

### Curriculum Sequencing Overview – Year 10 BTEC Music Practice

Week	1	2	3	4	5	6	7	8
<b>Unit Theme and Assessed Knowledge/ Skills</b>	<b>UNIT 1: C1</b> To familiarise themselves with the BTEC syllabus, begin the first unit + get to know each other	<b>UNIT 1: C1</b> To research, listen to and analyse the style of the Blues	<b>UNIT 1: C1</b> To perform and create in the style of the Blues	<b>UNIT 1: C1</b> To research, listen to and analyse the style of Rock and Roll music	<b>UNIT 1: C1</b> To perform and create in the style of Rock and Roll music	<b>UNIT 1: C1</b> To research, listen to and analyse the style of Disco music	<b>UNIT 1: C1</b> To perform and create in the style of Disco	<b>UNIT 1: C1</b> To recap on genres learnt so far with an emphasis on key features and analysis
<b>Lesson Topics Sequence &amp; Content</b>	A reminder of expectations for music lessons An introduction to the BTEC course A discussion about planning for the first unit  KO words for this term	In-depth listening and analysis of the Blues A look at.... the origin of the Blues, typical Blues instrumentation, key features of the Blues, Use of the musical elements (timbre, texture, dynamics, tempo, etc) to describe music	Introduction to key features such as Walking bass, 12 bar blues, the Blues scale, Blues notes, improvisation. An exploration of the above using a variety of instruments Discussion of methods of capturing audio, via live performance, audio recordings, video recordings	In-depth listening and analysis of the Rock and Roll music A look at.... the origins, typical instrumentation, key features, Use of the musical elements (timbre, texture, dynamics, tempo, etc) to describe music	Introduction to key features such as energetic performances, catchy melodies, insightful lyrics. An exploration of the above using a variety of instruments Discussion of methods of capturing audio, via live performance, audio recordings, video recordings	In-depth listening and analysis of the Disco music A look at.... the origins, typical instrumentation , key features, Use of the musical elements (timbre, texture, dynamics, tempo, etc) to describe music	Introduction to key features such as 4 on the floor beats, repetitive vocals, electronically produced sounds. An exploration of the above using a variety of instruments Discussion of methods of capturing audio, via live performance, audio recordings, video recordings	Recap on Blues, Rock n Roll, Disco and Britpop. Check that key features of these genres have been fully identified and explored. Check that an analysis of a song for each genre has been included within Ppts, checking that there is detailing about both sonic and compositional features as highlighted in BTEC syllabus.



<b>Key Assessments</b>	<b>Research skills:</b> informal assessment within lesson	<b>Research/ listening skills:</b> informal assessment within lesson	<b>Performing/ improvising skills:</b> informal assessment within lesson	<b>Research/ listening skills:</b> informal assessment within lesson	<b>Performing skills:</b> informal assessment within lesson	<b>Research/ listening skills:</b> informal assessment within lesson	<b>Performing/ Composing skills:</b> informal assessment within lesson	<b>Research/ listening/ composing/ performing skills:</b> self-assessment/peer assessment within lesson
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Week	9	10	11	12	13	14	15	16
<b>Unit Theme and Assessed Knowledge/ Skills</b>	<b>C1: Unit 2</b> To research, listen and analyse the style of Western Classical music	<b>C1: Unit 2</b> To perform and create in the style of Britpop	<b>C1: Unit 2</b> To research, listen to and analyse the style of Western Classical music	<b>C1: Unit 2</b> To perform and create in the style of Classical music	<b>C1: Unit 2</b> To check that each genre has a 12-30 second example	<b>C1: Unit 2</b> To create a 30-60 second music product related to the theme "contrast"	<b>C1: Unit 2</b> To create a 30-60 second music product related to the theme "articulation"	<b>C1: Unit 2</b> To create a 30-60 second music product related to the theme "structure"
<b>Lesson Topics Sequence &amp; Content</b>	In-depth listening and analysis of the Britpop music A look at.... the origins, typical instrumentation, key features, Use of the musical elements (timbre, texture, dynamics, tempo, etc) to describe music	Introduction to key features such as lyrics about everyday life, revival of to British 60's band sounds, guitar based, British identity An exploration of the above using a variety of instruments Discussion of methods of capturing audio,	In-depth listening and analysis of the Classical music A look at.... the origins, typical instrumentation, key features, Use of the musical elements (timbre, texture, dynamics, tempo, etc) to describe music	Introduction to key features such as variety and contrast, clear cut phrases, shorter melodies, clearly marked cadences. An exploration of the above using a variety of instruments Discussion of methods of capturing audio, via live performance,	Students will work in pairs to analyse each other's 12-30 second examples per genre.  Individual commentary will be checked to see if it supports points, in the most appropriate format, such as video, audio, written commentary or a	Students will work individually and in small groups to create a <b>live performance</b> product. Students should provide supporting materials covering how music realisation techniques have been used in	Students will work individually and in small groups to create <b>an original song or composition</b> product. Students should provide supporting materials covering how music realisation techniques have been used in the creation of the example.	Students will work individually and in small groups to create <b>a DAW</b> product (remix/arrangement). Students should provide supporting materials covering how music realisation techniques have been used in the creation of the example.

		via live performance, audio recordings, video recordings		audio recordings, video recordings	combination of these.  Students will work to write evaluations about their performances and set future targets.	the creation of the example. Students should also demonstrate how music theory and appreciation skills inform creative choices within the realisation process.	Students should also demonstrate how music theory and appreciation skills inform creative choices within the realisation process.	Students should also demonstrate how music theory and appreciation skills inform creative choices within the realisation process.
<b>Key Assessments</b>	<b>Research/listening skills:</b> informal assessment within lesson	<b>Performing/Composing skills:</b> informal assessment within lesson	<b>Research/ listening skills:</b> informal assessment within lesson	<b>Performing/ Composing skills:</b> informal assessment within lesson	<b>Performing/ Composing skills:</b> peer/self-assessment within lesson	<b>Performing/ Composing skills:</b> informal assessment within lesson	<b>Performing/ Composing skills:</b> informal assessment within lesson	<b>Performing/ Composing skills:</b> informal assessment within lesson

Week	17	18	19	20	21	22	23	24
<b>Unit Theme and Assessed Knowledge/ Skills</b>	<b>C1: Unit 3</b> To prepare for C1 assignment With focus on creating 3 products: Blues song	<b>C1: Unit 3</b> To prepare for C1 assignment With focus on creating 3 products: DAW	<b>C1: Unit 3</b> To prepare for C1 assignment With focus on creating 3 products: performance	<b>C1: Unit 3</b> <b>*C1 assignment to be released*.</b> Approximately 5 hours work on C1a Ppt a to be worked on (5 hours)	<b>C1: Unit 3</b> C1a assignment continue to be worked on (2 hours remaining but will use spare 3 <sup>rd</sup> hour)	<b>C1: Unit 3</b> C1b assignment b to be started (approx 7 hours)	<b>C1: Unit 3</b> C1b assignment to be continued (approx 4 hours)	<b>C1: Unit 3</b> C1b assignment to be continued (approx 1 hour left-check that students have all completed)



<p><b>Lesson Topics Sequence &amp; Content</b></p>	<p>Students will work on completing a draft of their Blues song Students will complete their genre reduction of Britpop Ppt to 3 or 4 slides</p>	<p>Students will work on completing a draft of their Disco DAW Students will complete their genre reductions of Disco Ppt to 3 or 4 slides</p>	<p>Students will work on completing a draft of their performance Students will complete their genre reductions of Rock n Roll Ppt to 3 or 4 slides</p>	<p>Students must read through the assignment thoroughly and check they have understood the rules Students must check they understand the theme Students will compile a portfolio of evidence that demonstrate their understanding of four different styles of music using musical examples related to a theme.</p>	<p>Students will compile a portfolio of evidence that demonstrate their understanding of four different styles of music using musical examples related to a theme.</p>	<p>Students will create three 30-60 second examples of ideas for music products related to a theme, using a range of realisation techniques.  Focus 1 live performance (2 hours) Focus 2: Composition (1 of 2 hours)</p>	<p>Students will create three 30-60 second examples of ideas for music products related to a theme, using a range of realisation techniques.  Focus 2: Composition (2 of 2 hours) Focus 3: DAW (2 hours)</p>	<p>Students will create three 30-60 second examples of ideas for music products related to a theme, using a range of realisation techniques.  Complete Focus 3: DW (2 of 2 hours) Remaining 2 hours to complete necessary paperwork regarding completion of assignment.</p>
<p><b>Key Assessments</b></p>	<p><b>C1 official assessment: Research/ Performing/ Composing skills:</b></p>	<p><b>C1 official assessment: Research/ Performing/ Composing skills:</b></p>	<p><b>C1 official assessment: Research/ Performing/ Composing skills:</b></p>	<p><b>C1 official assessment: Research/ Performing/ Composing skills:</b></p>	<p><b>C1 official assessment: Research/ Performing/ Composing skills:</b></p>	<p><b>C1 official assessment: Research/ Performing/ Composing skills:</b></p>	<p><b>C1 official assessment: Research/ Performing/ Composing skills:</b></p>	<p><b>C1 official assessment: Research/ Performing/ Composing skills:</b></p>



Week	25	26	27	28	29	30	31	32
<b>Unit Theme and Assessed Knowledge/ Skills</b>	C1: Unit 4 Year 10 out on Work experience week	C1: Unit 4 2 extra weeks to complete C1 assessments	C1: Unit 4 2 extra weeks to complete C1 assessments	C2: Unit 4 An introduction to C2 the next Unit	C2: Unit 4 Review of Moderation marks Begin a group composition task	C2: Unit 4 To focus on creating a verse and chorus using 4 chords	C2: Unit 4 To focus on creating a melody to go above the 4 chords	C2: Unit 4 To focus on completion of song and presentation of recording
<b>Lesson Topics Sequence &amp; Content</b>		<p><b>Students will:</b> work on completing their C1 assessment check they have Task 1 completed: 4 genres written about in detail, with 1 youtube clip per genre. check that they have a time frame per youtube clip highlighting important musical details Check that they have analysed in detail using the musical elements a song for each genre</p>	<p><b>Students will:</b> work on completing their C2 assessment check they have Task 2 completed: 3 products written about in detail, with audio, video, screenshots and photos check that they have linked to the word "discovery" Check that they have analysed in detail their creative process and analysed their work</p>	<p><b>Students will:</b> Investigate the new unit spec and ensure they understand what is expected of them. look at the Professional skills in the music industry: <b>time management</b> Look at <b>auditing existing performing and creating skills</b> Look at <b>strategies</b> for skills development and different skills involved in various instruments/compositions</p>	<p><b>Students will:</b> Have a discussion on the external moderators feedback, their % and targets for the future Be put into groups and research 4 chords which sound good together Write in their Ppts about their process so far. This will give information for Task 1 "Working with others" and Task 2: "composition" element.</p>	<p><b>Students will:</b> continue to work in their appointed groups focusing on creating a distinct verse and chorus Students will continue to update their Ppts about the process so far</p>	<p><b>Students will:</b> continue to work in their appointed groups and focus on creating a melody. Using a recording device will be shown to be useful in this process Students will continue to update their Ppts about the process so far</p>	<p><b>Students will:</b> Focus on the completion of their songs, focusing on the melody Students will be expected to produce a recording and be able to discuss with the class their outcome and how they found the process. These recordings will be put into their Ppts and the process plus evaluation written up.</p>



<b>Key Assessments</b>		<b>C1 official assessment: Research/ Performing/ Composing skills:</b>	<b>C1 official assessment: Research/ Performing/ Composing skills:</b>	<b>Research skills:</b> informal assessment within lesson	<b>Composing skills:</b> informal assessment within lesson	<b>Composing skills:</b> informal assessment within lesson	<b>Composing skills:</b> informal assessment within lesson	<b>Composing skills:</b> informal assessment within lesson
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Week	33	34	35	36	37	38	<b>Summer break</b>
<b>Unit Theme and Assessed Knowledge/ Skills</b>	<b>C2: Unit 4</b> Create a remix of a song focusing on a specific style they would like to create and its key features.	<b>C2: Unit 4</b> To continue to remix a song focusing on musical elements	<b>C2: Unit 4</b> To continue to remix a song focusing on changing the timbre	<b>C2: Unit 4</b> To continue to remix a song focusing on changing the use of instruments	<b>C2: Unit 4</b> To continue to remix a song focusing on musical elements and refining dynamics and adding effects	<b>C2: Unit 4</b> Performance to class of remix	
<b>Lesson Topics Sequence &amp; Content</b>	<b>Students will:</b> Listen to their remix song in its original form and write a description of the style and the key features. They will then research another genre of music and then put a plan in place for their remix.	<b>Students will:</b> Continue to work on their remixes focussing on musical elements Students should continue to work on writing up their evaluations of their compositional process in their Ppts	<b>Students will:</b> Continue to work on their remixes focusing in on timbre Students should continue to work on writing up their evaluations of their compositional process in their Ppts	<b>Students will:</b> Continue to work on their remixes focussing on their use of instruments. Students should continue to work on writing up their evaluations of their compositional process in their Ppts	<b>Students will:</b> Continue to work on their remixes focusing in on refining finishing points. Students should continue to work on writing up their evaluations of their compositional process in their Ppts	<b>Students will:</b> Perform their remixes to class and evaluate the compositional process. Students should continue to work on writing up their evaluations of their compositional process in their Ppts	
<b>Key Assessments</b>	<b>Composing skills:</b> informal assessment within lesson	<b>Composing skills:</b> informal assessment within lesson	<b>Composing skills:</b> informal assessment within lesson	<b>Composing skills:</b> informal assessment within lesson	<b>Composing skills:</b> informal assessment within lesson	<b>Performing skills:</b> informal assessment within lesson	