

| Curriculum Content Map | | Subject: Music Year 11 | | | |
|-----------------------------|-------------------------------|--|--|--|--|
| Month | | Term 1 | Term 2 | Term 3 | |
| | Units of Work | Unit 2 - Managing A Music Product Learning Aim A and B - 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). Unit 2- Managing A Music Product Learning Aim C - Students will have planned, developed, promoted and delivered their music products – final part is to evaluate products. | Unit 4 – Introducing Music Composition Learning Aim B - Develop, shape and extend music performances 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. Learning Aim C – Present compositions appropriately Compositional ideas are created and work needs presenting and scoring. Final part of the unit- taking work from learning aim A and B and scoring work to present for performances. Unit 5 – Introducing Music Performance Learning Aim A – Develop your music performance skills and review your own practice Students practice and develop their skills on their chosen instrument and review their own practice in the form of a | Unit 5 – Introducing Music Performance Learning Aim B – Use your music performance skills within rehearsal and performance Students use their developed skills to rehearse for performances of 2 contrasting pieces on their chosen instrument or voice | |
| Cultural Transmission | Links to Programme of Study | Unit 2 - Managing a Music Product Learning Aim A & B Learning Aim C | Unit 4 – Introducing Music Composition Learning Aim C Unit 5 – Introducing Music Performance Learning Aim A | Unit 5 – Introducing Music Performance Learning Aim B | |
| | Substantive Knowledge | The What! The second year of Key Stage 4 brings together skills previously acquired to realise performance and composition projects. Students also take the lead in developing and presenting a musical product. Through these projects, they will consolidate their understanding of various skills in performing as an ensemble, develop their listening and analytic skills, and play a variety of instruments. Year 11 provides our students with the opportunity to continue to further develop their musical skills by refining performance skills developed the previous year. Students will perform to the academy community as part of their portfolio pieces they have been practicing throughout the course. This ensures our BTEC curriculum provides them with vital skills relevant to the music industry. In term two, students will be examined on their knowledge of the music industry. | | | |
| | Disciplinary Knowledge | The How! Students will practice and develop their skills on their chosen instrument and review their own practice in the form of a written log. They will then use their developed skills to rehearse for performances of two contrasting pieces on their chosen instrument or voice. In preparation for their examination in term two, they will be supported with regular revision sessions which will incorporate key terminologies, quizzes and revision materials. | | | |
| | Sequencing (Flow) | Retrieval & Extension Looking at exemplar music products Retrieval of final product – watch concert/listen to album and reflect on evidence for the project. Exemplar distinction work Independent work 1:1 support Demonstrations Modelling Exemplar work | Retrieval of compositional techniques – Melody Rhythmic pattern Chord progression Retrieval of how to extend musical ideas. Retrieval of ways of scoring work. 1:1 support Modelling Demonstrations Select songs for students 1:1 music tuition for PP Writing frame for practice log 1:1 support Demonstrations Modelling | Continuation of coursework unit – rehearsing for final contrasting performances. Retrieval of performance skills. 1:1 support Modelling Demonstrations Select songs for students 1:1 music tuition for PP Select own songs More challenging songs 1:1 music tuition for PP Exemplar distinction performances | |
| | Summative Assessment | Learning Aim A and B cw so far Learning Aim C & D | Grade for Learning Aim A, B and C combined. Practice log Recordings of rehearsals 4 initial musical ideas Learning A and B grades -4 initial ideas -2 ideas extended -1 full song | Video of final performance | |
| Personal Empowerment | Virtue | The opportunity to reflect, think deeply and critically about an issue. 1. Friendliness and Civility (September) 2. Justice and Truthfulness (October) 3. Courage (November) 4. Generosity (December) | 5. Gratitude (January) 6. Good Speech (February) 7. Good Temper (March) | 8. Self-Mastery (April and May) 9. Compassion (June) 10. Good Sense (July) | |
| | Link to Virtue | Friendliness and civility – working together in groups. Listening – respecting each other’s ideas and contributions to project planning | 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. | |
| Preparation for Work | Skill | 1. Listening (September) 2. Leadership (October) 3. Problem Solving (November) 4. Creativity (December) | 5. Staying Positive (January) 6. Speaking (February) 7. Staying Positive (March) | 8. Aiming High (April and May) 9. Speaking (June) 10. Teamwork (July) | |
| | Link to Skill | Transferable skills Listening - To listen to each other through peer assessments and class discussions. Leadership - Lead on performance of their work, then leading on their own compositions. Courage - Having the courage to push yourself out of your comfort zone and try new skills Creativity - Showing the creative skills learned in your work to produce a final outcome. Aiming High – looking at example Distinction work | Good Speech – Delivering a performance and giving constructive feedback to others Speaking – Oracy in presentation of ideas. Good Temper/Humour – Remaining calm when faced with challenges in practical tasks. Staying Positive – Using feedback in a positive way relating to improve practical work Staying positive – when using challenging and new techniques to extend ideas | Aiming High – Aiming for a platinum outcome with musical performances. Aiming High – Aiming for a platinum outcome with compositions. Speaking – Explaining and supporting their analysis of music. Teamwork – Performing together as an ensemble. | |
| Preparation for Citizenship | Link to SMSC & British Values | Social – supporting one another giving feedback on compositional work. | Social – supporting one another giving feedback on compositional work. | Social – supporting one another in performances. | |
| | Link to SMSC & British Values | Developing opinions on current issues Cultural – justice and truthfulness that, or a lack of it that people face in other cultures. supporting one another in performances and composition and delivery of final music products | Gratitude – given to others when they give feedback to you. Creativity – throughout in practical work. | Social – considering how job roles link together and how all of the organisations are linked to make the industry work. supporting one another in performances. Cultural – Appreciating music in a range of styles and respecting the musical tastes of others. | |