

BTEC Music Curriculum- Year 10

Year 10		Term 1	Term 2	Term 3
Performing Arts	Topic	Component 1: Exploring Musical components and styles- Task 1	Component 1: Exploring Musical components and styles- Task 2	Component 2: Music Skills Development
	Why this and why now?	<p>Each year, the music industry produces a wide range of products such as recordings, compositions, live performances, music for film, TV and computer games. Have you ever wondered how these products are created?</p> <p>In this component, you will develop your understanding of different types of music products and the techniques used to create them. You will explore how musical elements, technology and other resources are used in the creation, production and performance of music. You will also practically explore the key features of different styles of music and music theory and apply your knowledge and understanding to developing your own creative work. This component will help you to progress to Level 2 or 3 vocational or academic qualifications where a knowledge of musical styles and a grounding in the areas of performance, creation and music production is essential.</p> <p>The component gives learners an opportunity to explore music in a practical setting and to develop a basic understanding of the techniques used to create and realise music. Learners will explore a variety of musical styles and the musical theory and techniques</p>	<p>Each year, the music industry produces a wide range of products such as recordings, compositions, live performances, music for film, TV and computer games. Have you ever wondered how these products are created?</p> <p>In this component, you will develop your understanding of different types of music products and the techniques used to create them. You will explore how musical elements, technology and other resources are used in the creation, production and performance of music. You will also practically explore the key features of different styles of music and music theory and apply your knowledge and understanding to developing your own creative work. This component will help you to progress to Level 2 or 3 vocational or academic qualifications where a knowledge of musical styles and a grounding in the areas of performance, creation and music production is essential.</p> <p>The component gives learners an opportunity to explore music in a practical setting and to develop a basic understanding of the techniques used to create and realise music. Learners will explore a variety of musical styles and the musical theory and techniques</p>	<p>As a performer, producer or creator in the music industry, you need to continually develop your skills and techniques in order to be successful and secure a regular flow of gigs and commissions. In this component, you will participate in workshops and classes where you will develop technical, practical, personal and professional skills and specialise in at least two of the following areas: music performance, creating original music, music production. Throughout your development, you will review your progress and consider how to make improvements. You will learn how musicians share their work and collaborate with others, and will develop your skills as a musician in how to use blogs, YouTube™, Soundcloud™ and other platforms to share your work and skills development with others.</p> <p>Developing musical skills and techniques will enable you to consider your aptitude and enjoyment for music, helping you to make informed decisions about what you will study in the future. This component will help you to progress to Level 3 qualifications in music or music technology, which look at skills and techniques in more detail. Alternatively, you may want to progress to other Level 3</p>

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		that underpin them. Learners should be encouraged to explore and share their music tastes, experiences and understanding of music while developing their music appreciation skills. Through focused listening and music-making activities, learners will explore a variety of musical styles and understand the key features of different styles of music and their use of musical elements. They should apply stylistic features to performance, composition, and music production activities.	that underpin them. Learners should be encouraged to explore and share their music tastes, experiences and understanding of music while developing their music appreciation skills. This learning outcome is designed to be taught through a combination of practical and taught sessions that will allow learners to investigate and experiment with how music from a variety of styles is performed, created, and produced in order to produce their own products.	vocational or academic subject areas. This component will support your development of transferable skills which will support your advancement in education and employment.
What is the essential knowledge that needs to be remembered?	<ul style="list-style-type: none">• Iconic composers, artists, bands and producers who have influenced and impacted musical styles.• Impact of technology on musical styles, instruments, production and recording.• Instrumentation, e.g. instrumental techniques, type of ensemble, alternative instrumentation, sonic features, electronic sounds.• Texture, e.g. solo, duet, homophonic, polyphonic, unison.• Timbre, e.g. sonic features, electronic sounds, FX.• Tonality, scales and modes, e.g. major scale, minor scales, blues scale, pentatonic scale, modes, ragas, exotic scales.	<ul style="list-style-type: none">• Types of music product: o live performance<ul style="list-style-type: none">• audio recording• composition for media, such as film, TV, adverts and computer games<ul style="list-style-type: none">• original song or composition• Digital Audio Workstation (DAW) project. <p>Music performance:</p> <ul style="list-style-type: none">• instrumentation• roles and functions of different instruments, e.g. transposing for other instruments and vocal ranges, use of timbre, special effects• how individual parts fit together, e.g. arrangements, SATB, orchestration, exploring timbre, rhythm section and soloists, call and response	Learners will explore professional techniques for musicians and look at how musicians share their music with others. They will learn to use a variety of methods of evidencing processes and outcomes and communicating skills development.	

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	<ul style="list-style-type: none"> Scales and modes, e.g. major scale, minor scales, blues scale, pentatonic scale, modes, ragas, exotic scales. Harmony, e.g. major and minor triads, power chords, 7th chords, sus chords, extended chords, suspensions, inversions, chord sequences, arpeggios, broken chords. Rhythmic techniques, e.g. metre, tempo/bpm, syncopation, swing, one drop/skanking, polyrhythms, hemiola, phasing. Structure/ form, e.g. verse/ chorus, 12-bar blues, through-composed, bridge, intro, outro, ABACAD Melodic techniques, e.g. conjunct, disjunct, chromatic, diatonic, phrasing, repetition, sequence, ornamentation, motifs, round/canon, riffs, hooks, head, improvisation. Production, e.g. microphone use, recording styles, sampling, FX, looping, controllerism, turntablism, quantisation, sequencing, automation. 	<ul style="list-style-type: none"> ensemble skills such as playing in time with a sense of pulse, sensitivity to others. <p>Creating original music:</p> <ul style="list-style-type: none"> starting points and stimuli (both musical and non-musical) repetition and contrast developing and extending musical ideas. <p>Techniques used in producing music:</p> <ul style="list-style-type: none"> software instruments, e.g. DAW software microphone selection and placement and use MIDI and audio editing techniques 	
What is the assessment intent and how will you assess?	<p>In response to Task 1, learners will compile a portfolio of evidence that demonstrates their understanding of four different styles of music using musical examples related to a theme.</p> <p>The assignment will take approximately 12 supervised hours to complete.</p>	<p>In response to Task 2, learners will create three 30–60-second examples of ideas for music products related to a theme, using a range of realisation techniques.</p> <p>The assignment will take approximately 12 supervised hours to complete.</p>	<p>In response to the task, learners will plan and create 2 musical outcomes in different musical areas in response to a theme that will develop professional and musical skills. This will be assessed during time in Y11 under supervised hours.</p>

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	What does the end point look like?	In response to Task 1, learners will compile a portfolio of evidence that demonstrates their understanding of four different styles of music using musical examples related to a theme.	In response to Task 2, learners will create three 30–60-second examples of ideas for music products related to a theme, using a range of realisation techniques.	Learners will participate in workshops and sessions to identify and develop musical skills and techniques in the following three disciplines: 1. Music performance 2. Creating original music 3. Music production. They will then select and develop their individual musical and professional techniques appropriate to context and style and demonstrate the application of these skills and techniques in the creation of musical outcomes across two of the three disciplines.
	How does it cover the NC?	Preparing students for appreciating and analysing music in their lives, and being able to compose it, and preparing them for their BTEC portfolio assessments.	Preparing students for appreciating and analysing music in their lives, and being able to compose it, and preparing them for their BTEC portfolio assessments.	Preparing students for appreciating and analysing music in their lives, and being able to compose it, and preparing them for their BTEC portfolio assessments.