

MUSIC – Y13 BTEC

MAGHULL HIGH SCHOOL – CURRICULUM MAP



HALF TERM 3 Jan-Feb	Lesson 1 to 10	Lesson 10 - 12	Lesson 8 to 11	Lesson 12 and 15	Lesson 16 and 19	Lesson 20 and 24
TOPIC (S) Unit 3: Ensemble Music Performance	CONTROLLED ASSESSMENT	Introduction to unit. Exploration of personal ensemble management skills. Look at a range of performance realisations and explore how these have been achieved.	Using the creative covered looked at, students to begin exploring how the performance differs from the original and how it may have been altered for a specific audience. Students to begin identifying requirements for their own performances	Explore differences between rehearsing as an ensemble and rehearsing individually. Learners to self-assess their current musical skill level. This in turn should help develop a personal practise routine.	Students to rehearse in groups and self evaluate the rehearsal process – what went well and what could be improved. Talk from visting instrumental tutor drawing on his professional ensemble experience.	Based on their research from previous lessons, students settle on a performance piece for there ensemble, and the style in which it will be peformed, and begin exploreing the creative process through rehearsal.
Knowledge & Skills development	<ul style="list-style-type: none"> Develop a deeper understanding of performance skills, drawing on skills developed in solo performance unit Develop a deeper understanding of music notation skills, drawing on skills developed in practical theory and harmony unit Explore how an ensemble can create a new version of a song and the creative process required Practise and perform music for a purpose 					
Assessment / Feedback Opportunities	External summative assessment	Formative teacher assessment - verbal	Formative teacher assessment - verbal	Formative self assesement	Rehearsal video footage and summative assessment	Rehearsal video footage and summative assessment
Cultural Capital	<ul style="list-style-type: none"> Exploration of different musical genres and creating material for performance Opportunity to create a new piece of work for performance 					
SMSC / Promoting British Values (Democracy, Liberty, Rule of Law, Tolerance & Respect)	<ul style="list-style-type: none"> Students are required to work independently and refine their own works Students need to act on guidance to improve and refine their work Students must be respectful of each others compositions 					
Reading opportunities	<ul style="list-style-type: none"> Stephen Stone – Music Theory and Compositon; A Practical Approach Miller Michael – Complete Idiot’s Guide to Music Composition 					
Key Vocabulary	Melody Harmony Chords Chord Sequence Transposition Sequences Syncopation Scales Cadence Extended Chords					
Digital Literacy	Students required to keep portfolio of work on computers Firefly tasks					
Cross-curricular links	ICT – Working with music specific ICT software Art – Creating a piece in response to a brief					
Careers	What are all of the different roles in the music industry? How could I make a melody that already exists my own?					