


Performing Arts Department – Year 12 BTEC Music

 <p>Shirley High Curriculum Map</p>	<i>The advanced singer/musician: the advanced singer/musician will take their knowledge & skills and develop new more advanced skills, developing their independence as young adults.</i>					
	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
	Theme/Topic/Skill:	Theme/Topic/Skill:	Theme/Topic/Skill:	Theme/Topic/Skill:	Theme/Topic/Skill:	Theme/Topic/Skill:
	PERFORMING Unit 6: Solo Performance	PERFORMING Unit 6: Solo Performance	Performing Unit 3: Ensemble Music Performance	Performing Unit 3: Ensemble Music Performance	Composing Unit 4: Composing Music	Composing Unit 4: Composing Music
Why Now?	To enable learners to use prior performance skills to rehearse & record their first Btec performance	To enable learners to use prior performance skills to rehearse & record their first Btec performance	To enable learners to use prior group performance skills to rehearse & record their first Btec group performance	To enable learners to use prior group performance skills to rehearse & record their first Btec group performance	To enable learners to use prior skills to create & record their final GCSE composition	To enable learners to use prior skills to create & record their final GCSE composition
Fundamental Concepts	To develop performance skills	To develop performance skills	To develop ensemble performance skills	To develop ensemble performance skills	To develop compositional knowledge	To develop compositional knowledge
Students will...	Rehearsal Selecting & booking rehearsal space Selecting & booking equipment Selecting repertoire / Identifying skills & suitability of material to own skill Target setting for rehearsal sessions Warm ups / exercises / preparation Team building Communication Managing time Giving & accepting constructive criticism Maintaining focus Reflection on rehearsal Recording rehearsals / Listening back to performances Identifying strengths & weaknesses in rehearsal performance	Setting targets Personal organisation of instruments & equipment Problem solving Secure knowledge of: Attendance & punctuality Personal practice between rehearsals Performance Awareness of health & safety Accuracy of rhythm and pitch. Recording performance / Listening back to performances Identifying strengths & weaknesses in performance Self-evaluation & critical review of process & performance Critical review of stage presence & interaction with audience Deliver a VLOG	Explore ensemble skills & techniques Selecting & booking rehearsal space Selecting & booking equipment Selecting repertoire / Identifying skills & suitability of material to own skill Encouragement & positive feedback Rehearsal etiquette Listening to others Accuracy of rhythm and pitch Following direction Balancing own part in the ensemble Reading music Giving & taking Instruction and direction Problem solving Managing time Response & Planning Choosing pieces: Awareness of instrumental resources Awareness of relative skill levels Sourcing and writing parts Listening Transcribing (in any form)	Performance skills as part of an ensemble Technical proficiency Musical expression & Interpretation Volume level & blend Stage discipline & performing Set up Set list of songs Presentation, stage presence & Confidence Mic & instrumental technique Communication with audience Performing a solo within an ensemble Improvisation Critical review of process & performance The use of musical elements in the piece Keeping a log of the rehearsal process Managing time well Awareness of strengths Awareness of areas for development Evaluation of performance	Secure knowledge of: Examine compositional techniques Melodic construction: Hook / ostinato / riff / Motif Counter melody Articulation of notes & Harmonic construction Major/Minor/atonal Scales / intervals Chords block & arpeggio Structure: Intro/verse/chorus/ Coda Placement of hook/ostinato/riff/motif Lyrics: Story / rhyming couplets / exploring the use of words Word colouring Development of story / repetition Understanding the musical elements	Develop an original composition Development of own song Performance of song Originality/creativity Presentation of song Song presented in appropriate format Supporting materials: Log & evaluation VLOG Awareness of strengths Awareness of areas for development Self-evaluation & critical review Appraisal Use musical language in written work
Language for Life (Key terms/Vocab	Diaphragm, vocal chords, riffs & trills, scales, resonance, diction, projection, pitching, vibrato, a cappella, accompaniment	Diaphragm, vocal chords, riffs & trills, scales, resonance, diction, projection, pitching, vibrato, a cappella, accompaniment	Glissando, pizzicato (plucking), tremolo, distortion, note bending, muted sound, power chords, bridge, falsetto, coda, vocalisation, rallentando, rifting, trills, vibrato, a cappella	Glissando, pizzicato (plucking), tremolo, distortion, note bending, muted sound, power chords, bridge, falsetto, coda, vocalisation, rallentando, rifting, trills, vibrato, a cappella	Structure: Intro / verse / chorus/ Coda, counter melody, Hook / ostinato / riff / Motif, Articulation, intervals, block chords, arpeggios, rhyming couplets, Word colouring	Structure: Intro / verse / chorus/ Coda, counter melody, Hook / ostinato / riff / Motif, Articulation, intervals, block chords, arpeggios, rhyming couplets, Word colouring
Extended writing Opportunities	Research tasks	Research tasks	Research tasks	Research tasks	Research tasks	Research tasks
Maths across the curriculum	Time signatures / note values / counting the bars / beats per minute (BPM) / clapping rhythms / rhythm dictation / compound time	Time signatures / note values / counting the bars / beats per minute (BPM) / clapping rhythms / rhythm dictation / compound time	Time signatures / note values / counting the bars / beats per minute (BPM) / clapping rhythms / rhythm dictation / compound time	Time signatures / note values / counting the bars / beats per minute (BPM) / clapping rhythms / rhythm dictation / compound time	Time signatures / note values / counting the bars / beats per minute (BPM) / clapping rhythms / rhythm dictation / compound time	Time signatures / note values / counting the bars / beats per minute (BPM) / clapping rhythms / rhythm dictation / compound time
Links to careers/aspirations	Musician, artist, music teacher	Musician, artist, music teacher	team leader, session musician, music teacher	team leader, session musician, music teacher	Songwriter, music teacher, composer of film/TV, graphic designer,	Songwriter, music teacher, composer of film/TV, graphic designer,
Cultural Capital	Diversity: In lessons students are taught about music from all over the world. All instrumentation, traditional and non-traditional, are covered. Students are encouraged to perform and compose in any style they like and to use any instrumentation including rapping & beatboxing. Girls are encouraged to take up instruments previously associated with boys, such as drums and electric guitar. All students are taught to respect the opinions and musical tastes of other students. Occasionally musicians are brought in to play for the students to broaden their musical knowledge.	Diversity: In lessons students are taught about music from all over the world. All instrumentation, traditional and non-traditional, are covered. Students are encouraged to perform and compose in any style they like and to use any instrumentation including rapping & beatboxing. Girls are encouraged to take up instruments previously associated with boys, such as drums and electric guitar. All students are taught to respect the opinions and musical tastes of other students. Occasionally musicians are brought in to play for the students to broaden their musical knowledge.	Diversity: In lessons students are taught about music from all over the world. All instrumentation, traditional and non-traditional, are covered. Students are encouraged to perform and compose in any style they like and to use any instrumentation including rapping & beatboxing. Girls are encouraged to take up instruments previously associated with boys, such as drums and electric guitar. All students are taught to respect the opinions and musical tastes of other students. Occasionally musicians are brought in to play for the students to broaden their musical knowledge.	Diversity: In lessons students are taught about music from all over the world. All instrumentation, traditional and non-traditional, are covered. Students are encouraged to perform and compose in any style they like and to use any instrumentation including rapping & beatboxing. Girls are encouraged to take up instruments previously associated with boys, such as drums and electric guitar. All students are taught to respect the opinions and musical tastes of other students. Occasionally musicians are brought in to play for the students to broaden their musical knowledge.	Diversity: In lessons students are taught about music from all over the world. All instrumentation, traditional and non-traditional, are covered. Students are encouraged to perform and compose in any style they like and to use any instrumentation including rapping & beatboxing. Girls are encouraged to take up instruments previously associated with boys, such as drums and electric guitar. All students are taught to respect the opinions and musical tastes of other students. Occasionally musicians are brought in to play for the students to broaden their musical knowledge.	Diversity: In lessons students are taught about music from all over the world. All instrumentation, traditional and non-traditional, are covered. Students are encouraged to perform and compose in any style they like and to use any instrumentation including rapping & beatboxing. Girls are encouraged to take up instruments previously associated with boys, such as drums and electric guitar. All students are taught to respect the opinions and musical tastes of other students. Occasionally musicians are brought in to play for the students to broaden their musical knowledge.
Practical Application of Skills	Performing their piece to an audience	Performing their piece to an audience	Performing their group piece to an audience	Performing their group piece to an audience	Creating and recording their first Btec composition	Creating and recording their first Btec composition

