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| **Year 10 – BTEC Music** | | | |
| **Curriculum intent** | In KS4 students follow the BTEC music course. The course consists completing 3 components of work. 2 internally marked as coursework and 1 externally marked piece of coursework.  **Component 1 - Exploring Music Product Styles** - students will explore the history of Popular music and the development of Technology – Classical music – the Development of Blues and Jazz – workshops and presentation of experimentation  **Component 2 - Music Skills Development –** students will demonstrate professional and commercial skills, such as practicing, choosing repertoire, group work, in a variety of ways through performing, production and composing | | |
| **Topic** | **Component 1 - TGH** | **Component 1 – January entry** | **Component 2 - TGH** |
| **Knowledge** | Explore through listening, composing and performing, in workshops, discover the world of popular music through history, classical music, world music and music theory – each week you will be introduced to an era/style/decade etc.  You will be exploring the music not only by listening but by practical experience  You will show understanding of the style of the music studied through written and practical demonstrations | **Assessment 15 hours**  You will demonstrate understanding of three musical disciplines – ie, performing and composing and create your own performance/composition to perform/share as your final presentation, which must be at least 30-60 seconds long. Your presentation will show knowledge of 4 areas of music and the practical work you have done based on the research. This needs to draw on your exploring of the music through history | Explore the world of the music profession – you will learn about the jobs and roles the  professionals have. You will be  exploring and developing your  musical skills in two areas using  your knowledge of the music  profession.  Using your knowledge of live performance, practice and compose music that you can perform live to an audience |
| **Skills** | Listening and appraising  Developing performance techniques – suitable for the era – keyboard skills, guitar skills, production skills  Developing composing techniques – use of instrumentation  Listening and appraising | Rehearsing – time management, sections, speed, rhythms  Performance – audience communication, expression, timing, accuracy,  Production skills – recording, editing, use of DAW, sampling, looping, editing, quantizing  Rehearsing – time management, sections, speed, rhythms | Rehearsing – time management, sections, speed, rhythms  Performance – audience communication, expression, timing, accuracy,  Production skills – recording, editing, use of DAW, sampling, looping, editing, quantizing |
| **Assessments** | Be able to identify, describe and evaluate how styles and techniques are used in a range of styles and genres  Learning Aim A – Develop appreciation of styles, genres of music  Experimentation of performance. DAW and composing. | Exam board set coursework.  Students research 4 areas of music studied and present findings about the features and style of the music. (Learning aim A)  Students will perform, compose and create a DAW piece to match the music they researched – linking to the features (Learning Aim B) | Learning Aim A – Apply development processes for musical skills and techniques  Learning Aim B – Applying and developing individual musical skills and techniques  Students create a presentation of their improvements over time |
| **Enrichment** | <https://www.youtube.com/watch?v=wJCEkR989J0> - The Halle introduction and performance  Trip to see a live performance | <https://www.youtube.com/watch?v=S9WnYUUBl84> What does a sound engineer do?  <https://www.youtube.com/watch?v=8duWd38_dys> A day in the life of a music producer  Go to a studio to see what happens  <https://www.youtube.com/watch?v=a46ZreWZnPQ> How does a DJ mix? | <https://www.youtube.com/watch?v=XcazJ4ynDno> Step by step music composing |