

# Newall Green High School – Curriculum Plan



Subject	Music – BTEC Tech Award in Music Practice		Year Group	11	
Rationale / Narrative	<p>The Pearson BTEC Level 1/Level 2 Tech Award in Music Practice (Qualification Number: 603/2973/7), is for learners who want to acquire technical knowledge and technical skills through vocational contexts by exploring and developing their musical skills and techniques, and by responding to a music industry brief as part of their Key Stage 4 learning. The qualification recognises the value of learning skills, knowledge and vocational attributes to complement GCSEs. The qualification will broaden the learners experience and understanding of the varied progression options available to them.</p> <p>Previous curriculum plans have not been followed due to teacher changes and COVID-19. The current curriculum plan follows the BTEC Tech Award outline for the one-year course planner.</p>				
	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1
Knowledge	<p><b>COMPONENT 1:</b> <b><u>Exploring Music Products and Styles</u></b></p> <p>A: Develop appreciation of styles and genres of music</p> <p>A1 Genres of music A2 Development of music A3 Stylistic features and characteristics (music theory)</p>	<p><b>COMPONENT 1:</b> <b><u>Exploring Music Products and Styles</u></b></p> <p>A: Develop appreciation of styles and genres of music</p> <p>A1 Genres of music A2 Development of music A3 Stylistic features and characteristics (music theory)</p>	<p><b>COMPONENT 2:</b> <b><u>Music Skills Development.</u></b></p> <p>A: Exploring professional and commercial skills for the music industry</p> <p>A1 Personal and professional skills for the music industry A2 Communicating music skills development</p> <p>B: Applying and developing individual musical skills and techniques</p>	<p><b>COMPONENT 3 (pre-teaching):</b> <b><u>Responding to a Commercial Music Brief.</u></b></p> <p>A: Understand how to respond to a commercial music brief</p> <p>A1 Features of a commercial music brief A2 Planning to meet the demands of the music brief</p>	<p><b>SYNOPTIC EXTERNAL ASSESSMENT:</b> <b><u>Responding to a Commercial Music Brief</u></b></p> <p>Students complete their externally set synoptic task (supervised lessons).</p>

			<p>B1 Development of technical music skills and techniques</p> <p>B2 Development of music skills and techniques</p>	<p>A3 Considering constraints and intentions</p> <p>B: Select and apply musical skills in response to a commercial music brief</p> <p>B1 Develop and produce a response to a client brief</p> <p>B2 Refining musical skills for a musical product</p> <p>B3 Refining musical material</p> <p>B4 Personal management</p> <p>C: Present a final musical product in response to a commercial music brief</p> <p>C1 Reviewing work based on client needs</p> <p>C2 Quality of outcome</p> <p>C3 Presenting own work to a client</p> <p>C4 Relation of final product to the brief</p>	
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				D1 Commentary on the creative process D2 Reflect on the outcome of the musical product.	
<b>Skills</b>	<p>60s to 70s and 80s to 90s. 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>Explore short extracts of pieces of music in practical workshops to investigate and demonstrate instrumental techniques.</p> <p>00s to present day and World music and Fusion. Examine examples of music from iconic composers/artists/bands/producers from the era choosing a range of genres. Particular focus on instruments, sonic</p>	<p>Explore music performance:</p> <ul style="list-style-type: none"> <li>• instrumentation</li> <li>• roles and functions of instruments</li> <li>• arrangement</li> <li>• orchestration</li> <li>• timbre</li> <li>• ensemble skills.</li> </ul> <p>Workshops to realise music using performance techniques in different genres.</p> <p>Explore creating original music:</p> <ul style="list-style-type: none"> <li>• starting points and stimuli</li> <li>• repetition and contrast</li> <li>• developing and extending.</li> </ul>	<p>Investigate expectations and personal skills required, including:</p> <ul style="list-style-type: none"> <li>• time management</li> <li>• self-discipline</li> <li>• working with others</li> <li>• safe use of equipment</li> <li>• identifying resources required</li> <li>• auditing existing skills</li> </ul> <p>Explore methods of capturing music skills development:</p> <ul style="list-style-type: none"> <li>• digital or traditional portfolio <ul style="list-style-type: none"> <li>○ track sheets</li> <li>○ production notes</li> <li>○ rehearsal diaries/video/audio</li> <li>○ screenshots</li> </ul> </li> </ul>	<p>Examine the features of a commercial brief, including:</p> <ul style="list-style-type: none"> <li>• creative intentions and purpose: <ul style="list-style-type: none"> <li>○ target audience</li> <li>○ commercial</li> <li>○ collaborative</li> <li>○ experimental</li> </ul> </li> <li>• aim, purpose and requirements of brief</li> <li>• nature of the specific area of the industry</li> <li>• understand target audience</li> <li>• understand the company's vision.</li> </ul> <p>How to plan to meet the demands of a brief.</p>	See Spring 2.

	<p>features and combination of instruments used.</p> <p>Explore short extracts of pieces of music in practical workshops to investigate and demonstrate instrumental techniques.</p> <p>Music for media, Western classical music, jazz and blues. Examine examples of music from iconic composers/artists/bands/producers, choosing a range of genres. Particular focus on instruments, sonic features and combination of instruments used.</p> <p>Explore short extracts of pieces of music in practical workshops to demonstrate and investigate instrumental techniques.</p> <p>Explore rhythmic techniques, including:</p> <ul style="list-style-type: none"> <li>• metre/beats in a bar</li> <li>• note values</li> </ul>	<p>Workshops to realise music using music creation techniques in different genres.</p> <p>Explore producing music:</p> <ul style="list-style-type: none"> <li>• software instruments such as digital audio workstation (DAW)</li> <li>• virtual instruments</li> <li>• microphone selection and placement</li> <li>• MIDI and audio editing.</li> </ul> <p>Workshops to realise music using production techniques in different genres.</p>	<ul style="list-style-type: none"> <li>○ milestone performances</li> <li>• recorded auditions</li> <li>• compositional sketches</li> <li>• rough cuts and initial mixes.</li> </ul> <p>Identify clear and organised approaches to communicating music skills development:</p> <ul style="list-style-type: none"> <li>• key reference points</li> <li>• logical ordering</li> <li>• clear images/recordings/videos</li> <li>• commentary supporting quality of work.</li> </ul> <p>Investigate ways of sharing and commenting on work:</p> <ul style="list-style-type: none"> <li>• social media – SoundCloud®, Facebook®, YouTube™</li> <li>• jam sessions</li> <li>• improvisation</li> </ul>	<ul style="list-style-type: none"> <li>• How investigation can inform response.</li> <li>• Understand the rationale behind the selection of material.</li> <li>• Investigate musical styles.</li> <li>• Research relevant material.</li> <li>• Resources required.</li> <li>• Proposing structure, version and arrangement.</li> <li>• Timeline for development.</li> <li>• Format and scope of final response.</li> </ul> <p>Consideration of constraints and intentions:</p> <ul style="list-style-type: none"> <li>• creative constraints: <ul style="list-style-type: none"> <li>○ technical requirements</li> <li>○ resources</li> <li>○ feasibility</li> </ul> </li> </ul>	
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	<ul style="list-style-type: none"> <li>• tempo/bpm</li> <li>• phrasing</li> <li>• swing.</li> </ul> <p>Practical workshops such as clapping exercises to investigate rhythmic techniques.</p> <p>Explore scales and modes, including:</p> <ul style="list-style-type: none"> <li>• musical alphabet</li> <li>• clefs</li> <li>• semi-tones and tones</li> <li>• major scales</li> <li>• minor scales</li> <li>• intervals</li> <li>• blues scale</li> <li>• pentatonic scales</li> <li>• modes.</li> </ul> <p>Practical workshops to perform/create scales and modes to investigate the relationship between pitches.</p> <p>Explore harmony, including:</p> <ul style="list-style-type: none"> <li>• major triads</li> </ul>		<ul style="list-style-type: none"> <li>• mixtapes</li> <li>• demos</li> <li>• sharing samples</li> <li>• remixing/reworking</li> <li>• white label</li> <li>• remote collaboration.</li> </ul> <p>Develop music performance skills, including:</p> <ul style="list-style-type: none"> <li>• tuning</li> <li>• learning repertoire</li> <li>• physical preparation</li> <li>• instrumental or vocal technique</li> <li>• practising routines</li> <li>• following accompaniment</li> <li>• stage presence</li> <li>• skills appropriate to style and context.</li> </ul> <p>Practical workshops to investigate development of performance skills</p>	<ul style="list-style-type: none"> <li>○ unique selling point (USP) – standing out from similar work</li> </ul> <ul style="list-style-type: none"> <li>• personal intentions: <ul style="list-style-type: none"> <li>○ personal skills development</li> <li>○ building on own strengths.</li> </ul> </li> </ul> <p>Explore ways to develop and produce a response:</p> <ul style="list-style-type: none"> <li>• interpreting the brief:</li> <li>• organisation skills: <ul style="list-style-type: none"> <li>○ identifying priorities</li> <li>○ setting targets</li> <li>○ using planning tools</li> </ul> </li> <li>• preparing for a project: <ul style="list-style-type: none"> <li>○ health and safety</li> <li>○ checking resources are adequate</li> </ul> </li> </ul>	
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	<ul style="list-style-type: none"> <li>• minor triads</li> <li>• harmonising scales</li> <li>• 7th chords</li> <li>• sus chords</li> <li>• common progressions.</li> </ul> <p>Practical workshops to perform/create harmonic progressions from different genres.</p> <p>Explore melodic techniques, including:</p> <ul style="list-style-type: none"> <li>• conjunct</li> <li>• disjunct</li> <li>• riff</li> <li>• hook</li> <li>• improvisation.</li> </ul> <p>Practical workshops to perform/create melodies in different genres.</p> <p>Explore production, including:</p> <ul style="list-style-type: none"> <li>• sampling</li> <li>• looping</li> <li>• sequencing</li> <li>• turntablism.</li> </ul>		<p>Develop music creation skills, including:</p> <ul style="list-style-type: none"> <li>• exploring and extending ideas</li> <li>• structure</li> <li>• rhythmic and melodic patterns</li> <li>• development of harmony</li> <li>• skills appropriate to style and context.</li> </ul> <p>Practical workshops to investigate development of music creation skills.</p> <p>Develop music production skills, including:</p> <ul style="list-style-type: none"> <li>• using software instruments</li> <li>• audio and software tools</li> <li>• manipulation techniques</li> <li>• inputting and editing audio</li> <li>• using effects</li> <li>• structuring music</li> </ul>	<ul style="list-style-type: none"> <li>○ contingency planning</li> <li>• considering constraints: <ul style="list-style-type: none"> <li>○ working within parameters of the brief</li> <li>○ using suitable material and techniques for the audience</li> <li>○ quality issues.</li> </ul> </li> </ul> <p>Explore ways to refine material:</p> <ul style="list-style-type: none"> <li>• watching/listening back to material for self-analysis</li> <li>• discarding, refining ideas and material</li> <li>• seeking feedback and responding to criticism</li> </ul> <p>Set mock brief from sample assessment materials (SAMs).</p> <p>How to manage self when working to a brief:</p>	
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			<ul style="list-style-type: none"> <li>skills appropriate to style and context.</li> </ul> <p>Practical workshops to investigate development of music production skills.</p> <p>Explore completing a skills audit for different disciplines and personal/professional music skills.</p> <ul style="list-style-type: none"> <li>Create list of skills for the two chosen disciplines.</li> <li>Identify current skill level.</li> <li>Identify personal and professional skill levels.</li> </ul> <p>Explore the creation of a development plan.</p> <ul style="list-style-type: none"> <li>Identify individual development routines.</li> <li>Identify technical exercises.</li> <li>Include set goals.</li> </ul>	<ul style="list-style-type: none"> <li>being prepared and maximising time</li> <li>working with others</li> <li>setting goals and monitoring progress</li> <li>meeting deadlines</li> <li>health and safety guidelines and safe working practices</li> </ul> <p>Practical workshops to allow refinement of musical skills for chosen response:</p> <ul style="list-style-type: none"> <li>music creation skills</li> <li>music performance skills</li> <li>music production skills</li> <li>creative process skills.</li> </ul> <p>Review the product:</p>	
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			<p>Include monitoring and tracking progress.</p>	<ul style="list-style-type: none"> <li>• fitness for purpose</li> <li>• clarity of message, accessibility</li> <li>• audience expectation</li> <li>• how well work relates to audience.</li> </ul> <p>Evaluate the quality of outcome:</p> <ul style="list-style-type: none"> <li>• quality of final product appropriate to context</li> <li>• clear and organised approach to communicating</li> <li>• final creative decisions.</li> </ul> <p>Present work to client:</p> <ul style="list-style-type: none"> <li>• present development and final response</li> <li>• present intentions to client</li> <li>• show final response.</li> </ul>	
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				<p>Relation of product to brief:</p> <ul style="list-style-type: none"> <li>• relating to context</li> <li>• suitability for target audience.</li> </ul> <p>Review creative process:</p> <ul style="list-style-type: none"> <li>• comment on the development of the product: <ul style="list-style-type: none"> <li>○ skills and techniques</li> <li>○ thought processes</li> <li>○ reasons for creative choices</li> <li>○ use of resources</li> </ul> </li> <li>• personal management</li> <li>• strengths and areas for improvement</li> <li>• methods of capture</li> </ul>	
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				<ul style="list-style-type: none"> <li>• identification of key points of development</li> <li>• evidence the discarding and refinement of ideas.</li> </ul> <p>Reflect on the outcome:</p> <ul style="list-style-type: none"> <li>• meeting the requirements</li> <li>• contribution to the creative process</li> <li>• development through the process</li> </ul> <p>strengths and areas for improvement.</p>	
<b>Assessments</b>	Workshops. Written tasks. Practical tasks. Small performance event.	Support for assignment – Component 1, Learning aims A and B.  Support for assignment –	Support for assignment – Component 2, Learning aim A.  Assignment submission – Component 2, Learning aim A.	Mock external assessment.	Activity 1 of set task Activity 2 of set task Activity 3 of set task Submission deadline for Pearson external assessment task.

		Component 1, Learning aims A and B. Assignment submission – Component 1, Learning aims A and B.	Support for assignment – Component 2, Learning aim B. Assignment submission – Component 2, Learning aim B.		
<b>Home Learning</b>	Spelling tests. Journaling. Doddle quiz related to skills. Rehearsal.	Spelling tests. Journaling. Doddle quiz related to skills. Rehearsal.	Research projects. Journaling. Doddle. Practice diary.	Spelling tests. Journaling. Doddle quiz related to skills. Rehearsal.	N/A
<b>Reading, Writing, Talk</b>	Reading Strategies of 'predicting', 'ask questions' and 'form opinions' used regularly. Writing developed in every lesson journaling focused on opportunities for extended writing. Opportunities for talk in every lesson using Talk protocols as well as 'Ask the Expert' questions. SEEC used for all Tier 2 Vocab.	Reading Strategies of 'predicting', 'ask questions' and 'form opinions' used regularly. Writing developed in every lesson journaling focused on opportunities for extended writing. Opportunities for talk in every lesson using Talk protocols as well as 'Ask the Expert' questions. SEEC used for all Tier 2 Vocab.	Reading Strategies of 'predicting', 'ask questions' and 'form opinions' used regularly. Writing developed in every lesson journaling focused on opportunities for extended writing. Opportunities for talk in every lesson using Talk protocols as well as 'Ask the Expert' questions. SEEC used for all Tier 2 Vocab.	Reading Strategies of 'predicting', 'ask questions' and 'form opinions' used regularly. Writing developed in every lesson journaling focused on opportunities for extended writing. Opportunities for talk in every lesson using Talk protocols as well as 'Ask the Expert' questions. SEEC used for all Tier 2 Vocab.	See Spring 2.
<b>Tier 3 Vocab</b>	All key words in: Musical styles and genres.	All key words in: Musical styles and genres.	All key words relating to particular musical discipline.	All key words relating to developing and presenting music.	

<b>SMSC, British Values</b>	<p>Exploration of topic and themes.          Spiritual – Exploration and discussions during rehearsals.          Moral – Messages in live production, ethics of production planning.          Social – Empathy and awareness during discussion and responses to the brief.          British Values – Mutual respect and tolerance (different audiences, health and safety).</p>	<p>Exploration of topic and themes.          Spiritual – Exploration and discussions during rehearsals.          Moral – Messages in live production, ethics of production planning.          Social – Empathy and awareness during discussion and responses to the brief.          British Values – Mutual respect and tolerance British Values – Mutual respect and tolerance (different audiences, health and safety).</p>	<p>Exploration of culture in music and in relation to history of music in the world and in Britain.</p>	<p>Exploration of topic and themes.          Spiritual – Exploration and discussions during rehearsals.          Moral – Messages in live production, ethics of production planning.          Social – Empathy and awareness during discussion and responses to the brief.          British Values – Mutual respect and tolerance British Values – Mutual respect and tolerance (different audiences, health and safety).</p>	<p>See Spring 2.</p>
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