Curriculum Map Year II BTEC Music

Topic Name Te	erm	Skills developed with link to NC Subject content	Reflection on previous link in the curriculum	Progress to future link in the curriculum
Unit 1: The Music Industry-learning aims A and B Autumn HT1 &	& HT2	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. Venues and the performance 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. I locations and learners will need to appreciate the challenges and opportunities each provide. Music can be performed in a variety of locations and learners will need to appreciate the challenges and opportunities each provide. Health, sidey and security at venues 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 of the audience. Production and promotion 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. Service companies and agencies 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. 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. How organisations interrelate and why these relationships are important. Learners should consider the issues that unions are skilled in resolving and supporting. Consideration should be given to who is involved and what their organisations will are made and the support active responsibilities are, why and when they	N/A	Music industry knowledge will continue to be developed at KS5 in the Unit 2: Professional Practice in the Music Industry topic

Unit 3: Live Sound- learning aims A & B	Spring HT3	Effective communication between individual roles How the industry relies on entrepreneurs, the self-employed and small enterprises The nature of employment patterns and why a quickly changing and highly competitive industry relies on individuals for its intelligence, products and progress How to get paid Learners should consider the advantages and disadvantages of each type of contract and employment pattern and consider why they are used in the music industry and what makes them suitable or unsuitable for different circumstances Learning aim A: Plan for a live music event Learners should plan for an event looking at all aspects of organisational and technical requirements. During the planning process learners should examine the following: organisational requirements stage planning, showing positions and sizes of equipment to be used in a performance legal considerations creating inventories and schedules equipment requirements of sound reinforcement requirements	Knowledge developed from the Music Industry topic completed in Y10	Students will be in charge of organising events as part of unit 5, Introducing Music Performance, as well as KS5 units 3 (Solo Performance) and 6 (Ensemble Music Performance) Live sound knowledge will also be developed at KS5 throughout Unit 2, Professional Practice in the Music Industry topic. Students will be tasked with organising an event, including all of the logistics
		Learning aim B: Demonstrate understanding of health and safety Learners should identify the main hazards associated with the event and work within health and safety legislation. They should consider measures to protect themselves, others, equipment and property and record all of their work in a risk assessment book. Learners should demonstrate an understanding of: • risk assessment • manual handling o how to lift, carry and unload safely without injury to self, others or property • personal protection equipment (PPE) • electrical safety	General knowledge surrounding H&S considerations developed	H&S knowledge will be developed at KS5 throughout Unit 2, Professional Practice in the Music Industry topic. Students will be tasked with organising an event, including all of the logistics/ H&S considerations
Unit 3: Live Sound- learning aim C	Spring HT4	Learning aim C: Set up and use live music systems Learners will set up and operate live music equipment safely, working with others in an organised and professional manner. This learning aim will bring together all of the content from learning aims A and B and allow learners to apply knowledge in a practical setting. Learners will demonstrate their understanding through: • setting up safely • sound check • operating live sound safely • de-rigging safely	Students' understanding developed from learning aims A and B General knowledge surrounding performance equipment & how to set it up/pack it down after taking part in concerts developed	Students will be in charge of setting up and taking down equipment during performance tasks, such as for unit 5: Introducing Music Performance, as well as KS5 units 3 (Solo Performance) and 6 (Ensemble Music Performance)
Unit 5: Introducing Music Performance – Iearning aim A: Practice diary		Practice diary Learning aim A: Develop your music performance skills and review your own practice Learners should take part in regular rehearsal activities designed to develop their technical music performance techniques in relation to their singing voice or chosen musical instrument. They will create a practice diary in order to evidence a strict practice regime built on clear & concise targets and techniques for improvement Interpretation Learners should be introduced to the notion of interpretive skills and stylistic qualities relevant to the music material, so that they can use them to improve their technique. Review To review their own practice, learners should identify their strengths and areas for development	Students' abilities to enhance their performance standard developed from across Junior School/ KS3 topics/ Y7 instrumental scheme sessions/ peripatetic sessions/ enrichment activities	The practice diaries act as preparation towards their performance as part of learning aim B. Students will continue to enhance their performance skills and review their practice throughout KS5, e.g. during Unit 6, Solo Performance, where they're tasked with completing a more in depth practice diary, as well as rehearsing for a recital

Unit 5: Introducing Music Performance – Iearning aim B: Performance	Summer HT5 & HT6	Performance 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.	Performance skills developed from across Junior School/ KS3 topics/ Y7 instrumental scheme sessions/ peripatetic sessions/ enrichment activities	3, Ensemble Music Performance,
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