

Curriculum Content Map

Subject: BTEC MUSIC

Year group: 11

	TERM 1		TERM 2		TERM 3	
Topic Title & Description	Unit 4 – Introducing Music Composition Learning Aim A - Explore creative stimuli to meet a brief	Unit 4 – Introducing Music Composition Learning Aim B - Develop, shape and extend music performances	Unit 4 – Introducing Music Composition Learning Aim C – Present compositions appropriately	Unit 5 – Introducing Music Performance Learning Aim A – Develop your music performance skills and review your own practice	Unit 5 – Introducing Music Performance Learning Aim B – Use your music performance skills within rehearsal and performance	
Links to Programme of Study	Unit 4 – Introducing Music Composition Learning Aim A	Unit 4 – Introducing Music Composition Learning Aim B	Unit 4 – Introducing Music Composition Learning Aim C	Unit 5 – Introducing Music Performance Learning Aim A	Unit 5 – Introducing Music Performance Learning Aim B	
Sequencing	Building on all compositional work done in KS3. Compose 4 initial ideas from musical starting points in response to a brief.	2 of the original 4 ideas composed are selected and extended. 1 of these extended ideas is developed into a full piece with a set structure.	Compositional ideas are created and work needs presenting and scoring.	Students practice and develop their skills on their chosen instrument and review their own practice in the form of a written log.	Students use their developed skills to rehearse for performances of 2 contrasting pieces on their chosen instrument or voice.	
Sequencing Skills	Building on all compositional work done in KS and Unit 2 in year 10.	Continuation from Learning Aim B – 2 initial ideas are extended and 1 further	Final part of the unit- taking work from learning aim A and B and scoring work to present for performances.	Builds on all performance work in KS3 and Unit 2 in year 10.	Continuation of coursework unit – rehearsing for final contrasting performances.	
Retrieval Practice Put this above knowledge	Retrieval of compositional techniques – Melody Rhythmic pattern Chord progression	Retrieval of how to extend musical ideas.	Retrieval of ways of scoring work.	Retrieval of performance skills.	Retrieval of performance skills.	
New Learning	Musical starting points – Textures Monophonic Homophonic Polyphonic Octaves Unison Sound palettes	Extending techniques - Augmentation Diminution Sequence Repetition Modulation Transposition Decoration Variation Instrumentation Structures	Graphic scores Scoring work Tablature Guitar/bass/ukulele/drum tab Standard notation Use of Logic and Garageband to notate work. Chord sheet Lead sheet	Accuracy of pitch Accuracy of rhythm Confidence Stage presence Improvisation Vibrato Technical exercises Phrasing Range Sight reading Breath control Learning repertoire	Rehearsal skills Final performance skills	

Literacy	Texture Monophonic Homophonic Polyphonic Octaves Unison Melody Rhythmic pattern Chord progression Riffs and hooks Sound palettes Improvisation	Augmentation Diminution Sequence Repetition Modulation Transposition Decoration Variation Instrumentation Structures – Rondo, ternary, binary, arch, ground bass, introductions, codas	Standard notation Tablature Graphic scores Chord sheet Lead sheet	Accuracy of pitch Accuracy of rhythm Confidence Stage presence Improvisation Vibrato Technical exercises Phrasing Range Sight reading Breath control Learning repertoire	Accuracy of pitch Accuracy of rhythm Confidence Stage presence Improvisation Vibrato Technical exercises Phrasing Range Sight reading Breath control Learning repertoire	
Numeracy	Duration Timing Rhythm Tempo Beats in a bar Octaves Intervals	Duration Timing Rhythm Tempo Beats in a bar Octaves Intervals	Duration Timing Rhythm Tempo Beats in a bar Octaves Intervals	Duration Timing Rhythm Tempo	Duration Timing Rhythm Tempo	
Independent Learning	Students compose 4 initial musical ideas from starting points independently	Students develop their compositional ideas independently	Students score their work for presenting compositional portfolio	Students rehearse on their chosen instrument or voice.	Students prepare 2 contrasting songs on their chosen instrument or choice.	
Super curricular activities	Use of the music practice rooms in break and lunchtimes.	Use of the music practice rooms in break and lunchtimes. Music club elective. End of term assembly performances. Christmas show.	Use of the music practice rooms in break and lunchtimes. Music club elective.	Use of the music practice rooms in break and lunchtimes. Music club elective. End of term assembly performances.	Use of the music practice rooms in break and lunchtimes. Music club elective. Summer show.	
British values and SMSC	Social – supporting one another giving feedback on compositional work.	Social – supporting one another giving feedback on compositional work.	Social – supporting one another giving feedback on compositional work.	Social – supporting one another in performances.	Social – supporting one another in performances.	
Links to skills and virtues	Aiming High – looking at example Distinction work Self-Mastery – creating own musical ideas	Staying positive – when using challenging and new techniques to extend ideas Good speech - feedback	Courage and presenting – showing courage when playing finished ideas to the group. Listening to others’ work	Gratitude – given to others when they give feedback to you. Creativity – throughout in practical work.	Generosity – Giving feedback to others. Generous with your time listening to others. Compassion for those performing.	
Careers	Composer Songwriter Producer Studio personnel Publisher	Composer Songwriter Producer Studio personnel Publisher	Composer Songwriter Producer Studio personnel Publisher	Performer Composer Singer Musician, musical director DJ, Band leader	Performer Composer Singer Musician, musical director DJ, Band leader	
Formative assessment	Working at grade for Learning Aim A - 4 initial musical ideas composed	WAG for learning aim A and B -4 initial ideas -2 ideas extended -1 full song	WAG for Learning Aim A, B and C combined.	Working at grades of practice log and recordings of rehearsals	Dress run of 2 contrasting final performances	

Summative assessment	Learning Aim A grades -4 initial musical ideas	Learning A and B grades -4 initial ideas -2 ideas extended -1 full song	Grade for Learning Aim A, B and C combined.	Practice log Recordings of rehearsals	Video of final performance	
Personalised Challenge for LA	1:1 support Demonstrations Modelling Exemplar work	1:1 support Demonstrations Modelling Exemplar work	1:1 support Demonstrations Modelling Exemplar work Technical help	1:1 support Modelling Demonstrations Select songs for students 1:1 music tuition for PP Writing frame for practice log	1:1 support Modelling Demonstrations Select songs for students 1:1 music tuition for PP	
HA Challenge	Exemplar distinction work Independent work	Exemplar distinction work Independent work	Exemplar distinction work Independent work	Select own songs More challenging songs Exemplar distinction level practice logs	Select own songs More challenging songs Exemplar distinction performances	
ICT Opportunities	Sequencing software. Use of music technology – GarageBand and/or Logic Pro to compose and record compositions. Use of the MIDI keyboard.	Sequencing software. Use of music technology – GarageBand and/or Logic Pro to compose and record compositions. Use of the MIDI keyboard	Sequencing software. Use of music technology – GarageBand and/or Logic Pro to compose and record compositions. Use of the MIDI keyboard	Use of Word of PowerPoint to keep practice diary. Use of the voice note and/or camera on iPad to record rehearsals and performances to track progress. Use of backing tracks. Kahoot for key terms quizzes.	Use of Word of PowerPoint to keep practice diary. Use of the voice note and/or camera on iPad to record rehearsals and performances to track progress. Use of backing tracks. Kahoot for key terms quizzes.	