

# 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
<p><b>Unit 1- Practical Music Theory &amp; Harmony - learning aim B</b></p> <p><b>Unit 6- Solo Performance -learning aim A</b></p>	Autumn HT1	<p><b>Learning aim B:</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 &amp; 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.</p> <p><b>Learning aim A:</b> Solo performance skills: Learners will complete an article analysing what is different about solo performance – awareness of aspects which differentiate it from performing as part of a group, e.g. stage presence &amp; interpretation. They will discuss technical instrumental or vocal skills, such as physical warm-up exercises, technical exercises &amp; musical exercises.</p>	<p><i>Students will develop their technology skills by utilising Sibelius software on the computers (developed from KS3 Soundtrap skills).</i> <i>Students will enhance their composition skills, developed, e.g., in Y7, Programme Music/ orchestral compositions/ 1970s songs / Level 1/2 BTEC composition coursework</i> <i>They will also develop their ability to compose to a brief as was part of the GCSE Music course</i></p> <p><i>Awareness of practice techniques and skills have been developed throughout students' practical experiences in Junior/ Senior school, for example, through the year 7 instrumental scheme</i></p>	<p><i>Creating melodies and improvising ideas is useful when varying musical styles as part of Unit 3, Ensemble Music Performance (resit)</i> <i>The ability to understand musical notations is essential when performing, e.g. for Unit 6, Solo Performance, &amp; also when notating ideas when changing musical styles as part of Unit 3, Ensemble Music Performance (resit)</i></p> <p><i>The performance article enhances understanding in preparation for their performance recital as part of learning aim C.</i> <i>Students will continue to enhance their performance skills and review their practice as part of Unit 3, Ensemble Music Performance (resit)</i></p>
<p><b>Unit 1- Practical Music Theory &amp; Harmony - learning aim C</b></p> <p><b>Unit 6- Solo Performance -learning aim B</b></p>	Autumn HT2	<p><b>Learning aim C:</b> Explore the application of chords and cadences for composition or arrangement: Learners will demonstrate understanding of construction and sound of chords and progressions and their application in practical contexts. Application of chordal harmony will be evidenced, alongside application of chord progressions. Learners will be given a selection of melodies in a variety of styles which they should add chords to in order to evidence understanding of the above.</p> <p><b>Learning aim B:</b> Following a practice routine to improve as a musician and performer: Learners to complete a practice diary, evidencing that they are able to follow a routine &amp; to reflect on their practice, identifying strengths &amp; weaknesses.</p>	<p><i>Students will develop their technology skills by utilising Sibelius software on the computers (developed from KS3 Soundtrap skills).</i> <i>Students will enhance their composition skills, developed, e.g., in Y7, Programme Music/ orchestral compositions/ 1970s songs / Level 1/2 BTEC composition coursework</i> <i>They will also develop their ability to compose to a brief as was part of the GCSE Music course</i></p> <p><i>Awareness of practice techniques and skills have been developed throughout students' practical experiences in Junior/ Senior school, for example, through the year 7 instrumental scheme</i></p>	<p><i>Creating chord structures is useful when varying musical styles and keys as part of Unit 3, Ensemble Music Performance (resit)</i> <i>The ability to understand musical notations is essential when performing, e.g. for Unit 6, Solo Performance, &amp; also when notating ideas when changing musical styles as part of Unit 3, Ensemble Music Performance (resit)</i></p> <p><i>The practice diaries act as preparation towards their performance as part of learning aim C</i> <i>Students will continue to enhance their performance skills and review their practice as part of Unit 3, Ensemble Music Performance (resit)</i></p>
<p><b>Unit 1- Practical Music Theory &amp; Harmony - learning aim C</b></p>	Spring HT3	<p><b>Learning aim C:</b> Explore the application of chords and cadences for composition or arrangement: Learners will demonstrate understanding of construction and sound of chords and progressions and their application in practical contexts. Application of chordal harmony will be evidenced, alongside application of chord progressions.</p>	<p><i>Students will develop their technology skills by utilising Sibelius software on the computers (developed from KS3 Soundtrap skills).</i></p>	<p><i>Creating chord structures is useful when varying musical styles and keys as part of Unit 3, Ensemble Music Performance (resit)</i></p>

<p><b>Unit 6- Solo Performance</b> <b>-learning aim B</b></p>		<p>Learners will be given a selection of melodies in a variety of styles which they should add chords to in order to evidence understanding of the above.</p> <p><b>Learning aim B:</b> Following a practice routine to improve as a musician and performer: Learners to complete a practice diary, evidencing that they are able to follow a routine &amp; to reflect on their practice, identifying strengths &amp; weaknesses.</p>	<p><i>Students will enhance their composition skills, developed, e.g., in Y7, Programme Music/ orchestral compositions/ 1970s songs / Level 1/2 BTEC composition coursework</i> <i>They will also develop their ability to compose to a brief as was part of the GCSE Music course</i></p> <p><i>Awareness of practice techniques and skills have been developed throughout students' practical experiences in Junior/ Senior school, for example, through the year 7 instrumental scheme</i></p>	<p><i>The ability to understand musical notations is essential when performing, e.g. for Unit 6, Solo Performance, &amp; also when notating ideas when changing musical styles as part of Unit 3, Ensemble Music Performance (resit)</i></p> <p><i>The practice diaries act as preparation towards their performance as part of learning aim C</i> <i>Students will continue to enhance their performance skills and review their practice as part of Unit 3, Ensemble Music Performance (resit)</i></p>
<p><b>Unit 1- Practical Music Theory &amp; Harmony - learning aim D</b></p> <p><b>Unit 6- Solo Performance</b> <b>-learning aim C</b></p>	<p><i>Spring HT4</i></p>	<p><b>Learning aim D:</b> Produce correct musical notation for performance: Learners will arrange a song for a different set of instruments, as well as demonstrating the ability to transpose parts.</p> <p><b>Learning aim C:</b> Carry out a solo performance Learners will demonstrate preparation for performance: collaborative preparation, as well as personal preparation. They will evidence their selection of suitable material, culminating in the final performance which should demonstrate performance skills, such as accuracy and confidence, precision of timing, intonation, notes and tuning. Students will complete a 2-week preparation window assignment in preparation for their solo performance recitals.</p>	<p><i>Understanding of notation &amp; reading tab developed from KS3, e.g. Y7, the orchestra, and Y9, band project 1: covers</i></p> <p><i>Performance skills developed from across Junior School/ KS3 topics/ Y7 instrumental scheme sessions/ peripatetic sessions/ enrichment activities. Learning aim A, articles and learning aim B, practice diaries, also enhance understanding and application of practical skills and techniques for improvement</i></p>	<p><i>The ability to understand musical notations is essential when performing, e.g. for Unit 6, Solo Performance, &amp; also when notating ideas when changing musical styles as part of Unit 3, Ensemble Music Performance (resit)</i></p> <p><i>Students will continue to enhance their performance skills and review their practice as part of learning aim C- the recital</i></p>
<p><b>Unit 6- Solo Performance</b> <b>-learning aim C</b></p>	<p><i>Summer HT5</i></p>	<p><b>Learning aim C:</b> Carry out a solo performance Learners will demonstrate preparation for performance: collaborative preparation, as well as personal preparation. They will evidence their selection of suitable material, culminating in the final performance which should demonstrate performance skills, such as accuracy and confidence, precision of timing, intonation, notes and tuning. Students will carry out and record their recital of 3 solo performance pieces.</p>	<p><i>Performance skills developed from across Junior School/ KS3 topics/ Y7 instrumental scheme sessions/ peripatetic sessions/ enrichment activities</i></p>	<p><i>Performance skills will continue to be enhanced as part of upcoming performances and future study of music</i></p>