


Performing Arts Department – Year 13 BTEC Music

 <p>Shirley High Curriculum Map</p>	<i>The expert singer/musician: students will have a full range of advanced musical knowledge & skills, to continue developing their independence as young adults in the wider world</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:
	Unit 4: Composing Music*	Unit 4: Composing Music*	Unit 1: Practical Music Theory and Harmony	Unit 1: Practical Music Theory and Harmony	Unit 2: Professional Practice in the Music Industry (Externally assessed)	Unit 2: Professional Practice in the Music Industry (Externally assessed)
Why Now?	To enable learners to use prior skills & knowledge to explore & analyse compositions.	To enable learners to use prior skills & knowledge to explore & analyse compositions.	To enable learners to apply previous knowledge on music theory	To enable learners to apply previous knowledge on music theory	To enable learners to learn and apply knowledge on the music industry	To enable learners to learn and apply knowledge on the music industry
Fundamental Concepts	To develop compositional knowledge	To develop compositional knowledge	To develop music theory knowledge	To develop music theory knowledge	To develop music industry knowledge	To develop music industry knowledge
Students will...	<p>A: Examine compositional techniques A1 Traditional elements of composition A2 Analysis of conventions in composition from the history of music repertoire and current music Produce a log report focusing on composing techniques. A review of works by composers/artists studied during the course, with annotated score drafts and/or performance critic, illustrating the impact on learners’ work</p> <p>B: Explore original musical material B1 Composition – ideas and resourcing B2 Manipulation and extension of musical content Produce a portfolio of different compositional ideas.</p> <p>C: Develop an original composition C1 How to present a composition using a selected style or genre C2 How to present a composition using or combining appropriate notation or recording software Produce a portfolio of compositions in a format of the learner’s choice.</p> <p>Learning aim A: Examine compositional techniques A1 Traditional elements of composition A2 Analysis of conventions in composition from the history of music repertoire and current music</p> <p>Learning aim B: Explore original musical material B1 Composition – ideas and resourcing B2 Manipulation and extension of musical content</p> <p>Learning aim C: Develop an original composition C1 How to present a composition using a selected style or genre C2 How to present a comp. using or combining appropriate notation or recording software</p>	<p>A: Examine compositional techniques A1 Traditional elements of composition A2 Analysis of conventions in composition from the history of music repertoire and current music Produce a log report focusing on composing techniques. 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Rhythm and pitch in alternative forms of notation. How tempo, dynamics and expression can be notated</p> <p>Produce a report, video tutorial or presentation to demonstrate and explain the signs and symbols used in various examples of notated music.</p> <p>B - Explore the application of melodic composition based on musical elements Constructing scales. Melodic construction and development. Rhythmic devices. Application of melodic compositional skills</p> <p>Produce a practical or recorded demonstration of the creation of melodies, in response to chosen or given harmonic starting points.</p> <p>C - Explore the application of chords and cadences for composition or arrangement. Application of chordal harmony. Application of chord progressions.</p> <p>Produce a practical or recorded demonstration of the harmonisation of melody with chords, in response to chosen or given melodies.</p> <p>D - Produce correct musical notation for performance. Appropriate forms of notation for the context. Transposition Production of notation.</p> <p>Produce a set of parts for an arrangement or composition that are appropriate for the performers and context</p>	<p>A - Examine the signs and symbols used in musical notation Examine the signs and symbols used in musical notation Rhythm and pitch in staff notation. Rhythm and pitch in alternative forms of notation. How tempo, dynamics and expression can be notated</p> <p>Produce a report, video tutorial or presentation to demonstrate and explain the signs and symbols used in various examples of notated music.</p> <p>B - Explore the application of melodic composition based on musical elements Constructing scales. Melodic construction and development. Rhythmic devices. Application of melodic compositional skills</p> <p>Produce a practical or recorded demonstration of the creation of melodies, in response to chosen or given harmonic starting points.</p> <p>C - Explore the application of chords and cadences for composition or arrangement. 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Transposition Production of notation.</p> <p>Produce a set of parts for an arrangement or composition that are appropriate for the performers and context</p>	<p>1 Understand the importance of professional practice in the music industry Essential content: Professional behaviours Project planning Legal requirements Health and safety</p> <p>2 Understand operational requirements relevant to specific music industry organisations and practices Essential content: Working with others in music industry organisations Financial requirements</p> <p>3 Demonstrate the ability to apply the skills required for working in the music industry Essential content: Communication skills Working on a freelance basis</p> <p>4 Demonstrate the requirements for professional presentation of ideas Essential content: Preparing ideas Presenting ideas</p> <p>5 Evaluate the skills and knowledge needed for professional roles in the music industry</p> <p>Essential content The essential content is set out under content areas. Learners must cover all specified content before the assessment. A more detailed version is given to students</p>	<p>1 Understand the importance of professional practice in the music industry Essential content: Professional behaviours Project planning Legal requirements Health and safety</p> <p>2 Understand operational requirements relevant to specific music industry organisations and practices Essential content: Working with others in music industry organisations Financial requirements</p> <p>3 Demonstrate the ability to apply the skills required for working in the music industry Essential content: Communication skills Working on a freelance basis</p> <p>4 Demonstrate the requirements for professional presentation of ideas Essential content: Preparing ideas Presenting ideas</p> <p>5 Evaluate the skills and knowledge needed for professional roles in the music industry</p> <p>Essential content The essential content is set out under content areas. Learners must cover all specified content before the assessment. A more detailed version is given to students</p>
Language for Life (Key terms/Vocab	<p>Structure: Intro / verse / chorus/ Coda, counter melody, Hook / ostinato / riff / Motif, Articulation, intervals, block chords, arpeggios, rhyming couplets, Word colouring</p> <p>An extensive key word list is available to students</p>	<p>Structure: Intro / verse / chorus/ Coda, counter melody, Hook / ostinato / riff / Motif, Articulation, intervals, block chords, arpeggios, rhyming couplets, Word colouring</p> <p>An extensive key word list is available to students</p>	<p>A: Rhythm and pitch in staff notation. Rhythm and pitch in alternative forms of notation How tempo, dynamics and expression can be notated</p> <p>B: Constructing scales. Melodic construction and development. Rhythmic devices. Application of melodic compositional skills</p> <p>C: Application of chordal harmony. Application of chord progressions</p> <p>D: Appropriate forms of notation for the context. Transposition. Production of notation</p>	<p>A: Rhythm and pitch in staff notation. Rhythm and pitch in alternative forms of notation How tempo, dynamics and expression can be notated</p> <p>B: Constructing scales. Melodic construction and development. Rhythmic devices. Application of melodic compositional skills</p> <p>C: Application of chordal harmony. Application of chord progressions</p> <p>D: Appropriate forms of notation for the context. Transposition. Production of notation</p>	<p>Bid Budget Describe Justify Present Professional practice Project plan Rationale</p>	<p>Bid Budget Describe Justify Present Professional practice Project plan Rationale</p>
Extended writing Opportunities	Research tasks	Research tasks	Research tasks, produce a report	Research tasks, produce a report	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, music teacher, composer	Musician, music teacher, composer	Music teacher, team leader, session musician, composer	Music teacher, team leader, session musician, composer	Songwriter, music teacher, composer, manager, lawyer, accountant, project manager	Songwriter, music teacher, composer, manager, lawyer, accountant, project manager

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	Creating and recording their own composition	Creating and recording their own composition	Writing scores/notation	Writing scores/notation	Vlogs, PowerPoints and leading discussions	Vlogs, PowerPoints and leading discussions

Unit 4: Composing Music - this unit would normally be delivered in the Summer term of year 12. Due to the lockdown it is delivered here for 2021 entry students.*