Carmel College Curriculum Implementation – KS 4 Long term plan Subject – BTEC Tech Award Music Practice

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|  | Year 10 | Year 11 |
| Autumn half term 1  Sequential knowledge and skills | **Year 1: Building Foundation Skills and Understanding Music Contexts**  **Focus**: Introduction to the course and Component 1  **Unit**: **Component 1: Exploring Music Products and Styles**  **Content**:  Introduction to different music genres and styles (Pop, Rock, Jazz, Classical, Electronic, etc.)  Explore the key features of each style: melody, harmony, rhythm, instrumentation, and structure  Practical exercises: Listening tasks, genre comparisons, and short written analysis  **Assessment**: Short presentation or written work focusing on the characteristics of a specific genre  **Skills Development**: Research, presentation, analysis | **Year 2: Advanced Practice and Responding to Briefs**  **Focus**: Component 2 Advanced Skill Development  **Unit**: **Component 2: Music Skills Development**  **Content**:  Intensive workshops and masterclasses in chosen areas  Technical development: Advanced techniques and skill refinement  Mid-term performances and recording assessments  **Assessment**: Mid-point assessment of practical and technical skills  **Skills Development**: Professionalism, advanced technique, problem-solving |
| Assessment Content and methods used to judge learning | Assessment of written work will be analysed through regular work sampling and marking of homework and classwork. The information gathered will help to inform teaching and track pupil progress through each unit. | Assessment of written work will be analysed through regular work sampling and marking of homework and classwork. The information gathered will help to inform teaching and track pupil progress through each unit. |
| Autumn half term 2  Sequential knowledge and skills | **Focus**: Developing Music Analysis Skills  **Content**:  Analysis of music products (e.g., recordings, performances, compositions)  In-depth case studies: Famous musicians, bands, and composers  Exploration of music creation and performance contexts  Introduction to basic recording techniques and technology  **Skills Development**: Understanding industry contexts, teamwork, and communication | **Focus**: Finalising Component 2 Portfolio  **Content**:  Students work on finalising and documenting their skills journey  Complete practice logs, rehearsal diaries, and technical evaluations  One-to-one feedback and coaching sessions  **Skills Development**: Self-directed learning, goal-setting, reflective writing |
| Assessment Content and methods used to judge learning | **Assessment**: Case study analysis and practical music creation in response to a given brief | **Assessment**: Submission of Component 2 Portfolio |
| Spring half term 3  Sequential knowledge and skills | **Focus**: Deep Dive into Performance and Production Techniques  **Content**:  Different roles in the music industry: Performers, composers, producers, engineers, etc.  Practical workshops on performance skills (instrumental/vocal) and production (DAW software, recording)  Small-group and solo performances  **Skills Development**: Collaboration, rehearsal techniques, basic music production | **Focus**: Component 3 Introduction and Responding to Commercial Briefs  **Unit**: **Component 3: Responding to a Commercial Music Brief**  **Content**:  Understanding the requirements of commercial music briefs  Explore various commercial contexts: music for adverts, film, gaming, social media  Students choose one brief to respond to  Initial ideas generation and planning  **Assessment**: Project proposal and initial presentation  **Skills Development**: Research, critical thinking, project management |
| Assessment Content and methods used to judge learning | **Assessment**: Practical performance and reflection logs |  |
| Spring half term 4 Sequential knowledge and skills | **Focus**: Exploring Creative Projects and Styles  **Content**:  Study of how music is adapted to various commercial contexts (TV, film, advertising, games)  Project-based work: Create a short piece of music for a given context  Integration of different elements studied so far (performance, composition, production)  **Skills Development**: Creative thinking, adaptability, technical proficiency | **Focus**: Developing Responses to Commercial Briefs  **Content**:  Composition, performance, and production work tailored to the chosen brief  Regular feedback sessions and peer reviews  Record and produce final pieces  **Skills Development**: Creativity, attention to detail, production skills |
| Assessment Content and methods used to judge learning | **Assessment**: Presenting a piece of work in a specific style and providing a reflective evaluation | **Assessment**: Draft submission of project work and accompanying presentation |
| Summer half term 5 Sequential knowledge and skills | **Focus**: Finalising Component 1 and Moving to Component 2  **Content**:  Finalise Component 1: Complete research logs, reflections, and evaluations  Introduction to Component 2: **Music Skills Development**  Set individual goals for improvement in one or more areas (instrumental/vocal performance, composition, production)  **Assessment**: Submission of Component 1 Portfolio  **Skills Development**: Target-setting, self-assessment, developing a growth mindset | **Focus**: Finalising and Presenting Responses  **Content**:  Refine project work in line with feedback  Complete all recordings, performances, and compositions  Written evaluations and final showcase  **Skills Development**: Presentation skills, critical evaluation, adaptability |
| Assessment Content and methods used to judge learning | Due to the nature of the course, and the practical approach, video evidence will be gathered to track students’ performance skills which will provide assessment outcomes and inform teaching. Formal written and practical assessments will take place at various times during the year. Deadlines are set within the exam board specification for final assessments for each of the three components of Students will have completed component 1 at this point in the course. | **Assessment**: Final submission of Component 3 Portfolio and project work |
| Summer half term 6  Sequential knowledge and skills | **Focus**: Skill Development and Planning for Year 2  **Content**:  Intensive skill-building sessions: Focus on specific student areas (e.g., guitar technique, vocal training, songwriting, mixing)  Plan for long-term skill development in line with Component 2 requirements  Rehearsal techniques and preparing for mock performances  **Assessment**: Skill audit and performance showcase  **Skills Development**: Mastery of core skills, confidence-building, reflective practice | All work will have been completed and handed in before the final deadline of 8th May. |