









St Mary's CE High School Curriculum Map 23-24

Year 10 BTEC Music

The study of music provides students an opportunity to engage the mind, body and spirit in creative pursuits. Students will explore and learn individually & collaboratively to ensure that they develop; the confidence, the creativity and the thoughtfulness to be a skilful and informed musician. The curriculum aims to provide appropriate experience and qualifications to support further study and/or career opportunities within the music industry.

The Year 10 curriculum encourages the deeper study into music products and styles through research, presentation and performance of significant pieces that have impacted the history of music through time. Students will be expected to perform, record, present and be able to evidence findings through advanced, multi-media presentations in a variety of formats.

	Autumn 1 <i>Exploring Music Products and Styles</i> 	Autumn 2 <i>Exploring Music Products and Styles</i> 	Spring 3 <i>Exploring Music Products and Styles</i> 	Spring 4 <i>Exploring Music Products and Styles (Component 1 release)</i> 	Summer 5 <i>Music Skills Development</i> 	Summer 6 <i>Music Skills Development</i> 
CONTENT <i>Declarative Knowledge – 'Know What'</i>	Styles and Genre : Classical/alberti (starter workshop to encourage melody writing over consistent harmony) Romantic Music	Music for Media and Western Classical Music: Examine examples of music from iconic composers/artists/bands/producers, choosing a range of genres.	Introduction to Composition: Explore harmony, including: <ul style="list-style-type: none"> major triads minor triads 	Performance Development: Explore music performance – Pearson release Brief Feb 2023: Task 1: 5 hours Produce a Styles	Performance Development: Explore methods of capturing music skills development: <ul style="list-style-type: none"> digital or traditional portfolio: <ul style="list-style-type: none"> track sheets 	Recital/Performance techniques and creating a profile Identify clear and organised approaches to communicating



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<p>Minimalism Rock and Roll Film Music Reggae</p> <p>60s to the present day: Examine examples of music from iconic artists/bands/producers from the era, choosing a range of genres. Particular focus on instruments, sonic features and combination of instruments used.</p> <p>World music and fusion: Examine examples of music from iconic composers/artists/bands/producers, choosing a range of countries and genres. Particular focus on instruments, sonic features and combination of instruments used.</p>	<p>Particular focus on instruments, sonic features and combination of instruments used. Explore short extracts of pieces of music in practical workshops to investigate and demonstrate instrumental techniques.</p> <p>Jazz and blues: Examine examples of music from iconic artists/bands/producers, choosing a range of genres. Particular focus on instruments, sonic features and combination of instruments used. Explore rhythmic techniques, including:</p>	<ul style="list-style-type: none"> • harmonising scales • 7th chords • sus chords • common progressions. <p>Explore melodic techniques, including:</p> <ul style="list-style-type: none"> • conjunct • disjunct • riff • hook • improvisation. <p>Practical workshops to perform/create melodies in different genres. Explore production, including:</p> <ul style="list-style-type: none"> • sampling • looping • sequencing • turntablism. 	<p>Portfolio of evidence to show understanding of 4 genres of music: must include pre-recorded examples and analysis and/or own performances/recordings to support findings.</p> <p>Task 2: 7 hours Produce 3 compositions/music products:— original music products and realisations with supporting commentaries</p>	<ul style="list-style-type: none"> ○ production notes ○ rehearsal diaries/video/audio ○ screenshots ○ milestone performances • recorded auditions • compositional sketches rough cuts and initial mixes. <p>Develop music performance skills, including:</p> <ul style="list-style-type: none"> • tuning • learning repertoire • physical preparation • instrumental or vocal technique • practising routines • following accompaniment • stage presence • skills appropriate to style and context. <p>Practical workshops to investigate development of performance skills.</p>	<p>music skills development:</p> <ul style="list-style-type: none"> • key reference points • logical ordering • clear images/recordings/videos • commentary supporting quality of work. <p>Refine music performance skills, including:</p> <ul style="list-style-type: none"> • tuning • learning repertoire • physical preparation • instrumental or vocal technique • practising routines • following accompaniment • stage presence • skills appropriate to style and context.
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	Explore short extracts of pieces of music in practical workshops to investigate and demonstrate instrumental techniques.	<ul style="list-style-type: none"> • metre/beats in a bar • note values • tempo/bpm • phasing • swing. Practical workshops such as clapping exercises to investigate rhythmic techniques.	Impact of technology on musical styles, including: <ul style="list-style-type: none"> • instrumental techniques • audio recording developments • sampling and synthesis. Practical workshops to perform/create music in the style of different eras using only the technology from that genre and era.		Recital skills and portfolio development Programme design and profile building activities	Key Recital/Audit point
Skills <i>Procedural Knowledge – ‘Know How to’</i>	<ul style="list-style-type: none"> • Work in an ensemble with effective communication and delivery of a finished performance • Identify practical skills and self-evaluate for improvements and development of own leadership characteristics • Know how to effectively document/communicate your original work, to satisfy the brief, whilst allowing other musicians to perform your work effectively and accurately. 	<ul style="list-style-type: none"> • Know how to develop metre, tempo and phrasing to suit a stylistic approach to a composition and performance • Recognise musical scales/modes • Identify methods of communication/written music and their advantages/disadvantages • time management • self-discipline • How to template and create educational presentations using PPT 	<ul style="list-style-type: none"> • Know how to extend work using specific compositional devices such as augmentation/modulation and sequence • Know how to complete simple scoring tasks using Logic/Sibelius/BandLab/Muscore to effectively document your original work and to satisfy the brief, whilst allowing other musicians to perform your work effectively and accurately. 			

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	<p>LINKS: IT (Music software). Drama (Directing others). Business (Professional communication).</p>	<p>or equivalent IT packages to present knowledge of genres and effectively analyse examples to prove understanding.</p> <ul style="list-style-type: none"> • <p>LINKS: IT (Music software). Drama (Directing others). Business (Professional communication).</p>	<p>LINKS: IT (Music software). Drama (Directing others and personal presentation/programme writing/profiles). Business (Professional communication).</p>
Key Questions	<p>What are the main developments in the recording/music industry that affect the quality of recordings?</p> <p>What were the main record labels/industry studios that led to rapid development in recording techniques and sonic qualities of the 50's/60's?</p> <p>What makes the MoTown sound?</p> <p>Romantic Music:</p> <ul style="list-style-type: none"> • What are some common characteristics of Romantic music? • Which composers are considered the most prominent figures of the Romantic era? • How did Romantic music differ from the music of the Classical era? • What role did nationalism play in the development of Romantic music? • What were some of the major themes and motifs in Romantic music? 	<p>How can I use less music but actually have more impact?</p> <p>How do ostinato and sequence effect the mood of a composition? How can they be used to best represent movement</p> <p>Why are some composers so much more successful than others?</p> <p>What is the advantage of a disjunct melody?</p> <p>Film Music:</p> <ul style="list-style-type: none"> • How did film music evolve over the course of the 20th century? • What are some examples of iconic film scores and composers? • How does film music enhance the overall cinematic experience? • What techniques do composers use to create tension or emotion in a film score? 	<p>What are the most important factors when performing to a camera?</p> <p>How can we develop performance skills?</p> <p>How do we make an action plan and actually stick to it?</p> <p>How can we communicate the artist's intentions through written means?</p>



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	<ul style="list-style-type: none">• How did Romantic music influence other art forms, such as literature and painting?• What was the significance of Romantic opera and its impact on the genre?• What was the role of virtuosity in Romantic music?• How did the Industrial Revolution impact the development of Romantic music?• How did Romantic music pave the way for 20th-century music? <p>Rock and Roll:</p> <ul style="list-style-type: none">• How did rock and roll emerge as a distinct genre?• What are some of the musical influences on rock and roll?• How did rock and roll become associated with youth culture and rebellion?• What are some of the key figures in the development of rock and roll?• How did rock and roll evolve and change over time?• What is the role of improvisation in rock and roll?• How has rock and roll influenced popular culture beyond music?	<ul style="list-style-type: none">• How does the use of leitmotif contribute to the effectiveness of film music?• What are some of the differences between film music and classical music?• How does film music reflect cultural and historical contexts?• What role does technology play in the production and dissemination of film music?• What are some of the challenges faced by film composers in the modern era?• How has the use of licensed popular music in films impacted the role of film music?• Minimalism:<ul style="list-style-type: none">• What are the defining characteristics of minimalist music?• How did minimalist music emerge as a distinct genre?• What are some of the key figures in the development of minimalist music?• How does minimalist music differ from other contemporary classical music?• What is the role of repetition in minimalist music?• How does minimalist music interact with silence and space?	
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	<ul style="list-style-type: none">• What are some of the sub-genres of rock and roll?• How has the business and marketing of rock and roll impacted the genre's development?• How has rock and roll been received and interpreted in different parts of the world, and how has it been adapted to local contexts?	<ul style="list-style-type: none">• What is the significance of the "systems" employed by minimalist composers?• How does minimalist music challenge traditional notions of musical form and structure?• How has minimalist music been received by audiences and critics over time?• How has minimalist music influenced other musical genres and art forms? <p>Reggae Music:</p> <ul style="list-style-type: none">• How did reggae music emerge as a distinct genre?• What are some of the musical influences on reggae music?• How does the use of rhythm contribute to the distinctive sound of reggae music?• What are some of the key themes and messages in reggae lyrics?• How did reggae music become associated with Rastafarianism and its beliefs?• What role did Bob Marley play in the popularization of reggae music?• What are some of the sub-genres of reggae music?• How has reggae music been influenced by and influenced other musical genres?	
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			<ul style="list-style-type: none"> • What role did reggae music play in the social and political movements of Jamaica? • How has reggae music been received and adapted in different parts of the world? 			
Assessment	<p>A: Develop appreciation of styles and genres of music</p> <p>A1 Genres of music</p> <p>A2 Development of music</p> <p>A3 Stylistic features and characteristics (music theory)</p>	<p>A: Develop appreciation of styles and genres of music</p> <p>A1 Genres of music</p> <p>A2 Development of music</p> <p>A3 Stylistic features and characteristics (music theory)</p>	<p>B: Explore techniques used to create music products</p> <p>A1 Genres of music</p> <p>B1 Music industry products</p> <p>B2 Music realisation techniques</p> <p>A3 Stylistic features and characteristics (music theory)</p>	<p>B: Explore techniques used to create music products</p> <p>B1 Music industry products</p> <p>B2 Music realisation techniques</p>	<p>A: Exploring professional and commercial skills for the music industry</p> <p>A1 Personal and professional skills for the music industry</p> <p>B: Applying and developing individual musical skills and techniques</p> <p>B2 Development of music skills and techniques</p>	<p>(Performance solos recorded/audits with rehearsal records and recital documents and evaluations)</p> <p>A: Exploring professional and commercial skills for the music industry</p> <p>A2 Communicating music skills development</p>



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Extended Learning /Extension Activities	<ul style="list-style-type: none">• From Summer 1 - Performance diary and practice is updated weekly and assessed at audit points across the course. (expected rehearsal at least 3x45 min rehearsals as H/W• Music homework tasks are research based and involve The Music Industry/ICT/Presentation skills and formal writing skills and creating display for impact (target audience and themes) - Practice templates for the Examined Component 1 Task A – Multimedia projects.• Use of Google classroom to set differentiated and targeted work (generate feedback and responses from multimedia presentations)• Continued development on personal profile – including working towards a social media profile page or multimedia presentation, releases, web design, images, short video clips etc.
Supporting Listening And Appraisal	<p>Every lesson where possible, begins with a related 'DO NOW' task. These are listening exercises designed around pieces of music by the Great Composers and pieces of historical significance. All questions relate to the St Mary's weekly themes and are directly connected to Themes used in Collective Worship across the school. To create further cross-curricular connections, there are visual art works also relating to themes attached to this listening. To encourage further understanding and appreciation, they are displayed on screens around the building each week in preparation for triangulated discussion. Key Diagnostic questions above can be used for Challenging higher-level, deeper thinking and also 'PREP' for learning activities.</p>