

Curriculum Content Map

Subject: Music BTEC

Year group: 10

	TERM 1				TERM 2				TERM 3		
Topic Title & Description	Unit 2 – Managing A Music Product – Learning Aim A	Unit 2 – Managing A Music Product - Leaning Aim A	Unit 2 – Managing A Music Product – Learning Aim A and B	Unit 2 – Managing A Music Product - Learning Aim A and B	Unit 2 – Managing A Music Product – Learning Aim C	Unit 1 – The Music Industry - Learning Aim A	Unit 1 – The Music Industry - Learning Aim A	Unit 1 – The Music Industry - Learning Aim B	Unit 1 – The Music Industry - Learning Aim B	Unit 1 – The Music Industry - Learning Aim A and B revision and past papers	Unit 5 Introducing Music Performance – (practice topic)
Links to Programme of Study	Unit 2 Learning Aim A	Unit 2 Learning Aim A	Unit 2 Learning Aim A and B	Unit 2 Learning Aim A and B	Unit 2 Learning Aim C	Unit 1 Learning Aim A	Unit 1 Learning Aim A	Unit 1 Learning Aim B	Unit 1 Learning Aim B	Unit 1 Learning Aim A and B	Unit 5 Learning Aim A
Sequencing	Students start the first mandatory coursework unit of the course. Students plan their music products.	Students have planned their products and next students develop their products.	Students conduct promotional research and create promotional material to advertise the music product.	Continuation of learning aim A and B – students finalise the development and promotion of the music product and deliver their final project (album or concert).	Students will have planned, developed, promoted and delivered their music products – final part is to evaluate products.	Introduction to the music industry. Small and medium music venues. Large music venues and outdoor festivals. Union – MU, BECTU and Equity.	Hire companies – sound, lighting and transport. Rehearsal and studio spaces. Organisations: PR Artist management Stylist Booking agent	Learning Aim A content covered and Learning Aim B Individual job roles needs to be covered.	Other job roles covered – continuation from previous weeks.	Students apply their knowledge to exam papers incorporating all learned for this unit.	Learning Aim A practical – develop your music performance skills and reviewing own practice
Sequencing Skills	This helps to develop skills for other units as composition and performance skills will be needed for the project.	Students have planned their products and next students develop their products. Continuation from first 3 weeks.	Students now start learning Aim B alongside Learning Aim A – promotion needs to start alongside planning and developing the product.	Continuation of learning aim A and B – students finalise the development and promotion of the music product and deliver their final project (album or concert).	Students will have planned, developed, promoted and delivered their music products – final part is to evaluate products.	Live music venues Unions Health and Safety	Next set of organisations – continuation from previous 3 weeks	Learning Aim A content covered and Learning Aim B Individual job roles needs to be covered.	Other job roles covered – continuation from previous weeks.	Students apply their knowledge to exam papers incorporating all learned for this unit.	Builds on performance skills in Unit 1 (term 1 and first part of term 2).
Retrieval Practice Put this above knowledge	Retrieval of composition and performance skills from all KS3 projects	Retrieval of project plan – students can refer to project timeline and checklists.	Referring to plans	Looking at exemplar music products	Retrieval of final product – watch concert/listen to album and reflect on evidence for the project.	Retrieval of job roles that were undertaking in the unit 2 project	Retrieval of live music venues, unions and health and safety knowledge	Retrieval of service companies and agencies and hire companies.	Retrieval of job roles in learning aim B	Retrieval of all learning assessed in the form of a past exam paper.	Retrieval of performance skills from all KS3 projects and from Unit 2 coursework project.

New Learning	Students learn how to plan their music product (album or concert)	Students develop their products once planned.	How to conduct promotional research Analysing existing promo material	How to conduct promotional research Analysing existing promo material	How to review the management of a music product.	Live music venues Unions Health and Safety	Service Companies and Agencies	Range of job roles	New job roles	Completing full exam paper for the first time.	How to rehearse effectively/
Literacy	Communicating with the group.	Communication with the group. Emailing to people involved in their product.	Research Explaining the impact of promotional research on designs	Weekly logs reviewing work undertaken in the project Communicating with the group.	Written evaluation of the music product	Exam questions Discussions Feedback Presenting research	Exam questions Discussions Feedback Presenting research	Exam questions Discussions Feedback Presenting research	Exam questions Discussions Feedback Presenting research	Exam papers 8 mark questions	Feedback to others Presenting Peer and self-assessment. Written log.
Numeracy	In performance: Duration Rhythm Tempo Timing	In performance: Duration Rhythm Tempo Timing	In performance: Duration Rhythm Tempo Timing	In performance: Duration Rhythm Tempo Timing	Word count limit	Mark schemes	Mark schemes. Agents and managers fees	Mark schemes	Mark schemes	Mark schemes	Duration Rhythm Tempo Timing
Independent Learning	Students have individual tasks differentiated depending on the project chosen.	Students have individual tasks differentiated depending on the project chosen.	Individual promotional research conducted and designs created.	Individual promotional research conducted and designs created.	Individual reflections of the projects undertaken in the form of a written evaluation.	Research on organisations in the music industry.	Research on organisations in the music industry.	Research on job roles. Exam questions.	Research on job roles. Exam questions.	Exam papers	Individual practice.
Super curricular activities	Use of the music practice rooms in break and lunchtimes.	Use of the music practice rooms in break and lunchtimes.	Use of the music practice rooms in break and lunchtimes. Music club elective.	Use of the music practice rooms in break and lunchtimes. Possible end of term assembly performance. Delivery of concert/CD.	Use of the music practice rooms in break and lunchtimes.	Use of the music practice rooms in break and lunchtimes.	Use of the music practice rooms in break and lunchtimes.	Use of the music practice rooms in break and lunchtimes. Possible end of term assembly performance. Music club elective.	Use of the music practice rooms in break and lunchtimes.	Use of the music practice rooms in break and lunchtimes.	Use of the music practice rooms in break and lunchtimes. Possible end of term assembly performance.
British values and SMSC	Moral – working together to ensure the group reaches decisions they agree on and all are happy with the project. Social – support others in performances	Moral – working together to ensure the group reaches decisions they agree on and all are happy with the project. Social – support others in performances	Social – supporting one another in performances. Cultural – justice and truthfulness that, or a lack of it that people face in other cultures.	Social – supporting one another in performances and composition and delivery of final music products.	Moral – Giving honest reflections of own impact of input into the planning, development and delivery of the music product.	Social – considering how the organisations contribute to the society and to the music industry as a whole.	Social – considering how the organisations contribute to the society and to the music industry as a whole.	Social – considering how the job roles link together	Social – considering how the job roles link together	Social – considering how job roles link together and how all of the organisations are linked to make the industry work.	Social – supporting one another in performances. Cultural – Appreciating music in a range of styles and respecting the musical tastes of others.

Links to skills and virtues	Friendliness and civility – working together in groups. Listening – respecting each other’s ideas and contributions to project planning	Self-mastery and leadership – Group leaders; students compute their personal tasks to a high standard to evolve the project.	Justice and truthfulness – giving feedback to the group about project in group meetings. Presenting – dress runs of the concert start to take place / recording of the album – show work to the group.	Good speech – Imperative for good communication and agreeing on tasks set and deadlines for the groups’ project. Aiming high – looking at distinction examples of coursework	Courage – will be shown when students reflect honestly on their input in the project. Staying positive – will be demonstrated where student give their strengths and areas for development.	Stillness- demonstrated in practice exam questions. Creativity – shown when presenting research work to the group.	Gratitude – will be shown for the wide range of careers available in the music industry. Teamwork – imperative with research tasks.	Good temper and humour – will be shown during challenging topics. Problem solving – will be required for practice exam questions.	Teamwork will be shown as each person researches their given job role. It relies on each person completing their task. Good sense will be shown as each person does their task.	Generosity – students will be generous with their time to help others with Staying positive will be required for first completion of an exam paper.	Aiming high – needed for developing performance, setting targets and reflecting on them. Compassion – shown to others if performances do not go according to plan.
Careers	Events planning Performer Musician Singer Band leader Conductor	Events planning Performer Musician Singer Band leader Conductor	Events planning Performer Musician Singer Band leader Conductor Promoter	Events planning Performer Musician Singer Band leader Conductor Promoter	Music critic Journalist	Unions Security Event staff Booking agent Promoter Venue management	Promoter Record label Stylist A&R Artist management Booking agent	Musician Composer Musical director Live sound technician Roadie Instrumental support	Artist management Venue management Studio management and personnel Promoter	Marketing A&R Producer Session musician Mastering	Performer DJ Musician Singer Conductor Band leader Journalist Music critic MD
Formative assessment	Learning Aim A coursework so far	Learning Aim A coursework so far	Learning Aim A and B coursework so far	Learning Aim A and B coursework so far	Learning Aim A, B and C coursework WAG	Learning Aim A exam questions	Learning Aim A exam questions	Learning Aim B exam questions	Learning Aim B exam questions	Practice exam papers	Performance of final performance or composition.
Summative assessment		Learning Aim A cw so far	>	Learning Aim A and B cw so far		Learning Aim A exam questions	>	Learning Aim B exam questions	>	Whole past exam paper	Performance of final performance.
Personalised Challenge for LA	1:1 support. Demonstrations. Exemplar work Assessment criteria Writing frames	1:1 support. Demonstrations. Exemplar work Assessment criteria Writing frames	1:1 support. Demonstrations. Exemplar work Assessment criteria Writing frames	1:1 support. Demonstrations. Exemplar work Assessment criteria Writing frames	1:1 support. Demonstrations. Exemplar work Assessment criteria Writing frames	Exemplar answers Examiners reports 1 and 2 mark exam questions	Exemplar answers Examiners reports 1 and 2 mark exam questions	Exemplar answers Examiners reports 1 and 2 mark exam questions	Exemplar answers Examiners reports 1 and 2 mark exam questions	Exemplar answers Examiners reports 1 and 2 mark exam questions	Exemplar answers Examiners reports 1 and 2 mark exam questions
HA Challenge	Group leaders Independent work Distinction exemplar work	Group leaders Independent work Distinction exemplar work	Group leaders Independent work Distinction exemplar work	Group leaders Independent work Distinction exemplar work	Group leaders Independent work Distinction exemplar work	Group leaders Independent work Distinction exemplar work	Group leaders Independent work Distinction exemplar work	Group leaders Independent work Distinction exemplar work	Group leaders Independent work Distinction exemplar work	Group leaders Independent work Distinction exemplar work	Group leaders Independent work Distinction exemplar work
ICT Opportunities	Music technology to compose All work digital	Music technology to compose All work digital	Research Design of promo material All work digital	Research Design of promo research All work digital	Use of Word for typing written evaluation	Showbie, Quizlet and Kahoot	Showbie, Quizlet and Kahoot	Showbie, Quizlet and Kahoot	YouTube videos AFL apps	YouTube videos, Quizlet, Kahoot	Use of iPads to record performances

