

YEAR 11 BTEC MUSIC CURRICULUM PROGRESSION OVERVIEW

In Year 11, BTEC students continue to develop their knowledge of various music styles with particular focus on creating music to meet the requirements of a specific brief. They consider how to create a music product in a particular style or to meet a certain requirement. This includes researching existing pieces in that style, experimenting with ideas and creating a final product either through performance, composition or music production.

	Autumn Term 1	Autumn Term 2	Spring Term 1	Spring Term 2	Summer Term 1	Summer Term 2
Topic	Music to meet a brief	Creating a Music Product	Responding to a brief	Responding to a brief		
Core Knowledge/ Threshold Concept	<ul style="list-style-type: none"> Understand how to respond to a commercial music brief Select and apply musical skills in response to a commercial music brief 	<ul style="list-style-type: none"> Present a final musical product in response to a commercial music brief Comment on the creative process and outcome in response to a commercial music brief 	<ul style="list-style-type: none"> Features of a commercial music brief Planning to meet the demands of the music brief Considering constraints and intentions 	<ul style="list-style-type: none"> Develop and produce a response to a client brief Refining musical skills for a music product Reviewing work based on client needs Commentary on the creative process 		
Why this learning now?	Learning is deliberately sequenced having considered what core knowledge is required to unlock deeper understanding of a topic and the ability to make connections between topics so that when implementing this intent, teachers can effectively and explicitly draw attention to where a keyword/concept/behaviour/pattern etc has been seen before and effectively expose the relationship to the current topic through questions such as: Where have we seen this before? What does this remind us of? How does this have a relationship with what happened previously? How does our understanding of the previous concept inform our understanding of this one? and hence facilitate better learning.					
	This topic links to Year 1 of the course by looking at types of music products, creative intentions and purpose of product along with techniques used in creating, producing or	Building on the previous topic by considering key stylistic developments. Creating original music using existing frameworks and traits.	Instrumental or equipment skills relevant to style and context. Setting goals and tracking progress along with effective time management skills to respond effectively to a brief.	Reflecting critically during and at the end of the creative process to ensure requirements of the brief are fulfilled.		

	performing music in a particular style.					
Assessment Opportunities:	At the start of Spring Term 1 the externally assessed Component 3 brief is released by the exam board for students to complete during the Spring Term. Learners will be expected to select one of two pathways for their assessment: either Creating and Producing or Creating and Performing. Both routes allow for learners to be assessed on their ability to create a unique music product, using music realisation techniques and stylistic features of a particular genre.					
	Recall and retrieval questions at the beginning of each lesson on prior learning.	Recall and retrieval questions at the beginning of each lesson on prior learning.	Recall and retrieval questions at the beginning of each lesson on prior learning.	Recall and retrieval questions at the beginning of each lesson on prior learning.		
	Retrieval questions at the end of each lesson based on content of that lesson.	Retrieval questions at the end of each lesson based on content of that lesson.	Retrieval questions at the end of each lesson based on content of that lesson.	Retrieval questions at the end of each lesson based on content of that lesson.		
	Home learning tasks	Home learning tasks	Home learning tasks Component 3: Responding to a commercial music brief externally assessed coursework	Home learning tasks Component 3: Responding to a commercial music brief externally assessed coursework		
Learning at Home	Home learning tasks are set each week including research of musical styles, wider listening, practicing of performance or production skills or continued development and reflection of musical skills.					
	Continued research of musical styles and genres and wider listening	Refining and improving a music product (performance, composing, producing)	Refining and improving a music product (performance, composing, producing)	Reflection and consideration of improvement during the creative process		
Key Vocabulary	Music brief Target audience Planning	Melodic Rhythmic Texture	Routine Schedule Refining	Reviewing Reflecting Outcome		

	Skills development	Devices Structure	Management	Commentary Process		
Spiritual, Moral, Social and Cultural concepts covered	<p>Provision for the spiritual development of pupils: When composing students use their imagination and creativity, especially when responding to a commercial brief</p> <p>Provision for the social development of pupils: Through singing and performing music together, students use a range of social skills</p> <p>Provision for the cultural development of pupils: By exploring a range of musical styles in historical and cultural contexts, students develop their understanding and appreciation of the wide range of cultural influences that have shaped their own heritage and that of others</p>					
Links to careers and the world of work	<p>All aspects of the KS4 music curriculum develop skills related to careers in the music industry particularly performing and composing</p> <p>Transferable employability skills include:</p> <ul style="list-style-type: none"> Responding to commercial music briefs Creativity The ability to collaborate and work with others Understanding patterns through listening and analysing music Developing confidence when performing to others 					