



Denton Community College 2020/221

Departmental Curriculum Map

Subject: Music

Year Group: Year 11 Btec



BTEC lessons taught in blocks of around 15 week units of work - each unit approximately 30 GLH. These are flexible and reflect the assessment plan given to the exam board
 Autumn term 2 sees Theory lessons once on one week and twice on another week, with the remaining hours for the completion of Unit 2.

| | Autumn Term 1 | Autumn Term 1 and 2 | Autumn Term 2 | Spring Term 1 | Spring Term 2 | Summer |
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| Units of study | Unit 2 – Creating a Musical Product. | Unit 1 - Music industry Exam | Unit 5 - Introducing Performance | Unit 5 - Introducing Performance | Resubmission and Exam results | |
| What will learn students during this unit? | <p>Learning Aim A and B</p> <p>Planning, development and delivery of their chosen music product. Produce promotional material, with an understanding of industry standards and showing an understanding of their target audience. 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> | <p>Learning Aim A and B</p> <p>Performance/Creative roles - How organisations interrelate and why these relationships are important? Management and promotion roles Recording roles Media and other roles How and why workers are employed in the industry Getting a break and starting out Importance of individual roles and responsibilities How individual roles interrelate How the industry relies on entrepreneurs, the</p> | <p>Learning Aim A</p> <p>Develop your music performance skills and review your own Techniques Interpretation Review</p> | <p>Learning Aim B</p> <p>Use your music performance skills within rehearsal and performance Music rehearsal skills Personal management skills Music skills in rehearsal and performance Interpretive skills and stylistic qualities</p> | <p>SV process - sample collected and sent</p> <p>Any resubmissions to be completed</p> <p>Easter - Exam results posted</p> | |

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| | | self-employed and small enterprises How to get paid | | | | |
| When will students be assessed? | Week 15/Hour 30- Hand in date for the unit Week 17 - Teacher assessed Week 20 - moderation/IV process | January Exam | Week 15/Hour 30- Hand in date for the unit Week 17 - Teacher assessed Week 20 - moderation/IV process | Week 15/Hour 30- Hand in date for the unit Week 17 - Teacher assessed Week 20 - moderation/IV process | | |
| How will students be assessed? | Regular teacher feedback Practice exam questions - teacher marked - self marked- peer marked as needed | Formal exam sat in January - Marked by the exam board Results posted Easter | Video evidence of rehearsal process Written rehearsal diary Video of final performance | Video evidence of rehearsal process Written rehearsal diary Video of final performance | | |
| Key Vocabulary | Product Licence Practice Annotation | Key words connected with the music industry and its job roles | Performance Rehearsal techniques Diary Style Expression Dynamics Phrasing | Performance Rehearsal techniques Diary Style Expression Dynamics Phrasing | | |
| Homework | Completion of product log. | Revision Booklets given as needed Exam questions given Research related to objectives | Practise and completion of rehearsal diary | Practise and completion of rehearsal diary. | | |
| Links to the National Curriculum | Develop a deepening understanding of the music that they | Develop a deepening understanding of the music that they | Play and perform confidently in a range of solo and ensemble | Play and perform confidently in a range of solo and ensemble | | |

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| | perform and to which they listen, and its history | perform and to which they listen, and its history | <p>contexts using their voice, playing instruments musically, fluently and with accuracy and expression</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> | <p>contexts using their voice, playing instruments musically, fluently and with accuracy and expression</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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