

Curriculum Map Year 10 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>Component 1: Exploring music products & styles</i>	<i>Autumn HT1</i>	<p>Learning outcome A: Demonstrate an understanding of styles of music Through focused listening and music-making activities, learners will explore a variety of musical styles and understand the key features of different styles of music and their use of musical elements. They should apply stylistic features to performance, composition and music production activities.</p> <p><u>A1 Musical styles</u></p> <ul style="list-style-type: none">● Iconic composers, artists, bands and producers who have influenced and impacted musical styles.● Impact of technology on musical styles, instruments, production and recording. Through the exploration of the above content Learners are required to explore at least five musical styles, with three coming from popular music and two from other styles.● Popular music styles<ul style="list-style-type: none">o group 1: 50s and 60s- Motown and soulo group 2: 70s and 80s- punk/ disco <p>A2 Musical elements, stylistic features and characteristics (music theory)</p> <ul style="list-style-type: none">● Instrumentation, e.g. instrumental techniques, type of ensemble, alternative instrumentation, sonic features, electronic sounds.● Texture, e.g. solo, duet, homophonic, polyphonic, unison.● Timbre, e.g. sonic features, electronic sounds, FX.● Tonality, scales and modes, e.g. major scale, minor scales, blues scale, pentatonic scale, modes, ragas, exotic scales.● Scales and modes, e.g. major scale, minor scales, blues scale, pentatonic scale, modes, ragas, exotic scales.● Harmony, e.g. major and minor triads, power chords, 7th chords, sus chords, extended chords, suspensions, inversions, chord sequences, arpeggios, broken chords.● Rhythmic techniques, e.g. metre, tempo/bpm, syncopation, swing, one drop/skanking, polyrhythms, hemiola, phasing.● Structure/ form, e.g. verse/ chorus, 12-bar blues, through-composed, bridge, intro, outro, ABACAD● Melodic techniques, e.g. conjunct, disjunct, chromatic, diatonic, phrasing, repetition, sequence, ornamentation, motifs, round/canon, riffs, hooks, head, improvisation.● Production, e.g. microphone use, recording styles, sampling, FX, looping, controllerism, turntablism, quantisation, sequencing, automation. <p>Learning outcome B: Apply understanding of the use of techniques to create music This learning outcome is designed to be taught through a combination of practical and taught sessions that will allow learners to investigate and experiment with how music from a variety of styles is performed, created and produced in order to produce their own products.</p> <p><u>B1 Music industry products</u> Learners should consider the impact of the music for the purpose and intended audience it was created for.</p> <ul style="list-style-type: none">● Types of music product:<ul style="list-style-type: none">o live performanceo audio recordingo composition for media, such as film, TV, adverts and computer gameso original song or compositiono Digital Audio Workstation (DAW) project. <p>B2 Music realisation techniques</p> <ul style="list-style-type: none">● Music performance:<ul style="list-style-type: none">o instrumentationo roles and functions of different instruments, e.g. transposing for other instruments and vocal ranges, use of timbre, special effectso how individual parts fit together, e.g. arrangements, SATB, orchestration, exploring timbre, rhythm section and soloists, call and responseo ensemble skills such as playing in time with a sense of pulse, sensitivity to others.● Creating original music:<ul style="list-style-type: none">o starting points and stimuli (both musical and non-musical)o repetition and contrasto developing and extending musical ideas.● Techniques used in producing music:<ul style="list-style-type: none">o software instruments, e.g. DAW software	<i>Links to KS3 SOWs – listening, composing and performing activities related to various genres/ styles of music</i>	<i>Stylistic understanding and performance will continue to be developed at KS5 in Unit 3: Ensemble Music Performance</i>

		<ul style="list-style-type: none"> o microphone selection and placement and use o MIDI and audio editing techniques. 		
Component 1: Exploring music products & styles	<i>Autumn HT2</i>	<p>Learning outcome A: Demonstrate an understanding of styles of music & Learning outcome B: Apply understanding of the use of techniques to create music – continued studied (see above)</p> <p>Focussed study of two more genres:</p> <ul style="list-style-type: none"> ● Popular music styles o group 3: 90s to present- Britpop ● Other music styles o group 5: music for media (film, TV or computer games), e.g. jingles, theme tunes, soundscapes, ambient music, Foley, diegetic, non-diegetic, motifs and leitmotifs, thematic development 	<i>Building on and extending knowledge developed throughout half-term 1</i>	<i>Stylistic understanding and performance will continue to be developed at KS5 in Unit 3: Ensemble Music Performance</i>
Component 1: Exploring music products & styles	<i>Spring HT3</i>	<p>Learning outcome A: Demonstrate an understanding of styles of music & Learning outcome B: Apply understanding of the use of techniques to create music – continued studied (see above)</p> <p>Focussed study of one more genre:</p> <ul style="list-style-type: none"> ● Other music styles o group 7: swing/big band 	<i>Building on and extending knowledge developed throughout half-terms 1 & 2</i>	<i>Stylistic understanding and performance will continue to be developed at KS5 in Unit 3: Ensemble Music Performance</i>
Component 1: Exploring music products & styles	<i>Spring HT4</i>	<p>Learning outcome A: Demonstrate an understanding of styles of music & Learning outcome B: Apply understanding of the use of techniques to create music – External examination released for component 1: internally assessed and externally moderated by a Standards Verifier</p>	<i>Assessment of knowledge developed throughout half-terms 1, 2 and 3</i>	<i>Stylistic understanding and performance will continue to be developed at KS5 in Unit 3: Ensemble Music Performance</i>
Component 2: Music Skills Development	<i>Summer HT5</i>	<p>Learning outcome A: Demonstrate professional and commercial skills for the music industry</p> <p>Learners will explore professional techniques for musicians and look at how musicians share their music with others. They will learn to use a variety of methods of evidencing processes and outcomes and communicating skills development.</p> <p><u>A1 Professional skills for the music industry</u></p> <ul style="list-style-type: none"> ● Learners will explore the expectations and professional skills required to succeed in the industry: <ul style="list-style-type: none"> o time management o self-discipline o working with others o correct and safe use of equipment o identifying resources required o auditing existing skills and maintaining a development plan. <p><u>A2 Planning and communicating music skills development</u></p> <ul style="list-style-type: none"> ● Planning development processes. ● Strategies for skills development. ● Managing equipment and resources. ● Methods of capturing musical development, such as: <ul style="list-style-type: none"> o digital or traditional portfolios, including studio track sheets, production notes, rehearsal diaries, screenshots, key milestone performances and reviews from others o recorded auditions o compositional sketches o raw recordings o drafts o application of effects o initial mixes. ● Having a clear and organised approach to communicating: <ul style="list-style-type: none"> o key points in the process are referenced and in a logical order o images, videos and recordings are clear o written commentary supports the quality of work. ● Sharing and commenting on work: <ul style="list-style-type: none"> o social media, e.g. SoundcloudTM, FacebookTM, YouTubeTM o jam sessions, improvisation sessions, mixtapes, demos, sharing samples, remixing and reworking, white label, remote collaboration. <p>Learning outcome B: Apply development processes for music skills and techniques</p>	<p><i>Students build on the performance, composition, listening and analysis skills developed throughout Junior school/ KS3</i></p> <p><i>Students are adept at receiving and reacting to feedback on performances / compositions</i></p>	<p><i>Professional techniques for how musicians share their music with others studied in further detail at KS5 in Unit 2- Professional Practice in the Music Industry event management.</i></p> <p><i>Enhancing personal performance and ensemble skills studied in further detail at KS5 in Unit 6- Solo music performance</i></p>

		<p>Learners will participate in workshops and sessions to identify and develop musical skills and techniques in the following three disciplines:</p> <ol style="list-style-type: none"> 1. Music performance 2. Creating original music 3. Music production. <p>They will then select and develop their individual musical and professional techniques appropriate to context and style and demonstrate the application of these skills and techniques in the creation of musical outcomes across two of the three disciplines.</p> <p><u>B1 Development of technical music skills and techniques</u></p> <ul style="list-style-type: none"> ● Development processes: <ul style="list-style-type: none"> o individual development routines o identifies technical exercises for development o includes setting goals o includes monitoring and tracking of progress. <p><u>B2 Development of music skills and techniques</u></p> <ul style="list-style-type: none"> ● Developing musical skills appropriate to style and context, such as: <ul style="list-style-type: none"> o timing and phrasing o using rhythm and pitch in the creation or recreation of music o using equipment, instrumentation or software appropriately o expression o combining instruments/sounds o health and safety in the use of equipment and/or instruments. ● Applying skills development to the creation of content/material: <ul style="list-style-type: none"> o creative intentions o skills needed o stylistic accuracy o creation of content/material. ● Music performance: <ul style="list-style-type: none"> o tuning (if appropriate) o learning repertoire o physical preparation and exercises o instrumental or vocal technique o practise routines such as scales, etc. o following accompaniment o stage presence. ● Creating original music: <ul style="list-style-type: none"> o exploring and extending ideas o using structure effectively o using rhythmic and melodic patterns o development of harmony. ● Music production: <ul style="list-style-type: none"> o using software instruments o using audio and software tools o manipulation techniques o inputting and editing audio o using effects o structuring music. 		
Component 2: Music Skills Development	<i>Summer HT6</i>	Learning outcome A: Demonstrate professional and commercial skills for the music industry & Learning outcome B: Apply development processes for music skills and techniques - continued studied (see above)	<p><i>Students build on the performance, composition, listening and analysis skills developed throughout Junior school/ KS3</i></p> <p><i>Students are adept at receiving and reacting to feedback on performances / compositions</i></p>	<p><i>Professional techniques for how musicians share their music with others studied in further detail at KS5 in Unit 2- Professional Practice in the Music Industry event management.</i></p> <p><i>Enhancing personal performance and ensemble skills studied in further detail at KS5 in Unit 6- Solo music performance</i></p>