

## Subject overview: Music (KS4)

### Subject Rationale (Intent) linked to [whole school curriculum mission](#)

The Pearson BTEC Level 1/Level 2 Tech Award in Music Practice (603/7055/5) is for learners who want to acquire sector-specific applied knowledge and technical skills through vocational contexts by studying 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 enables learners to develop their skills, such as using musical elements, music creation, performance and music production, using realistic vocational contexts, and their personal skills, such as self-development, responding to a brief, planning and time management through a practical and skills-based approach to learning and assessment. The qualification recognises the value of learning skills, knowledge and vocational attributes to complement GCSEs. The qualification will broaden learners' experience and understanding of the varied progression options available to them.

#### Additional details

The Tech Award gives learners the opportunity to develop sector-specific applied knowledge and skills through realistic vocational contexts. The main focus is on four areas of equal importance, which cover the:

- development of key skills that prove learners' aptitude in music, such as responding to a musical brief using musical skills and techniques
- processes that underpin effective ways of working in the music sector, such as the development of musical ideas, and using skills and techniques for rehearsal, creation, production and performance to respond to a music brief
- attitudes that are considered most important in the music sector, including personal management and communication
- knowledge that underpins effective use of skills, processes and attitudes in the sector, such as musical skills and styles.

This Tech Award complements the learning in GCSE programmes by broadening experience and skills participation in different types of musical techniques for different musical styles. The Tech Award gives learners the opportunity to apply knowledge and skills in a practical way through exploration and development of techniques and styles.

**YEAR 10**

<b>TERM</b>	<b>Topic sequence</b> (What are you teaching?)	<b>Topic sequence rationale</b> (Why are you teaching this? How does it link to prior learning? Any notable links to <a href="#">St Edmund's curriculum mission</a> )	<b>Main method of assessment?</b>
<b>Term 1:1</b>	<b>Component 1 - Style Workshops</b> Introducing 5 different styles of music and learning about the Composition and Sonic Features of each and allowing students to use various realisation techniques to perform or compose pieces in that style.	This takes students' knowledge of performance and composition learned in KS3 but directly relates this to the set styles needed to be covered for the KS4 BTEC Tech Award in Music Practice. This series of style workshops directly prepares students for the Component 1 Coursework.	<b>Individual or group performances OR individual compositions of each style</b>
<b>Term 1:2</b>			
<b>Term 2:1</b>	<b>Component 1 - Preparation for the Pearson Set Assignment (PSA)</b> Students create a Powerpoint detailing the Composition and Sonic Features of 2 styles of music for Task 1 and perform or compose music in 2 styles for Task 2	Students undertake a smaller version of the PSA to provide a mock run through with meaningful feedback	<b>Mock style grading and feedback for Comp1 on performances, compositions and PowerPoint of styles.</b>
<b>Term 2:2</b>	<b>Component 1 - PSA (Released Early Feb for submission early May)</b>  Students create a Powerpoint detailing the Composition and Sonic Features of 4 styles of music for Task 1 and perform or compose music in 3 styles for task 2	Linear Coursework Model - Comp1 to be taught before Comp2.	<b>Summative PSA Assessment: performances, compositions and PowerPoint of styles. Internally marked and both internally externally moderated</b>
<b>Term 3:1</b>	<b>Component 2 - Discipline Workshops</b> Students are introduced to the 3 disciplines and the specifics of each are workshopped: <ul style="list-style-type: none"> <li>• music performance</li> <li>• creating original music</li> <li>• music production.</li> </ul> For each discipline, various development processes are introduced and workshopped allowing students to see how they will evidence their development at key milestones in the PSA	This series of style workshops directly prepares students for the Component 2 Coursework.	<b>Individual or group performances OR individual compositions of each discipline including the development processes</b>
<b>Term 3:2</b>			

**YEAR 11**

<b>TERM</b>	<b>Topic sequence</b> (What are you teaching?)	<b>Topic sequence rationale</b> (Why are you teaching this? How does it link to prior learning? Any notable links to <a href="#">St Edmund's curriculum mission</a> )	<b>Main method of assessment?</b>
<b>Term 1:1</b>	<b>Component 2 - Discipline Workshops</b> Continue workshops from Y10 leading up to the PSA	Continue workshops from Y10 leading up to the PSA	<b>Individual or group performances OR individual compositions of each discipline including the development processes</b>
<b>Term 1:2</b>	<b>Component 2 - PSA (Released Early Oct for submission mid Dec)</b>	Linear Coursework Model - Comp2 to be taught before Comp3.	
<b>Term 2:1</b>	<b>Component 3 - Activity Workshops</b> Students are shown the Sample PSA and guided through how to best tackle the brief using the skills they have developed in Comp1 &2: Initial response to the music brief Create a music product Individual commentary on the creative process	Comp3 is to be taught last so that all of the skills learned in Comp1&2 can be used to the fullest extent in Comp3.	<b>Individual or group performances OR individual arrangements. Annotated responses and final commentary also marked. Externally marked</b>
<b>Term 2:2</b>	<b>Component 3 - PSA (Released Early Feb for submission early May)</b>	Linear Coursework Model - Comp3 is to be taught last	