








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

Year 11 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 11 Curriculum focusses on the development of musicianship incorporating practical, theoretical, compositional and production skills with essential workplace skills including health safety, managing risk and to successful workflow. There are two components within the year the first of which, is assessed internally and moderated by the exam board, the second is a Pearson released task set from Jan 2024.

	<i>Autumn 1</i> <i>COMPONENT 2</i>	<i>Autumn 2</i> <i>COMPONENT 2</i>	<i>Spring 3</i> <i>COMPONENT 3</i>	<i>Spring 4</i> <i>COMPONENT 3</i>	<i>Summer 5</i> <i>COMPONENT 3</i>	
						



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CONTENT			PEARSON SET BRIEF			
<p><i>Declarative Knowledge – 'Know What'</i></p>	<p>Develop two musical disciplines through engagement in practical tasks, while documenting progress and planning for further improvement.</p> <p>initial skills audit for both chosen disciplines:</p> <p>Identify Strengths and weaknesses both in performance and composition.</p> <p>Set challenging and achievable goals/targets</p> <p>Identify individual development routines identifies technical exercises</p> <p>Includes monitoring and tracking of progress.</p> <p>Link theme (CELBRATION) in all evaluative writing and multimedia presentations</p>	<p>Responding to the PSA (15 hours) plus prep time.</p> <p>Create 2 musical responses to the vocational brief including a performance, a composition or a music production track.</p> <p>Bringing skills together to create 'final' pieces Using research and mini audit points as refence of personal development.</p> <p>Know the different ways to create and present musical outcomes most effectively using IT and production skills.</p>	<p>Presenting music for a set brief</p> <ul style="list-style-type: none"> • Performing stylistically accurate cover versions. • Creating original music using existing stylistic frameworks and traits. • Stylistic use of a DAW and associated hardware to create an original piece of music from a given starting point. <p>apply skills in a creative process</p> <p>- apply industry approaches relevant to a project</p> <p>- refine musical skills and techniques for a musical product in</p>	<p>2 MUSICAL PRODUCTS/OUTCOMES</p> <p>task worth 60 marks will be completed under supervised conditions. This includes evidenced knowledge of the following:</p> <ul style="list-style-type: none"> • Creative intentions and purpose of product: commercial, collaborative ,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>2 MUSICAL PRODUCTS/OUTCOMES</p> <p>task worth 60 marks will be completed under supervised conditions.</p>	



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	<p><u>Developing a practise routine</u></p> <ul style="list-style-type: none"> • Warm Ups • Technical Exercise s • Approaching new materials • Warm down • Target setting <ul style="list-style-type: none"> • time management • self-discipline • working with others • correct and safe use of equipment • resources required • how to audit your skills and plan for development • how to respond appropriately to, and act on, feedback given. 	<p>Exploring and extending ideas</p> <p>Developing the use of structure effectively</p> <p>Using rhythmic and melodic patterns</p> <p>Development of use of harmony.</p> <p>Mixing and mastering of final products:</p> <ul style="list-style-type: none"> o using software instruments o using audio and software tools o manipulation techniques o inputting and editing audio o using effects o structuring music. 	<p>relation to a chosen context or style.</p> <ul style="list-style-type: none"> ▪ Create original music: <ul style="list-style-type: none"> - applying melodic and rhythmic ideas - use of chords and chord progressions - use of textures/sound palettes - musical devices, canon, riffs, imitation, sequences - musical structures, verse, chorus, middle-eight, AABA, riff-based - use of composition software if appropriate. • Perform (if appropriate): <ul style="list-style-type: none"> - selecting material - working out individual parts - exploring feels and grooves - stylistic investigation - defining structure, version and arrangement 			
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		Evaluative judgements and formal writing	- establishing a personal practice routine - establishing a group practice routine (where applicable) - learning and memorising material if appropriate.		
Skills <i>Procedural Knowledge – ‘Know How to’</i>	<ul style="list-style-type: none">• Know how to develop metre, tempo and phrasing to suit a stylistic approach to a composition and performance• Know how to set achievable goals• Know how to practice effectively and keep a log of developing skills• Recognise musical scales/modes• Identify methods of communication/written music and their advantages/disadvantages• time management• self-discipline• working with others• safe use of equipment• identifying resources required• auditing existing skills.	1. Planning to meet the demands of the music brief <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. <ul style="list-style-type: none">• Researching relevant material to support meeting the brief.			



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	<p>LINKS: IT (Music software). Drama (Directing others). Business (Professional communication). Media – Creating PROFILE. Multi media presentations</p> <p>A1 Professional skills for the music industry</p> <ul style="list-style-type: none"> • Learners will explore the expectations and professional skills required to succeed in the industry: <ul style="list-style-type: none"> ○ time management ○ self-discipline ○ working with others ○ correct and safe use of equipment ○ identifying resources required ○ auditing existing skills and maintaining a development plan. <p>A2 Planning and communicating music skills development</p> <ul style="list-style-type: none"> • Planning development processes. • Strategies for skills development. • Managing equipment and resources. • Methods of capturing musical development, such as: <ul style="list-style-type: none"> ○ digital or traditional portfolios, including studio track sheets, production notes, rehearsal diaries, screenshots, key milestone performances and 	<ul style="list-style-type: none"> • The human and physical resources required. • Proposing structure, version and arrangement. • Timeline for development, including: <ul style="list-style-type: none"> • working out individual parts: establishing a personal practice routine • earning and memorising material if appropriate. <p>Considering constraints and intentions</p> <ul style="list-style-type: none"> • Creative constraints: <ul style="list-style-type: none"> ○ technical requirements of the final response – format, material and purpose ○ available resources ○ feasibility of own ideas ○ standing out from similar work. • Personal intentions: <ul style="list-style-type: none"> ○ personal skills development ○ building on own strengths. <p>B2 Refining musical skills for a musical product</p>	
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	<p>reviews from others</p> <ul style="list-style-type: none"> ○ recorded auditions ○ compositional sketches ○ raw recordings ○ drafts ○ application of effects ○ initial mixes. <ul style="list-style-type: none"> • • Having a clear and organised approach to communicating: <ul style="list-style-type: none"> ○ key points in the process are referenced and in a logical order ○ images, videos and recordings are clear ○ written commentary supports the quality of work. • • Sharing and commenting on work: <p>○ social media, e.g. SoundcloudTM, FacebookTM, YouTubeTM</p> <p>○ jam sessions, improvisation sessions, mixtapes, demos, sharing samples, remixing and reworking, white label, remote collaboration.</p> <p>B1 Development of technical music skills and techniques</p> <ul style="list-style-type: none"> • Development processes: <ul style="list-style-type: none"> ○ individual development routines ○ identifies technical exercises for development 	<ul style="list-style-type: none"> • 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. • Learners should be able to: <ul style="list-style-type: none"> • apply skills in a creative process • apply industry approaches relevant to a project • 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"> applying melodic and rhythmic ideas use of chords • musical devices, canon, riffs, imitation, sequences • musical structures, verse, chorus, middle-eight, AABA, riff-based <ul style="list-style-type: none"> ○ use of composition software if appropriate. • Perform (if appropriate): <ul style="list-style-type: none"> • selecting material • working out individual parts • exploring feels and grooves • stylistic investigation • defining structure, version and arrangement • establishing a personal practice routine 	
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	<p>includes setting goals</p> <ul style="list-style-type: none">includes monitoring and tracking of progress. <p>B2 Development of music skills and techniques</p> <ul style="list-style-type: none">Developing musical skills appropriate to style and context, such as:<ul style="list-style-type: none">timing and phrasingusing rhythm and pitch in the creation or recreation of musicusing equipment, instrumentation or software appropriatelyexpression<ul style="list-style-type: none">combining instruments/soundshealth and safety in the use of equipment and/or instruments.Applying skills development to the creation of content/material:<ul style="list-style-type: none">creative intentionsskills neededstylistic accuracycreation of content/material.Music performance:<ul style="list-style-type: none">tuning (if appropriate)learning repertoirephysical preparation and exercisesinstrumental or vocal technique	<ul style="list-style-type: none">establishing a group practice routine (where applicable)learning and memorising material if appropriate. <p>ENGLISH LANG: (Exam questions). DESIGN & BUSINESS (Workflow). IT (Music Software).</p>	
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	<ul style="list-style-type: none"> ○ practise routines such as scales, etc. ○ following accompaniment ○ stage presence. <ul style="list-style-type: none"> ● Creating original music: <ul style="list-style-type: none"> ○ exploring and extending ideas ○ using structure effectively ○ using rhythmic and melodic patterns ○ development of harmony. <p>Music production:</p> <ul style="list-style-type: none"> ○ using software instruments ○ using audio and software tools ○ manipulation techniques ○ inputting and editing audio ○ using effects ○ structuring music. 			
Key Questions				
Assessment	<p><i>Non-exam internal assessment.</i></p> <p>Based on 4 mark bands</p> <p>Holistic approach</p>	<p><i>Non-exam internal assessment.</i></p> <p>Based on 4 mark bands</p> <p>Holistic approach</p>	<p>A01 Understand how to respond to a music brief</p> <p>A02 Select and apply musical skills in response to a music brief</p> <p>A03 Present a final musical product in response to a music</p>	<p>D2 Reflect on the outcome of the musical product</p> <ul style="list-style-type: none"> • Meeting the requirements of the brief. • Contribution to the creative process. • Development through the process.



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			brief A04 Comment on the creative process and outcome in response to a music brief	<ul style="list-style-type: none"> Strengths and areas for improvement of the final product. 	
Extended Learning /Extension Activities	<ul style="list-style-type: none"> 'Memory revision' homework set for entirety of the first term to support Unit 1 (re-sit only) examination in January Memory Homework continues to support unit 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 Memory Homework continues to support unit 1. Music product homework tasks are research based and involve ICT/marketing/health and safety summarising and formal writing skills and creating display for impact Practice and rehearsals weekly with diary entries to support evidence collation. Music product homework tasks are research based and involve ICT/marketing/health and safety summarising and formal writing skills and creating display for impact. Practice and rehearsals weekly with diary entries to support evidence collation. Use of Google classroom to set differentiated an targeted work 				
Supporting Listening And Appraisal	<p>Every lesson 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. Questions can relate to the St Mary's weekly themes and are directly connected to Themes used in Collective Worship across the school. Some Questions are specifically designed to support key terms and 'genres' studied within the music course. 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.</p>				