



Year 11 BTEC Tech Award in Music Practice

Intent	Implementation	Autumn Term	Spring Term
Clarity around knowledge	Theme / topic	Component 3: Introduction to Responding to a Brief	Component 3: Responding to a Brief
	Key substantive knowledge	<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 • Respond to a brief • Selection of target audience • The creative process • Create a performance, composition or production project to fulfil the creative intention • Target audience • Select and use appropriate performance techniques • Select appropriate performance style • Organise rehearsal time • Perform in front of an audience 	<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 • Respond to a brief • Selection of target audience • The creative process • Create a performance, composition or production project to fulfil the creative intention • Target audience • Select and use appropriate performance techniques • Select appropriate performance style • Organise rehearsal time • Perform in front of an audience
	Disciplinary knowledge	<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. 	<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.

		<ul style="list-style-type: none"> To record an instrument in a recording studio. To score a piece of music. To remix a song into a different genre. To remix a song into a different genre. 	<ul style="list-style-type: none"> 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. 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. 	<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
Vocabulary	Key words	<ul style="list-style-type: none"> Practise Progression Development Repetition Stylistic qualities Review Reflection Analysis Genre The Elements of Music Ensemble Brief Production Composition Performance 	<ul style="list-style-type: none"> Practise Progression Development Repetition Stylistic qualities Review Reflection Analysis Genre The Elements of Music Ensemble Brief Production Composition Performance
Assessment	Summative assessment	<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 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?

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