



# Denton Community College 2019/20

## Departmental Curriculum Map Template

### Subject: Music

### Year Group: Year 10 Group 2



BTEC lessons are taught in blocks of approximately 15 weeks. Units of work are flexible and link to the assessment plan that is given to the exam board

	Autumn Term 1	Autumn Term 2	Spring Term 1	Spring Term 2	Summer Term 1	Summer Term 2
<b>Units of study</b>	Unit 2 - Creating a musical product	Unit 2 - Creating a musical product	Unit 1 - Music Industry Exam	Unit 4 - Introducing composing	Unit 1 - Music industry Exam	Unit 4 - Introducing composing
<b>What will students during this unit?</b>	<p><b>2A.P1/2A.P2</b></p> <p>Learners will have made a useful contribution to the planning, development and delivery of the chosen music product. Learners will be able to make simple but appropriate decisions in relation to the work and will complete set tasks in an efficient manner. Performance or production work will be undertaken in a</p>	<p><b>2B.P3</b> The promotional material produced by the learner will be factually correct and will clearly communicate all essential information, e.g. for a concert this would include details of the date, time and venue. The material should also show that they have an understanding of their target audience.</p> <p><b>2C.P4</b> Learners will reflect on the work undertaken in the</p>	<p><b>Learning Aim A</b></p> <p>Service companies and agencies</p> <p>Unions</p> <p>How organisations interrelate and why these relationships are important?</p>	<p><b>Learning Aim A</b></p> <p>Explore creative stimuli to meet a brief</p> <p><b>Learning Aim B</b></p> <p>Develop, Extend and shape music for performances</p> <p>Melodic and Harmonic ideas</p> <p>Shaping musical ideas</p> <p><b>Learning Aim C</b></p> <p>Present compositions appropriately</p>	<p><b>Learning Aim B</b></p> <p>Performance/Creative roles - How organisations interrelate and why these relationships are important?</p> <p>Management and promotion roles</p> <p>Recording roles</p> <p>Media and other roles</p> <p>How and why workers are</p>	<p><b>Learning Aim A</b></p> <p>Explore creative stimuli to meet a brief</p> <p><b>Learning Aim B</b></p> <p>Develop, Extend and shape music for performances</p> <p>Melodic and Harmonic ideas</p> <p>Shaping musical ideas</p> <p><b>Learning Aim C</b></p> <p>Present compositions appropriately</p>

	<p>competent manner.</p> <p><b>2A.M1/2A.M2</b> Learners will play an active role in the planning, development and delivery of their selected music product in their work as individuals and as part of a group. They will be able to take full responsibility for their allocated tasks and will show full engagement with all aspects of the work. An appreciation of the artistic, technical and logistical demands of the work will be demonstrated in the decision making process. Performance or production work</p>	<p>planning, development and delivery of their musical product, providing descriptions of perceived strengths and weaknesses in relation to the work undertaken.</p> <p><b>2B.M3</b> The promotional material produced by the learner will show a clear understanding of the needs of the target audience, as well as being in line with industry practice.</p> <p><b>2C.M4</b> Learners explain how the planning process contributed to the final product. They will be able to consider how they met the requirements of their role and how their own input and that of the</p>			<p>employed in the industry</p> <p>Getting a break and starting out</p> <p>Importance of individual roles and responsibilities</p> <p>How individual roles interrelate</p> <p>How the industry relies on entrepreneurs, the self-employed and small enterprises</p> <p>How to get paid</p>	
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	<p>will be effectively undertaken.</p> <p><b>2A.D1/2A.D2</b> Learners working at this level will show a detailed understanding of how successful planning is integral to the success of a product. They will be an enthusiastic driving force within the group while also undertaking individual tasks to the highest level. A full understanding of the artistic, technical and logistical demands of the work will be demonstrated in the decision making process. Performance or production will be creatively undertaken.</p>	<p>group contributed to the final outcome.</p> <p><b>2B.D3</b> Learners will be creative and imaginative in realising their marketing material through a detailed understanding of the target audience and industry practice.</p> <p><b>2C.D4</b> Learners provide a full and detailed evaluation that considers how and why the activities undertaken and decisions made in the planning process contributed to the final product. They will be able to consider how they met the requirements of their role and how their own input and that of the group contributed to the final</p>				
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	<p><b>Assessment – Level 1</b></p> <p><b>1A.1/1A.2</b> Learners working at this level will be able to accomplish tasks set and driven by others. They may not add anything to the plans for the music product but they will be willing participants. They may play a limited part in any group work and allow others to make decisions. Performance or production will be undertaken using limited skills.</p>	<p>outcome, referring to specific examples to justify their conclusions</p> <p><b>1B.3</b> Learners will be able to create promotional material; however, it may include some inaccuracies or omissions.</p> <p><b>1C.4</b> Learners will accurately identify aspects of the work that were successful and others that were less successful.</p>				
<p><b>When will students be assessed?</b></p>		<p>Week 15/Hour 30 - Hand in date for the unit</p>	<p>Regular teacher feedback Practice exam questions - teacher</p>		<p>May Exam</p>	<p>Week 15/Hour 30 - Hand in date for the unit</p>

		Week 17 - Teacher assessed Week 20 - moderation/IV process	marked - self marked- peer marked as needed			Week 17 - Teacher assessed Week 20 - moderation/IV process
<b>How will students be assessed?</b>	<p>Learning aim A, an ongoing log of evidence of planning and development work:</p> <ul style="list-style-type: none"> <li>• rough outline ideas, either in the form of written notes or diagrams</li> <li>• notes from discussions and meetings</li> <li>• schedules/time tables</li> <li>• lists of required resources and equipment • set lists</li> <li>• annotated sheet music</li> <li>• equipment diagrams and floor plans</li> </ul>	<p>For learning aim B, learners will need to present their completed promotional material. Research material, drafts of promotional materials and notes (e.g. from discussions) may also be presented.</p> <p>Learning aim C could be evidenced through a written evaluative report but learners could also take part in a recorded discussion or an individual viva.</p>	<p>Past papers Practice questions Written notes</p>		<p>Formal exam sat in May - Marked by the exam board Results posted August</p>	<p>Teacher assessment - MP3 files Written Log of progress Screen Shots of work</p>

	<ul style="list-style-type: none"> <li>● room/resource booking sheets</li> <li>● notes from rehearsals</li> <li>● draft compositions or arrangements</li> <li>● teacher observations</li> <li>● recordings of practical activities.</li> </ul> <p>The delivery of the final music product should also be evidenced as appropriate:</p> <ul style="list-style-type: none"> <li>● video recording of the live event</li> <li>● CD</li> <li>● link to online materials or offline copy.</li> </ul> <p>Teacher observations, recordings of discussions and other practical activities will also be useful in</p>	<p>Video/recorded evidence of the final product</p>				
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	demonstrating individual contributions to the planning and development of the music product. Where evidence is produced by 'the group', learners must annotate documents to show understanding and engagement in the process.					
<b>Key Vocabulary</b>	Product Licence Practice Annotation	Product Licence Practice Annotation	Product Licence Practice Annotation	Development Composition techniques Structure Melody Retrograde Inversion	Development Composition techniques Structure Melody Retrograde Inversion	Development Composition techniques Structure Melody Retrograde Inversion
<b>Homework</b>			Revision Booklets given as needed Exam questions given		Revision Booklets given as needed Exam questions given	

			Research related to objectives		Research related to objectives		
<b>Links to the National Curriculum</b>	Play and perform confidently in a range of solo and ensemble contexts using their voice, playing instruments musically, fluently and with accuracy and expression	Play and perform confidently in a range of solo and ensemble contexts using their voice, playing instruments musically, fluently and with accuracy and expression	Develop a deepening understanding of the music that they perform and to which they listen, and its history	Improvise and compose; and extend and develop musical ideas by drawing on a range of musical structures, styles, genres and traditions	Develop a deepening understanding of the music that they perform and to which they listen, and its history	Improvise and compose; and extend and develop musical ideas by drawing on a range of musical structures, styles, genres and traditions	
	Use staff and other relevant notations appropriately and accurately in a range of musical styles, genres and traditions	Use staff and other relevant notations appropriately and accurately in a range of musical styles, genres and traditions		Identify and use the inter-related dimensions of music expressively and with increasing sophistication, including use of tonalities, different types of scales and other musical devices			Identify and use the inter-related dimensions of music expressively and with increasing sophistication, including use of tonalities, different types of scales and other musical devices
	Develop a deepening understanding of the music that they perform and to which they listen, and its history	Develop a deepening understanding of the music that they perform and to which they listen, and its history		Develop a deepening understanding of the music that they perform and to which they listen, and its history			Develop a deepening understanding of the music that they perform and to which they listen, and its history