

Beamont Collegiate Academy Curriculum Map



Year 10 BTEC Tech Award in Music Practice

Intent	Implementation	Term 1	Term 2	Term 3
Clarity around knowledge	Theme / topic	Component 1: Exploring Music Products and Styles	Component 2: Music Skills Development	Developing Skills and Techniques in the Music: Response to a Brief
	Key substantive knowledge	<ul style="list-style-type: none"> • Music Theory • Aural Skills • Genres of music • Musical Devices • Music Theory • Aural Skills • Genres of music • Musical Devices 	<ul style="list-style-type: none"> • Music Theory • Aural Skills • Genres of music • Musical Devices • Performing in front of an audience. • Health and Safety in a studio and on stage • Music Theory • Aural Skills • Genres of music • Musical Devices • Performing in front of an audience. • Health and Safety in a studio and on stage 	<ul style="list-style-type: none"> • Music Theory • Aural Skills • Genres of music • Musical Devices • Performing in front of an audience. • Health and Safety in a studio and on stage • Music Theory • Aural Skills • Genres of music • Musical Devices • Performing in front of an audience. • Health and Safety in a studio and on stage
	Disciplinary knowledge	<ul style="list-style-type: none"> • To define the different musical devices, such as melody, harmony, rhythm and tonality. • To recognise and aurally identify the similarities and differences between 5 different genres of music. • Build on previous skills and perform using musicality • To recognise and aurally identify the similarities and differences between 5 different genres of music. • Build on previous skills and perform using musicality • Students will develop their understanding on the various structures and chord progressions used in the studied genres. 	<p>All aspects of the music industry:</p> <ul style="list-style-type: none"> • To work with other musicians, composers and producers in a professional manner. • To recognise health and safety for a performance and for a recording studio. • To practice using technical exercises on their instruments. • To build on their instrumental skills by completing a live performance. • To expand on different rhythmic note values by recreating a piece of music in a DAW. • To build on their listening skills by identifying different instruments that are used in a piece of music. • To develop technical skills such as using technology effects. • To record an instrument in a recording studio. 	<p>All aspects of the music industry:</p> <ul style="list-style-type: none"> • To work with other musicians, composers and producers in a professional manner. • To recognise health and safety for a performance and for a recording studio. • To practice using technical exercises on their instruments. • To build on their instrumental skills by completing a live performance. • To expand on different rhythmic note values by recreating a piece of music in a DAW. • To build on their listening skills by identifying different instruments that are used in a piece of music. • To develop technical skills such as using technology effects. • To record an instrument in a recording studio. • To score a piece of music. • To remix a song into a different genre.

Clarity around sequencing	Main links across the curriculum	<ul style="list-style-type: none"> • Progression from skills developed in KS3. Further development of these skills is essential in KS4 music. • All genres of music are linked either directly or indirectly • All genres of music use the musical devices in different ways. Students need to aurally identify how they are used in different genres. • Assists with being able to play different musical instruments. 	<ul style="list-style-type: none"> • Progression from skills developed in KS3. Further development of these skills is essential in KS4 music. • Ensemble performance in year 9 provides experience of how to work with other musicians. Those skills are developed throughout KS4. • Solo performances from ukulele work in year 7, and duet work from other units such as keyboards in year 7, 8 and 9. • Music technology throughout KS3 gives basic experience on how to use DAWs, skills which are developed throughout KS4. 	<ul style="list-style-type: none"> • Progression from skills developed in KS3. Further development of these skills is essential in KS4 music. • Ensemble performance in year 9 provides experience of how to work with other musicians. Those skills are developed throughout KS4. • Solo performances from ukulele work in year 7, and duet work from other units such as keyboards in year 7, 8 and 9. • Music technology throughout KS3 gives basic experience on how to use DAWs, skills which are developed throughout KS4. • Skills learnt and developed in Component 1 and 2 are embedded further in response to a brief.
	Authentic cross curricular links	<ul style="list-style-type: none"> • English – reading & writing careers • Biology – muscle memory and dexterity • Physics – the use of frequencies within music technology • Maths – how note values and rhythms combine • Language – note reading and terminology that stems from other cultures. • History – the historical context of different genres 	<ul style="list-style-type: none"> • English – reading & writing careers • Biology – muscle memory and dexterity • Physics – the use of frequencies within music technology • Maths – how note values and rhythms combine • Language – note reading and terminology that stems from other cultures. • History – the historical context of different genres 	<ul style="list-style-type: none"> • English – reading & writing careers • Biology – muscle memory and dexterity • Physics – the use of frequencies within music technology • Maths – how note values and rhythms combine • Language – note reading and terminology that stems from other cultures. • History – the historical context of different genres
Vocabulary	Key words	<ul style="list-style-type: none"> • Practise • Progression • Development • Repetition • Stylistic qualities • Review • Reflection • Analysis • Genre • The Elements of Music 	<ul style="list-style-type: none"> • Practise • Progression • Development • Repetition • Stylistic qualities • Review • Reflection • Analysis • Genre • The Elements of Music 	<ul style="list-style-type: none"> • Practise • Progression • Development • Repetition • Stylistic qualities • Review • Reflection • Analysis • Genre • The Elements of Music
Assessment	Summative assessment	<ul style="list-style-type: none"> • What are the similarities and differences between the chosen genres? <p>3 musical projects in the form of either:</p> <ul style="list-style-type: none"> • Film project • Composition • DAW Project • Live Performance <p>Audio and video evidence to accompany a portfolio.</p>	<ul style="list-style-type: none"> • What health and safety concerns do we need to think about as a performer or producer? • What are your skills that you want to improve? • How are you going to improve your skills and achieve your targets? • Rehearsal logs • Live Performance/Composition/Production Project • Link to a theme 	<ul style="list-style-type: none"> • What is your response to the brief? • Who is your target audience? • What is your performance style and which artists have influenced you? • How does your project fulfil the brief? • How has the rehearsal process had a positive impact on your performance outcome? • What are the areas of strength and development in your performance?

		<ul style="list-style-type: none"> • What are the similarities and differences between the chosen genres? 		
Links to the real world / careers / PD		<ul style="list-style-type: none"> • Music industry professions and careers such as musician, composer, producer, promotion, advertisement, music and media, studio work. • Health and safety standards and expectations in a working environment • Life skills such as team-working, independent working, meeting deadlines, communication 	<ul style="list-style-type: none"> • Music industry professions and careers such as musician, composer, producer, promotion, advertisement, music and media, studio work. • Health and safety standards and expectations in a working environment • Life skills such as team-working, independent working, meeting deadlines, communication 	<ul style="list-style-type: none"> • Music industry professions and careers such as musician, composer, producer, promotion, advertisement, music and media, studio work. • Health and safety standards and expectations in a working environment • Life skills such as team-working, independent working, meeting deadlines, communication