



## Curriculum Overview: Music

## Exam Board BTEC

### AUTUMN 1

### AUTUMN 2

### SPRING 1

### SPRING 2

### SUMMER 1

### SUMMER 2

7

Introducing Rhythm: STOMP

- Rhythm notation (crotchet, quaver, minim, semibreve)
- Theory basics (staff, clef, dynamics)
- Performance / Composition

Assessment: Listening and Practical

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Assessment: Listening and Practical

Pachelbel's Canon

- Staff notation
- Melodic phrases
- Performing in Canon
- Historical significance
- Performance and composition

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Blues

- The 12-Bar Blues
- History of the Blues and its significance in wider history and globally
- Blues Performance

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8

Holst: The Planets

- Study three movements from the 'Planets Suite'
- Critically listen to and evaluate the suite Perform the ostinato from 'Mars'
- Compose a piece of music representing Earth

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Assessment: Listening and Practical

Technology: Composing for Film

- What is film music?
- Film music composers and famous soundtracks
- How music can change what we are watching on screen
- Composing to a clip

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Assessment: Listening and Practical

Samba

- Samba instrumentation
- Samba history and historical significance
- Ensemble performance of a Samba piece
- Ensemble leadership development
- Rhythm notation

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9

Composition: Sequencing - Masterclass

- Developing music on GarageBand
- Creating and recording a chord pattern, bass line and melody
- Applying Studio effects
- Mixing and bouncing down

Assessment: Theory and Practical

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Creating a Music Product

- Creating a product from a stimuli
- Performing a song to fit a stimulus on a chosen instrument (keyboards, ukulele, vocals)
- Finding and preparing resources e.g. music, lyrics etc.

Assessment: Portfolio

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World Music: Fusions

- Indian Classical, Bhangra, Tango
- How Fusions became so famous
- The history of Bhangra and historical significance in Birmingham
- Fusion composition

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10

Component 1: A1

- Musical styles: Delta Blues, Rock and Roll, Britpop, Synthpop, Reggae and Pop punk
- World Music: Bhangra, Samba and African Drumming

Component 1: A2

- Musical elements, stylistic features and characteristics: Instrumentation, tonality, texture, harmony, chords, rhythmic techniques, melodic techniques, production

Component 1: B1

- Industry products: Consider the impact of the music for the purpose and intended audience it was created for.
- Types of music product: Live performance, audio recording, composition, original song.

Component 1: B2

- Music realisation techniques for each product type
- Evidence diary and final portfolio of experience in these disciplines for assessment

Assessment: NEA Coursework

Component 2: A1

- Creating a product – learners chose two industry products to develop
- Professional Skills
- Exploring: Planning, strategizing, management of equipment and resources, capturing development in a project.

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11

Component 2: A2

- Creating a product – learners chose two industry products to develop Evidence submitted for internal assessment

Component 2: A2

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Assessment: NEA Coursework

Component 3: B1

- Responding to a music brief (externally set by Pearson)

Component 3: B1

- Responding to a music brief (externally set by Pearson)

Component 3: B2

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Assessment: NEA Coursework

- Our aim at Beacon Hill Academy is to **engage** and **inspire** learners to develop a love of music, whether it be as a **performer, composer, producer, or listener**.
- We aim to develop their **skills** and **talents** whilst developing a range of transferable skills including creativity, independent learning, teamwork, time management and improving confidence in order to perform to an audience.
- The intent of the music curriculum is to expose learners to a range of **music styles, composers, and performers** from around the globe.
- Learners will have the opportunity to **develop** and **apply** their **understanding** using a range of instruments includes their **voices, keyboards, ukulele, percussion, and music technology** to **compose** and **perform** various styles of music. They will **listen, appraise, and evaluate** music from some of the best composers and performers of their genre/era and understand the influence they have.
- Learners will develop their **substantive knowledge** and **understanding** of music, in particular the elements of music including **dynamics, rhythm, structure, timbre (instrumentation), tempo, pitch (melody), texture, tonality, and harmony**. In line with the national curriculum, they will learn to:
- **Perform** with increasing confidence and accuracy in a range of solo and ensemble contexts using their voice, playing instruments musically, fluently and with accuracy and expression
- **Improvise** and **compose**; and extend and develop musical ideas by drawing on a range of musical structures, styles, genres and traditions.
- Use **stave, tab, and other relevant notations** appropriately and accurately in a range of musical styles, genres, and traditions
- Use a range of **music technology software** alongside recording equipment and digital instruments to compose, arrange, and produce their own music
- Identify and use the building blocks of music expressively and with increasing sophistication, including use of **tonalities**, different types of **Scales** and other **musical devices**
- **Listen** and **analyse** with increasing discrimination to a wide range of music from great composers and musicians
- Develop a deepening understanding of the music that they perform and to which they listen, and its history.
- The elements of music make up all music and are the key musical concepts learners need to understand. The curriculum is carefully sequenced to develop learners' understanding and application of the musical concepts, through a range of **performing, composing, and listening and appraising** tasks, which are developed over time, from topic to topic and year to year,

The elements of music make up all music and are the **key musical concepts** learners need to understand. The curriculum is carefully **sequenced** to develop learners' **understanding** and **application** of the musical concepts, through a range of **performing**, **composing**, and **listening and appraising** tasks, which are developed over time, from topic to topic and year to year,

- In year 7, learners will be introduced to **the elements of music** and have a basic understanding of **notation**, how this relates to the notes on an instrument (usually a keyboard) and learn to **perform** with **accuracy** and **fluency**. They will use this knowledge to begin **composing rhythms** and **melodies** influenced by the genres of music they have studied.
- In year 8, learners will develop their knowledge of the **elements of music** and how they can be used **expressively**. They will build on their **knowledge** from year 7 and develop their skills to **perform** more complex pieces with **improved accuracy, fluency, and expression**. When developing their **composition skills**, they will learn how music can reflect, create, express, and influence **mood and tonality** linking this to why music is a big part of our everyday lives.
- In year 9, learners will develop their knowledge of **notation, elements of music** and the skill of **composing using music technology**. They will learn about the relevance of technology in music and how it has developed. They will understand the importance of **music in the media** and how this supports the British economy. Developing their own **performance skills** on the instrument of their choosing and becoming an expert in a style of music they feel a connection with, they are prepared for further studies at key stage 4 and the components of BTEC Music Practice (which we offer at Beacon Hill Academy) but also GCSE Music.

### Assessment:

- In all years, core-knowledge that supports **composing, performing, and Listening/appraising** skills is regularly checked through **retrieval tasks** as part of **DNAs**. Throughout the year, we **assess** learners on their **composing, performing, and Listening and appraising** skills. Each scheme will usually assess composing or performing and a listening assessment is often included in addition. **Listening assessments** are often in the form of a **test** with specific one-mark answers about **an element of music** but gradually build in year 9 to **extended writing** describing a piece of music and referring to all of the elements. This also supports work completed in of the BTEC music course.

Music lessons at Beacon Hill Academy will use a range of teaching and learning strategies in the delivery of lessons

- All lessons begin with a **'Do Now Activity'** which, is based on recall and retrieval of previous learning and assessing long term understanding and learning.
- Music staff use **explicit instruction** through the 'I/We/You Do' to model best practice and support learners in making good and outstanding progress
- Where appropriate, Music staff use **whole school literacy strategies**, such as using the **Fruiter model** to develop learners' understanding of subject vocabulary.
- Learners will develop their **procedural knowledge** learning to **perform** and **compose** on a range of instruments with increasing **accuracy** and **complexity**. This will be achieved through **deliberate practice**, which allows them develop a range of procedural knowledge.
- Work is **differentiated** to ensure learners of **all abilities** are **suitably challenged**.
- Throughout lessons, teachers use a range of questioning strategies such as **'cold-calling'**, **mini-whiteboards** and **'traffic lights'**, to assess the learning and to **stretch learners** understanding.
- Learners will receive regular verbal feedback against key assessment objectives, this feedback to make incremental improvements to their work
- Through regular tracking and monitoring, teachers can **identify learners who may need intervention** through teacher observations and assessments. Through monitoring and verbal feedback, we make sure that learners have the appropriate amount of support to allow them to make progress
- Learners have the opportunity to further develop their musical experiences by participating in **extra-curricular activities** such as instrumental lessons, school rock bands and vocal groups, as well as productions such as Beacon Hill's Got Talent and Performing Arts Showcases

