Consideration should be given to the links between recording and production roles and how the industry relies on skilled practitioners across the disciplines.</p> <p><i>Media and other roles</i> Learners should consider the skills and responsibilities of media roles and the wider world of employment opportunities in related areas in terms of who does what and why it is important. Consideration should be given to the links between these roles and how the industry relies on skilled practitioners across the disciplines.</p> <p><i>How and why workers are employed in the industry</i> Employment patterns</p> <p><i>Getting a break and starting out</i> Although there is never a golden rule to follow, there are a number of steps available to help breaking into the industry.</p> <p><i>Importance of individual roles and responsibilities</i> Within the production process</p> <p><i>How individual roles and responsibilities interrelate</i></p>	<i>N/A</i>	<i>Music industry knowledge will continue to be developed at KS5 in the Unit 2: Professional Practice in the Music Industry topic</i>

Unit 5: Introducing Music Performance – learning aim B: Performance	<i>Summer HT5 & HT6</i>	<u>Performance</u> Learning aim B: Use your music performance skills within rehearsal and performance Learners should demonstrate their skills in the rehearsal and performance of at least two contrasting pieces. Music rehearsal skills Learners should use music rehearsal techniques Personal management skills To effectively operate as a musician, learners will be required to demonstrate professional and personal management skills Music skills in rehearsal and performance Learners should develop and demonstrate relevant skills during the rehearsal and performance process. Individual video recorded review points will evidence rehearsal sessions & practice regimes Interpretive skills and stylistic qualities Learners should develop and demonstrate relevant musical qualities during the rehearsal and performance process.	<i>Performance skills developed from across Junior School/ KS3 topics/ Y7 instrumental scheme sessions/ peripatetic sessions/ enrichment activities</i>	<i>Performance skills will continue to be enhanced throughout KS5, e.g. during Unit 6, Solo Performance, where they’re tasked with performing a recital, as well as Unit 3, Ensemble Music Performance, which involved further preparation for concert performances</i>
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