

Curriculum Map Year 12 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
<p>Unit 2- Professional Practice in the Music Industry – learning aims A & B</p> <p>Unit 3- Ensemble Music Performance - learning aims A & B</p>	Autumn HT1	<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>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). 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>Project planning developed from other subjects, such as DT and Business Studies Knowledge of event procedures developed through concert experience The ability to understand and produce a stylistically appropriate project has been developed through Component 3, completed in Y11 BTEC Music Level 1/2: Responding to a music brief</i></p> <p><i>Ensemble performance skills developed from across Junior School/ KS3 topics/ Y7 instrumental scheme sessions/ peripatetic sessions/ enrichment activities The ability to understand and produce a stylistically appropriate performance has been developed across KS3, e.g. when studying world music in Y8/ cover versions in Y9, as well as through Component 3, completed in Y11 BTEC Music Level 1/2: Responding to a music brief</i></p>	<p><i>Knowledge will be further developed when completing learning aims C & D</i></p> <p><i>All activities act as preparation towards learning aims C, D & E</i></p>
<p>Unit 2- Professional Practice in the Music Industry – learning aims C & D</p> <p>Unit 3- Ensemble Music Performance - learning aims C, D & E</p>	Autumn HT2	<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 Learning aim D: Presenting ideas to others: Preparing ideas & presenting ideas</p> <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 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>Learning aim E: Critical review of the process and performance</p>	<p><i>Project planning developed from other subjects, such as DT and Business Studies Knowledge of event procedures developed through concert experience The ability to understand and produce a stylistically appropriate project has been developed through Component 3, completed in Y11 BTEC Music Level 1/2: Responding to a music brief</i></p> <p><i>Ensemble performance skills / rehearsal techniques have been developed throughout Junior School/ KS3 topics/ KS4 BTEC Tech Award units/ Y7 instrumental scheme sessions/ peripatetic sessions/ enrichment activities</i></p>	<p><i>Knowledge can be developed throughout the rest of KS5, as well as through further education</i></p> <p><i>Rehearsal techniques will continue to be developed in Y13, during Unit 6: Solo Performance All activities will be reflected on as part of learning aim E</i></p> <p><i>Performance skills can be developed throughout the rest of KS5 during concerts and events, as well as through further education</i></p>

		Learners will review and reflect on the use of musical elements and techniques, the effectiveness of the process & the effectiveness of the performance		
Unit 2- Professional Practice in the Music Industry external assessment	Spring HT3	<i>Learning aims A, B, C and D will be assessed through an externally assessed paper completed under exam conditions, which includes 3 hours preparation time and 5 hours of completion (evidence completed will be a project plan, budget, rationale and presentation)</i>	As above	As above
Unit 3- Ensemble Music Performance external assessment		<i>Learning aims A, B, C, D and E will be assessed through an externally assessed paper completed under exam conditions, which includes five key tasks (activity 1- recording a group rehearsal; activity 2-a rehearsal debrief; activity 3- the recorded performance of three pieces; activity 4- a stylistic presentation, activity 5- critical review)</i>		
Unit 3- Ensemble Music Performance external assessment	Spring HT4	<i>Learning aims A, B, C, D and E will be assessed through an externally assessed paper completed under exam conditions, which includes five key tasks (activity 1- recording a group rehearsal; activity 2-a rehearsal debrief; activity 3- the recorded performance of three pieces; activity 4- a stylistic presentation, activity 5- critical review)</i>	As above	As above
Unit 1- Practical Music Theory & Harmony - learning aim A		Learning aim A: Examine the signs and symbols used in musical notation: Learners will complete a standard notation article analysing rhythm and pitch in staff notation & how tempo, dynamics and expression can be notated. They will also complete the ABRSM Grade V Theory qualification in order to enhance their knowledge of theory & will complete an alternative notation article, focussing on alternative forms of notation, such as Guitar tablature & Tonic sol-fa.	<i>Understanding of notation & reading tab developed from KS3, e.g. Y7, the orchestra, and Y9, band project: covers</i>	<i>The ability to understand musical notations is essential when performing, e.g. for Unit 6, Solo Performance, & also when notating ideas when changing musical styles as part of Unit 3, Ensemble Music Performance (resit)</i>
Unit 3- Ensemble Music Performance external assessment	Summer HT5	<i>Learning aims A, B, C, D and E will be assessed through an externally assessed paper completed under exam conditions, which includes five key tasks (activity 1- recording a group rehearsal; activity 2-a rehearsal debrief; activity 3- the recorded performance of three pieces; activity 4- a stylistic presentation, activity 5- critical review)</i>	As above	As above
Unit 1- Practical Music Theory & Harmony - learning aim B		Learning aim B: Explore the application of melodic composition based on musical elements: Learners will demonstrate understanding of methods and techniques of composing melodies and their application in a practical context by constructing scales; evidencing melodic construction and development; understanding various rhythmic devices & application of melodic compositional skills, such as writing melodies for specific instruments and developing phrases and motifs. Learners will be given a selection of chord structures which they should develop into melodic compositions in a variety of styles in order to evidence understanding of the above	<i>Students will develop their technology skills by utilising Sibelius software on the computers (developed from KS3 Soundtrap skills). Students will enhance their composition skills, developed, e.g., in Y7: orchestra compositions. They will also develop their ability to compose to a brief as was part of the GCSE Music course</i>	<i>Creating melodies and improvising ideas is useful when varying musical styles as part of Unit 3, Ensemble Music Performance (resit)</i>
Unit 1- Practical Music Theory & Harmony - learning aim B	Summer HT6	Learning aim B: Explore the application of melodic composition based on musical elements: Learners will demonstrate understanding of methods and techniques of composing melodies and their application in a practical context by constructing scales; evidencing melodic construction and development; understanding various rhythmic devices & application of melodic compositional skills, such as writing melodies for specific instruments and developing phrases and motifs. Learners will be given a selection of chord structures which they should develop into melodic compositions in a variety of styles in order to evidence understanding of the above	<i>Students will develop their technology skills by utilising Sibelius software on the computers (developed from KS3 Soundtrap skills). Students will enhance their composition skills, developed, e.g., in Y7: orchestra compositions. They will also develop their ability to compose to a brief as was part of the GCSE Music course</i>	<i>Creating melodies and improvising ideas is useful when varying musical styles as part of Unit 3, Ensemble Music Performance (resit)</i>