

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
Component 3: Responding to a music brief	Autumn HT1 & HT2	<p>A Understand how to respond to a music brief</p> <p><u>A1 Features of a music brief</u></p> <ul style="list-style-type: none"> ● Creative intentions and purpose of product: <ul style="list-style-type: none"> o target audience o commercial o collaborative o experimental ● Aim, purpose and requirements of the brief ● Nature of the specific area of the industry ● Understand the target audience ● Understanding and linking to the company's vision <p><u>A2 Planning to meet the demands of the music brief</u></p> <ul style="list-style-type: none"> ● How investigation and exploration can inform response ● Understanding the rationale behind the selection of musical material ● Investigating musical styles ● Researching relevant material to support meeting the brief ● The human and physical resources required ● Proposing structure, version and arrangement ● Timeline for development, including: <ul style="list-style-type: none"> o working out individual parts o establishing a personal practice routine o learning and memorising material if appropriate ● Format and scope of the final response. <p><u>A3 Considering constraints and intentions</u></p> <ul style="list-style-type: none"> ● Creative constraints: <ul style="list-style-type: none"> o technical requirements of the final response – format, material and purpose o available resources o feasibility of own ideas o standing out from similar work ● Personal intentions: <ul style="list-style-type: none"> o personal skills development o building on own strengths <p>B Select and apply musical skills in response to a music brief</p> <p><u>B1 Develop and produce a response to a brief</u></p> <ul style="list-style-type: none"> ● Working with and interpreting the brief ● Organisation skills: <ul style="list-style-type: none"> o identifying priorities o setting targets o using planning tools and technology ● Prepare for a project: <ul style="list-style-type: none"> o health and safety o checking resources and facilities are adequate o taking measures to safeguard work and having a contingency by backing up data, anticipating issues, creating multiples and planning alternatives ● Consider constraints of the brief by: <ul style="list-style-type: none"> o working within the constraints of the brief o using suitable materials and techniques for the audience o addressing quality issues – technical, finish and function <p><u>B2 Refining musical skills for a musical product</u></p> <p>Learners will develop and refine their skills in creating a music product by creating original music, performing and using DAW as appropriate, during the creative process.</p> <p>Learners should be able to:</p> <ul style="list-style-type: none"> o apply skills in a creative process 	<p><i>Links to KS3 SOWs – listening, composing and performing activities related to various genres/ styles of music</i></p> <p><i>Building on, extending and applying knowledge developed through components 1 and 2</i></p>	<p><i>Music industry knowledge will continue to be developed at KS5 in the Unit 2: Professional Practice in the Music Industry topic</i></p> <p><i>Enhancing personal performance and ensemble skills studied in further detail at KS5 in Unit 6- Solo music performance, as well as in Unit 3, Ensemble Music Performance</i></p>

		<ul style="list-style-type: none"> o apply industry approaches relevant to a project o refine musical skills and techniques for a musical product in relation to a chosen context or style ● Create original music: <ul style="list-style-type: none"> o applying melodic and rhythmic ideas o use of chords and chord progressions o use of textures/sound palettes o musical devices, canon, riffs, imitation, sequences o musical structures, verse, chorus, middle-eight, AABA, riff-based o use of composition software if appropriate ● Perform (if appropriate): <ul style="list-style-type: none"> o selecting material o working out individual parts o exploring feels and grooves o stylistic investigation o defining structure, version and arrangement o establishing a personal practice routine o establishing a group practice routine (where applicable) o learning and memorising material if appropriate ● DAW skills (if appropriate): <ul style="list-style-type: none"> o selecting material o capturing audio o importing audio o sequencing o manipulating sounds and using effects o use of pre-sets and plug-ins <p><u>B3 Refining musical material</u></p> <ul style="list-style-type: none"> ● Watching/listening back to material for self-analysis ● Discarding, refining and polishing material and processes ● Seeking feedback and responding appropriately to criticism <p><u>B4 Personal management</u></p> <ul style="list-style-type: none"> ● Being prepared and maximising rehearsal or studio time ● Working with others ● Setting goals and monitoring progress ● Meeting deadlines ● Adhering to health and safety guidelines and safe working practices 		
<p>Component 3: Responding to a music brief</p>	<p>Spring HT3 & 4</p>	<p>C Present a final musical product in response to a music brief</p> <p><u>C1 Reviewing work based on client needs</u></p> <ul style="list-style-type: none"> ● Review: <ul style="list-style-type: none"> o fitness for purpose o clarity of message, ease of use, accessibility, appropriateness o audience expectation – what the audience expects in comparison to the quality of the actual work o how well work relates to the audience – materials, techniques and processes <p><u>C2 Quality of outcome</u></p> <ul style="list-style-type: none"> ● Quality of final product appropriate to context: <ul style="list-style-type: none"> o appropriate performance or presentation space o appropriate framing of video if applicable o appropriate final mix of audio if applicable o microphone choice and placement to ensure all musical elements are audible o EQ/compression/balance in a DAW project ● Clear and organised approach to communicating, ensuring that: <ul style="list-style-type: none"> o key points in the process are referenced and in a logical order o screenshots and images are used appropriately and effectively o annotations explain the skills developed and creative intentions o commentary is provided that explains decision making o communication is clear and supports learner work o good use is made of organising details such as titles, layout and emphasising techniques ● Making final creative decisions in terms of: <ul style="list-style-type: none"> o use of musical elements o application of musical skills/technical proficiency o use of musical expression 	<p><i>Links to KS3 SOWs – listening, arranging and performing activities related to various genres/ styles of music</i></p> <p><i>Building on, extending and applying knowledge developed through components 1 and 2, and learning aims A and B</i></p> <p><i>General knowledge surrounding performance equipment & how to set it up/pack it down after taking part in concerts developed</i></p>	<p><i>Music industry knowledge will continue to be developed at KS5 in the Unit 2: Professional Practice in the Music Industry topic</i></p> <p><i>Enhancing personal performance and ensemble skills studied in further detail at KS5 in Unit 6- Solo music performance, as well as in Unit 3, Ensemble Music Performance</i></p>

		<p>o stylistic awareness</p> <p><u>C3 Presenting own work to a client</u></p> <ul style="list-style-type: none"> ● Presenting development and final response in a portfolio for a client: <p>o showing key stages of the project: initial ideas, review stages, presenting final response</p> <p>o stages of refinement using images and/or annotation</p> <ul style="list-style-type: none"> ● Presenting intentions to a client: <p>o changes in direction</p> <p>o creative decisions</p> <p>o management of constraints</p> <p>o justification of any changes</p> <ul style="list-style-type: none"> ● Showing the final response <p><u>C4 Relation of final product to the brief</u></p> <ul style="list-style-type: none"> ● Relating to context ● Suitability for target audience <p>External examination released for component 3: externally assessed coursework</p>		
<p>Component 3: Responding to a music brief</p> <p>Unit 5: Introducing Music Performance – learning aim A: Practice diary</p>	<p>Summer HT5</p>	<p>D Comment on the creative process and outcome in response to a music brief</p> <p><u>D1 Commentary on the creative process</u></p> <ul style="list-style-type: none"> ● Commenting on the development of the musical product, including: <p>o skills and techniques used</p> <p>o explanation of thought processes</p> <p>o reasons for creative choices</p> <p>o use and management of resources</p> <ul style="list-style-type: none"> ● Evaluating application of personal management ● Strengths and areas for improvement in relation to the process ● Methods for capturing developments: <p>o screenshots</p> <p>o audio commentary</p> <p>o video</p> <ul style="list-style-type: none"> ● Identification and selection of key points of development ● Evidencing the discarding, refinement and extension of ideas <p><u>D2 Reflect on the outcome of the musical product</u></p> <ul style="list-style-type: none"> ● Meeting the requirements of the brief ● Contribution to the creative process ● Development through the process ● Strengths and areas for improvement of the final product <p>All learning aims, A - D, covered and revisited throughout the assessment window</p> <p>External examination completed and submitted for component 3: externally assessed coursework</p>	<p><i>Students’ understanding developed from learning aims A, B and C</i></p>	<p><i>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 an in depth practice diary, as well as rehearsing for a recital</i></p>