

# 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
<b>Component 1: Exploring music products &amp; styles</b>	<i>Autumn HT1</i>	<p><b>Learning outcome A: Demonstrate an understanding of styles of music</b> 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"> <li>● Iconic composers, artists, bands and producers who have influenced and impacted musical styles</li> <li>● 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</li> <li>● Popular music styles               <ul style="list-style-type: none"> <li>o group 1: 50s and 60s- Motown and soul</li> <li>o group 2: 70s and 80s- disco</li> </ul> </li> </ul> <p><b>A2 Musical elements, stylistic features and characteristics (music theory)</b></p> <ul style="list-style-type: none"> <li>● Instrumentation, e.g. instrumental techniques, type of ensemble, alternative instrumentation, sonic features, electronic sounds</li> <li>● Texture, e.g. solo, duet, homophonic, polyphonic, unison</li> <li>● Timbre, e.g. sonic features, electronic sounds, FX</li> <li>● Tonality, scales and modes, e.g. major scale, minor scales, blues scale, pentatonic scale, modes, ragas, exotic scales</li> <li>● Scales and modes, e.g. major scale, minor scales, blues scale, pentatonic scale, modes, ragas, exotic scales</li> <li>● Harmony, e.g. major and minor triads, power chords, 7th chords, sus chords, extended chords, suspensions, inversions, chord sequences, arpeggios, broken chords</li> <li>● Rhythmic techniques, e.g. metre, tempo/bpm, syncopation, swing, one drop/skanking, polyrhythms, hemiola, phasing</li> <li>● Structure/ form, e.g. verse/ chorus, 12-bar blues, through-composed, bridge, intro, outro, ABACAD</li> <li>● Melodic techniques, e.g. conjunct, disjunct, chromatic, diatonic, phrasing, repetition, sequence, ornamentation, motifs, round/canon, riffs, hooks, head, improvisation</li> <li>● Production, e.g. microphone use, recording styles, sampling, FX, looping, controllerism, turntablism, quantisation, sequencing, automation</li> </ul> <p><b>Learning outcome B: Apply understanding of the use of techniques to create music</b> 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"> <li>● Types of music product:               <ul style="list-style-type: none"> <li>o live performance</li> <li>o audio recording</li> <li>o composition for media, such as film, TV, adverts and computer games</li> <li>o original song or composition</li> <li>o Digital Audio Workstation (DAW) project</li> </ul> </li> </ul> <p><u>B2 Music realisation techniques</u></p> <ul style="list-style-type: none"> <li>● Music performance:               <ul style="list-style-type: none"> <li>o instrumentation</li> <li>o roles and functions of different instruments, e.g. transposing for other instruments and vocal ranges, use of timbre, special effects</li> <li>o how individual parts fit together, e.g. arrangements, SATB, orchestration, exploring timbre, rhythm section and soloists, call and response</li> <li>o ensemble skills such as playing in time with a sense of pulse, sensitivity to others</li> </ul> </li> <li>● Creating original music:               <ul style="list-style-type: none"> <li>o starting points and stimuli (both musical and non-musical)</li> <li>o repetition and contrast</li> </ul> </li> </ul>	<i>Links to KS3 SOWs – listening, composing and performing activities related to various genres/ styles of music</i>	<p><i>Music industry knowledge will continue to be developed at KS5 in Unit 2: Professional Practice in the Music Industry</i></p> <p><i>Stylistic understanding and performance will continue to be developed during Component 3: Responding to a music brief and at KS5 in Unit 3: Ensemble Music Performance, as well as in Unit 6, Solo Performance</i></p>

		<ul style="list-style-type: none"> <li>o developing and extending musical ideas</li> <li>● Techniques used in producing music:</li> <li>o software instruments, e.g. DAW software</li> <li>o microphone selection and placement and use</li> <li>o MIDI and audio editing techniques.</li> </ul> <p><b><u>External examination released for component 1: internally assessed and externally moderated by a Standards Verifier</u></b></p>		
<b>Component 1: Exploring music products &amp; styles</b>	Autumn HT2	<p><b>Learning outcome A: Demonstrate an understanding of styles of music &amp; Learning outcome B: Apply understanding of the use of techniques to create music – continued study (see above)</b></p> <p>Focussed study of three more genres:</p> <ul style="list-style-type: none"> <li>● Popular music styles</li> <li>o group 3: 90s to present- Britpop</li> <li>● Other music styles</li> <li>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</li> <li>o group 7: swing/big band</li> </ul> <p><b><u>External examination completed for component 1: internally assessed and externally moderated by a Standards Verifier</u></b></p>	<p><i>Building on and extending knowledge developed throughout half-term 1</i></p> <p><i>Assessment of knowledge developed throughout half-terms 1 and 2</i></p>	<p><i>Stylistic understanding and performance will continue to be developed during Component 3: Responding to a music brief and at KS5 in Unit 3: Ensemble Music Performance, as well as in Unit 6, Solo Performance</i></p>
<b>Component 2: Music Skills Development</b>	Spring HT3	<p><b>Learning outcome A: Demonstrate professional and commercial skills for the music industry</b></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"> <li>● Learners will explore the expectations and professional skills required to succeed in the industry:</li> <li>o time management</li> <li>o self-discipline</li> <li>o working with others</li> <li>o correct and safe use of equipment</li> <li>o identifying resources required</li> <li>o auditing existing skills and maintaining a development plan.</li> </ul> <p><u>A2 Planning and communicating music skills development</u></p> <ul style="list-style-type: none"> <li>● Planning development processes.</li> <li>● Strategies for skills development.</li> <li>● Managing equipment and resources.</li> <li>● Methods of capturing musical development, such as:</li> <li>o digital or traditional portfolios, including studio track sheets, production notes, rehearsal diaries, screenshots, key milestone performances and reviews from others</li> <li>o recorded auditions o compositional sketches</li> <li>o raw recordings</li> <li>o drafts</li> <li>o application of effects</li> <li>o initial mixes.</li> <li>● Having a clear and organised approach to communicating:</li> <li>o key points in the process are referenced and in a logical order</li> <li>o images, videos and recordings are clear</li> <li>o written commentary supports the quality of work.</li> <li>● Sharing and commenting on work:</li> <li>o social media, e.g. SoundcloudTM, FacebookTM, YouTubeTM</li> <li>o jam sessions, improvisation sessions, mixtapes, demos, sharing samples, remixing and reworking, white label, remote collaboration.</li> </ul> <p><b>Learning outcome B: Apply development processes for music skills and techniques</b></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"> <li>1. Music performance</li> <li>2. Creating original music</li> <li>3. Music production</li> </ol>	<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>Building on pupils' performance skills for the recordings to be used as part of their coursework evidence which were developed across KS3 performance tasks, e.g. the year 9 band project performances</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, as well as in Unit 3, Ensemble Music Performance</i></p>

		<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"> <li>● Development processes: <ul style="list-style-type: none"> <li>o individual development routines</li> <li>o identifies technical exercises for development</li> <li>o includes setting goals</li> <li>o includes monitoring and tracking of progress</li> </ul> </li> </ul> <p><u>B2 Development of music skills and techniques</u></p> <ul style="list-style-type: none"> <li>● Developing musical skills appropriate to style and context, such as: <ul style="list-style-type: none"> <li>o timing and phrasing</li> <li>o using rhythm and pitch in the creation or recreation of music</li> <li>o using equipment, instrumentation or software appropriately</li> <li>o expression</li> <li>o combining instruments/sounds</li> <li>o health and safety in the use of equipment and/or instruments</li> </ul> </li> <li>● Applying skills development to the creation of content/material: <ul style="list-style-type: none"> <li>o creative intentions</li> <li>o skills needed</li> <li>o stylistic accuracy</li> <li>o creation of content/material</li> </ul> </li> <li>● Music performance: <ul style="list-style-type: none"> <li>o tuning (if appropriate)</li> <li>o learning repertoire</li> <li>o physical preparation and exercises</li> <li>o instrumental or vocal technique</li> <li>o practise routines such as scales, etc.</li> <li>o following accompaniment</li> <li>o stage presence</li> </ul> </li> <li>● Creating original music: <ul style="list-style-type: none"> <li>o exploring and extending ideas</li> <li>o using structure effectively</li> <li>o using rhythmic and melodic patterns</li> <li>o development of harmony</li> </ul> </li> <li>● Music production: <ul style="list-style-type: none"> <li>o using software instruments</li> <li>o using audio and software tools</li> <li>o manipulation techniques</li> <li>o inputting and editing audio</li> <li>o using effects</li> <li>o structuring music</li> </ul> </li> </ul> <p><b><u>External examination released for component 2: internally assessed and externally moderated by a Standards Verifier</u></b></p>		
<b>Component 2: Music Skills Development</b>	Spring HT4 & Summer HT5	<p><b>Learning outcome A: Demonstrate professional and commercial skills for the music industry &amp; Learning outcome B: Apply development processes for music skills and techniques - continued studied (see above)</b></p> <p><b><u>External examination completed for component 2: internally assessed and externally moderated by a Standards Verifier</u></b></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>
<b>Component 3: Responding to a music brief</b>	Summer HT6	<p>Learners will prepare for completion of Component 3 in year 11 (see Y11 curriculum map).</p> <p>Learners will begin by preparing a solo / ensemble performance which will involve them changing the musical style of a given piece, creating a stylistically appropriate cover version</p>	<p><i>Building on ensemble performance skills developed from across Junior School/ KS3</i></p>	<p><i>Performance skills will continue to be enhanced in KS5 during Unit 3:</i></p>

			<i>topics/ Y7 instrumental scheme sessions/ peripatetic sessions/ enrichment activities</i>	<i>Ensemble Music Performance and during Unit 6, Solo Performance</i>
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