

 Richard Lander School Music Curriculum Overview - 10/11 BE THE BEST YOU CAN BE																		
Autumn 1			Autumn 2			Spring 1			Spring 2			Summer 1			Summer 2			
Reporting Y10		CfCs		BfL & Grades		CfCs		BfL & Grades				BfL & Report						
Year 10 MUSIC BTEC	Performance Pathway During this component, students develop an appreciation for music styles and genres. They practically explore the techniques used in the creation of different musical products and styles of music, on their instrument or voice. They apply their knowledge of the stylistic features and musical elements used in various music genres, to performances, composition and music production activities. Students gain a broad understand of the stylistic features within music genres from the 60s to the present day, such as; Reggae, Jazz, Stadium Rock, Electronic Dance Music, Motown, Soul, Film Music and many more including world music such as Gamelan, Samba, African drumming or Steel pans. They create a portfolio which demonstrates their knowledge and understanding of the stylistic features in different music genres. Students are urged to perform as much as possible in school settings (assembly, school clubs, student led groups) and continue to do so to gain as much as possible during the course.			Performance Pathway During the second half of this component, students explore how music from a variety of genres is performed, created and produced. Students take part in a combination of practical and taught sessions which allow them to create music across the 3 disciplines of performing, creating and production. They gain understanding of the purpose and intended audience it was created for, such as live performance, audio recording and original songs or compositions. Students participate in workshops and explore a range of music theory, knowledge and techniques and become critical listeners. They explore different techniques on their instruments or voice, such as; instrumentation, roles and functions of different instruments and how individual parts fit together. They create their own original music which explores starting points and stimuli, repetition and contrast and development and extending musical ideas. They create a portfolio which showcases their music product and musical responses.			Performance Pathway In this component, students are given the opportunity to explore and develop their skills and techniques. They will participate in workshops and classes where they will develop professional and commercial for the music industry. They will explore personal and professional techniques for musicians and how musicians share their music with others, learning to use a variety of methods of evidencing processes and outcomes and communicating their skills development. Particular skills to develop in this component will include time management, self-discipline, working with others, correct and safe use of equipment and auditing existing skills and maintaining a development plan. Students will then communicate their development through a portfolio including rehearsal diaries, peer and teacher reviews, milestone performances, recorded auditions and written commentary.			Performance Pathway In the second half of this component, students begin to apply and develop individual musical skills and techniques. They will participate in workshops and classes where they will develop technical and practical skills, specialising in 2 of the following areas: music performance, creating original music, music production. Students will complete a skills audit and create a development plan that identifies practice routines, technical exercises, goal setting and progress tracking. They will also continue to develop specific musical techniques including; timing, phrasing, rhythm, pitch, expression, learning repertoire, stage presence, and instrumental or vocal technique.			Performance Pathway In this component, students are given the opportunity to develop and present music in response to a given commercial brief. They work to their strengths and interests to apply the skills that they have learnt throughout the course in a practical way. They focus on a particular area of the music industry to respond to a commercial brief as either a composer, performer or producer. Students begin by exploring the brief and investigating possible responses and demands of the brief. They then develop and present an original creation based on a piece given from a list and style of music from a choice of 4. They then present this as a solo or group performance.			Performance Pathway In the second half of this component, students present their final musical product in response to their commercial brief. They review their work as consider the purpose, accessibility and audience expectation. They analyse the final produce and quality of outcome in relation to the skills and techniques used, the reasons for their creative choices and the use and management of resources. Students then discuss their strengths and areas for improvement in relation to the process. They reflect on the final outcome of the product and how they have met the requirements of the brief.		
	Technology Pathway During this component, students develop an appreciation for music styles and genres. They practically explore the techniques used in the creation of different musical products and styles of music, on a Digital Audio Workstation (DAW). They apply their knowledge of the stylistic features and musical elements used in various music genres, to performances, composition and music production activities. Students gain a broad understanding of the stylistic features within music genres from the 60s to the present day, such as; Drum and Bass, Britpop, Hip Hop, Music for Media, and many more including world music such as Gamelan, Samba, African drumming or Steel pans. They create a portfolio which demonstrates their knowledge and understanding of the stylistic features in different music genres. Students are urged to perform as much as possible in school settings (assembly, school clubs, student led groups) and continue to do so to gain as much as possible during the course.			Technology Pathway During the second half of this component, students explore how music from a variety of genres is performed, created and produced. Students take part in a combination of practical and taught sessions which allow them to create music across the 3 disciplines of performing, creating and production. They gain understanding of the purpose and intended audience it was created for, such as live performance, audio recording and original songs or compositions. Students participate in workshops and explore a range of music theory, knowledge and techniques and become critical listeners. They explore different production techniques on a Digital Audio Workstation (DAW), such as; software instruments, microphone selection and placement and MIDI and audio techniques. They create their own original music which explores starting points and stimuli, repetition and contrast and development and extending musical ideas. They create a portfolio which showcases their music product in and musical responses.			Technology Pathway In this component, students are given the opportunity to explore and develop their skills and techniques. They will participate in workshops and classes where they will develop professional and commercial for the music industry. They will explore personal and professional techniques for musicians and how musicians share their music with others, learning to use a variety of methods of evidencing processes and outcomes and communicating their skills development. Particular skills to develop in this component will include time management, self-discipline, working with others, correct and safe use of equipment and auditing existing skills and maintaining a development plan. Students will then communicate their development through a portfolio including production notes, screenshots, compositional sketches, rough cuts and initial mixes, demos, or remixes.			Technology Pathway In the second half of this component, students begin to apply and develop individual musical skills and techniques. They will participate in workshops and classes where they will develop technical and practical skills, specialising in 2 of the following areas: music performance, creating original music, music production. Students will complete a skills audit and create a development plan that identifies practice routines, technical exercises, goal setting and progress tracking. They will also continue to develop specific musical techniques including; using equipment or software appropriately, combining instruments/sounds, health and safety, using rhythm and pitch, manipulation techniques, using effects, inputting and editing audio and using software instruments.						Technology Pathway In the second half of this component, students present their final musical product in response to their commercial brief. They review their work as consider the purpose, accessibility and audience expectation. They analyse the final produce and quality of outcome in relation to the skills and techniques used, the reasons for their creative choices and the use and management of resources. Students then discuss their strengths and areas for improvement in relation to the process. They reflect on the final outcome of the product and how they have met the requirements of the brief.		

Reporting Y11		CfCs & Grades		Rep & GradeS		CfCs & Grades		BfL & Grades		
Year 11 MUSIC BTEC	Year 11 – Component 3 – Responding to a Commercial Recording Brief Learners will be given the opportunity to develop and present music in response to a given brief. This component will allow students to work to their strengths and interests and apply the skills that they have learned throughout your course in a practical way. They will focus on a particular area of the music industry that excites and appeals to them and respond to a commercial music brief as a composer, performer or producer. Students will begin by exploring the brief and investigating possible responses and ideas to meet the demands. Using relevant resources, skills and techniques they will then develop and refine musical material before presenting their final response. They will develop and present an original creation based on a piece from a given list (from genres covered in Component 1) and a style from a choice of four. They will then present this as a solo or group performance, an audio recording or a Digital Audio Workstation (DAW) project. Students will also develop skills in self-management, communication and presentation, which are vital to any future course of study. This component is the final exam component, and so is assessed and verified externally and is completed in May of Year 11 after preparation time in term 2. It is a fantastic component that brings all the learning of the BTEC together. The intent is that students leave school feeling they have the skills to produce work reflective of their ability, to allow for independent research to produce musical outcomes, and to be more prepared for KS5 and the demands of A levels and further vocational study.					Component 3 is complete. Qualification is complete				