



Denton Community College

Departmental Curriculum Map

Subject: Music



Year Group: Year 10

BTEC lessons taught in blocks of approximately 15 weeks Units of work - each unit approximately 30 GLH - these are flexible and reflect the assessment plan given to the exam board

| | Autumn Term | Spring | Summer 1 | Summer |
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| Units of study | Unit 4 - Introducing composing | Unit 1 - Music Industry Exam | Unit 1 - Music industry Exam | Unit 2 - Creating a musical product |
| What will students during this unit? | <p>Learning Aim A</p> <p>Explore creative stimuli to meet a brief</p> <p>Learning Aim B</p> <p>Develop, Extend and shape music for performances</p> <p>Melodic and Harmonic ideas</p> <p>Shaping musical ideas</p> <p>Learning Aim C</p> <p>Present compositions appropriately</p> | <p>Learning Aim A</p> <p>Service companies and agencies</p> <p>Unions</p> <p>How organisations interrelate and why these relationships are important?</p> | <p>Learning Aim B</p> <p>Performance/Creative roles - How organisations interrelate and why these relationships are important?</p> <p>Management and promotion roles</p> <p>Recording roles</p> <p>Media and other roles</p> <p>How and why workers are employed in the industry</p> <p>Getting a break and starting out</p> <p>Importance of individual roles and responsibilities</p> <p>How individual roles interrelate</p> <p>How the industry relies on entrepreneurs, the self-employed and small enterprises</p> <p>How to get paid</p> | <p>Learning Aim A and B</p> <p>Planning, development and delivery of their chosen music product.</p> <p>Produce promotional material, with an understanding of industry standards and showing an understanding of their target audience.</p> <p>Reflect on the work undertaken in the planning, development and delivery of their musical product, providing descriptions of perceived strengths and weaknesses in relation to the work undertaken</p> |
| When will students be assessed? | <p>Week 15 - Hand in date for the unit</p> <p>Week 17 - Teacher assessed</p> | <p>Regular teacher feedback</p> <p>Practice exam questions - teacher marked - self marked- peer marked as needed</p> | <p>May Exam</p> | <p>Week 15 - Hand in date for the unit</p> <p>Week 17 - Teacher assessed</p> <p>Week 20 - moderation/IV process</p> |

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| | Week 20 - moderation/IV process | | | |
| How will students be assessed? | Teacher assessment - MP3 files Written Log of progress Screen Shots of work | Past papers Practice questions Written notes | Formal exam sat in May - Marked by the exam board Results posted August | <p>Learning aim A, an ongoing log of evidence of planning and development work:</p> <ul style="list-style-type: none"> ● rough outline ideas, either in the form of written notes or diagrams ● notes from discussions and meetings ● schedules/timetables ● lists of required resources and equipment ● set lists ● annotated sheet music ● equipment diagrams and floor plans ● room/resource booking sheets ● notes from rehearsals ● draft compositions or arrangements ● teacher observations ● recordings of practical activities. <p>The delivery of the final music product should also be evidenced as appropriate:</p> <ul style="list-style-type: none"> ● video recording of the live event ● CD |

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| | | | | <ul style="list-style-type: none"> link to online materials or offline copy. <p>Teacher observations, recordings of discussions and other practical activities will also be useful in demonstrating individual contributions to the planning and development of the music product. Where evidence is produced by 'the group', learners must annotate documents to show understanding and engagement in the process.</p> |
| Key Vocabulary | Development Composition techniques Structure Melody Retrograde Inversion | Key words connected with the music industry and its job roles | Key words connected with the music industry and its job roles | Product Licence Practice Annotation |
| Homework | Composition log. | Revision Booklets given as needed Exam questions given Research related to objectives | Revision Booklets given as needed Exam questions given Research related to objectives | Unit 2 log book |
| Links to the National Curriculum | Improvise and compose; and extend and develop musical ideas by drawing on a range of musical structures, styles, genres and traditions | Develop a deepening understanding of the music that they perform and to which they listen, and its history | Develop a deepening understanding of the music that they perform and to which they listen, and its history | Play and perform confidently in a range of solo and ensemble contexts using their voice, playing instruments musically, fluently and with accuracy and expression |

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| | <p>Identify and use the inter-related dimensions of music expressively and with increasing sophistication, including use of tonalities, different types of scales and other musical devices</p> <p>Develop a deepening understanding of the music that they perform and to which they listen, and its history</p> | | | <p>Use staff and other relevant notations appropriately and accurately in a range of musical styles, genres and traditions</p> <p>Develop a deepening understanding of the music that they perform and to which they listen, and its history</p> |
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