

# Curriculum Assessment Map: Music



| YEAR 10                                 | Autumn Term   | Spring Term  | Summer Term   |
|---|---|--|---|
| <p><b>Topic</b></p>                     | <p><b>BTEC Level 1/Level 2 Tech Award in Music Practice:</b></p> <p><b>Component 1: Exploring Music Products and Style:</b> Non-exam internal assessment set by Pearson, marked by the centre and moderated by Pearson.</p> <p><i>(Learners will explore the techniques used in the creation of different musical products and investigate the key features of different musical styles.)</i></p>   | <p><b>BTEC Level 1/Level 2 Tech Award in Music Practice:</b></p> <p><b>Component 2: Music Skills Development-</b> Non-exam internal assessment set by Pearson, marked by the centre and moderated by Pearson.</p> <p><i>(Learners will have the opportunity to develop two musical disciplines through engagement in practical tasks, while documenting their progress and planning for further improvement.)</i></p>  | <p><b>Preparing for year 11 – Component 3</b></p>                 |
| <p><b>Key Learning &amp; Skills</b></p> | <p>Learning outcome, A: <b>Students will demonstrate an understanding of styles of music:</b> such as: Rock 'n' roll, 70's, 80's, Britpop, World Music, Blues, Music for film.</p> <p><b>Students will demonstrate an understanding of music theory</b> such as: Instrumentation, Texture, Timbre, Tonality, Scales and modes, Harmony, Rhythmic techniques, Structure.</p> <p>Learning outcome B:<br/><b>Creating music industry products</b> such as: Live performance, Audio Recording, Composition.</p> <p><b>Music realisation techniques:</b> Instrumentation, Roles and functions of different instruments, arrangements, creating original music, techniques used in producing music.</p> | <p>Learning outcome, A: <b>Demonstrate professional and commercial skills for the music industry</b></p> <p><b>Professional Skills for the musical industry:</b> Time management, self-discipline, working with others, correct and safe use of equipment, identifying resources required, auditing existing skills and maintaining a development plan.</p> <p><b>Apply development processes for music skills and techniques.</b> Planning development processes, strategies for skills development, managing equipment and resources, methods of capturing musical development.</p> <p>Learning outcome B: <b>Apply development processes for music skills and techniques.</b> Development processes – Development routines, setting goals, monitoring and tracking processes.</p> <p><b>Development of music skills and techniques –</b> Developing musical skills – Timing and phrasing, using rhythm and pitch, using equipment instrumentation, expression, health and safety.</p> | <p>- Developing overall music ability and performance skills.</p> |

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| <b>End points</b>   |   |  |  |
|---|---|--|--|
| <ul style="list-style-type: none"> <li>- Developed ability to perform in different musical styles.</li> <li>- Implementing musical elements, stylistic features and characteristics.                             <ul style="list-style-type: none"> <li>- Aware of music industry products</li> <li>- Developing professional music industry skills.</li> </ul> </li> <li>- Planning and communicating music skills and development processes                             <ul style="list-style-type: none"> <li>- Developed technical music skills and techniques</li> <li>- Develop individual routines and rehearsal processes.</li> </ul> </li> </ul> |   |  |  |
| <b>Informal<br/>(formative)<br/>Assessment</b>  | <ul style="list-style-type: none"> <li>• Informal performances of work to peers.</li> <li>• Peer and self-assessment.</li> <li>• Teach verbal feedback</li> <li>• Observation of rehearsal</li> <li>• Formative teacher questioning</li> <li>• Portfolio</li> </ul> |  |  |
| <b>Formal<br/>(summative)<br/>Assessment</b>  | <ul style="list-style-type: none"> <li>• Portfolio of work.</li> <li>• Recorded performances</li> <li>• PowerPoints</li> </ul>  | <ul style="list-style-type: none"> <li>• Portfolio of work.</li> <li>• Recorded performances</li> <li>• PowerPoints</li> </ul> |  |

*Curriculum encompassing literacy, careers and enrichment as well as interconnectivity with other subjects*

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| YEAR 11  | Autumn Term   | Spring Term | Summer Term |
|--|---|-------------|-------------|
| <b>Topic</b>   | <p><b>BTEC Level 1/Level 2 Tech Award in Music Practice:</b></p> <p><b>Component 3 – Responding to a brief</b> - Learners will be given the opportunity to develop and present music in response to a given music brief.</p>  |             |             |
| <b>Key Learning &amp; Skills</b>   | <p>- You will begin by exploring the brief and investigating possible responses and ideas to meet the demands of the brief. Using relevant resources, skills and techniques you will then develop and refine musical material before presenting your final response. You will develop and present an original creation based on a piece from a given list and a style from a choice of four. You will then present this as a solo or group performance, an audio recording or a Digital Audio Workstation (DAW) project.</p> <p>Develop features of a music brief, with creative intentions of a product such as the target audience, commercial, collaborative and experimental.</p> <p>You will plan to meet the demands of the music brief. Understanding how to investigate and inform a response to the brief.</p> <p>You will consider the constraints and intentions such as the technical requirements, available resources, feasibility of your own ideas, standing out from similar work. You will look at your personal intentions, such as building on your own strengths and skill developments.</p> <p>You will develop and produce your response to the brief, working on your organisational skills – setting targets, identifying priorities, using and planning tools and technology.</p> <p>You will perform your response to the brief which will be performed on stage, where you will show your developed stage presence and ability to perform accurately and confidently to a live audience.</p> <p>This external component builds on the knowledge, understanding and skills acquired and developed in Components 1 and 2 and allows learners to apply the musical skills and techniques they have explored and developed.</p> |             |             |
| <p style="text-align: center;"><b>End points</b></p> <ul style="list-style-type: none"> <li>- To understand how to respond to a music brief.</li> <li>- To be able to select and apply musical skills in response to a set music brief.             <ul style="list-style-type: none"> <li>- To present a final musical product in response to a music brief.</li> </ul> </li> <li>- To comment on the creative process and outcome in response to a music brief.</li> </ul> |   |             |             |

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| <b>Informal<br/>(formative)<br/>Assessment</b> | <ul style="list-style-type: none"><li>• Informal performances of work to peers.</li><li>• Peer and self-assessment.</li><li>• Teach verbal feedback</li><li>• Observation of rehearsal</li><li>• Formative teacher questioning</li><li>• Portfolio</li></ul> |
| <b>Formal<br/>(summative)<br/>Assessment</b>   | <ul style="list-style-type: none"><li>• Portfolio of work.</li><li>• Live performance on stage with an audience.</li><li>• Rehearsal logs</li></ul>  |

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