



Curriculum Overview: **Music**

Exam Board: **BTEC**

	AUTUMN 1	AUTUMN 2	SPRING 1	SPRING 2	SUMMER 1	SUMMER 2
7	<p><b>STOMP and Sing</b></p> <ul style="list-style-type: none"> <li>Rhythm notation (crotchet, quaver, minim, semibreve)</li> <li>Theory basics (staff, clef, dynamics)</li> <li>Performance / Composition</li> <li>Musical Futures Vocal Workshop</li> </ul> <p>Assessment: Vocal and Rhythm Percussion Performance</p>	<p><b>STOMP and Sing</b></p> <ul style="list-style-type: none"> <li>Rhythm notation (crotchet, quaver, minim, semibreve)</li> <li>Theory basics (staff, clef, dynamics)</li> <li>Performance / Composition</li> <li>Musical Futures Vocal Workshop</li> </ul> <p>Assessment: Vocal and Rhythm Percussion Performance</p>	<p><b>Pachelbel's Canon</b></p> <ul style="list-style-type: none"> <li>Staff notation</li> <li>Melodic phrases</li> <li>Performing in Canon</li> <li>Musical History: Exploring the Greats</li> <li>Performance and composition</li> </ul> <p>Assessment: Ground Bass Performance and Improvisation</p>	<p><b>Pachelbel's Canon</b></p> <ul style="list-style-type: none"> <li>Staff notation</li> <li>Melodic phrases</li> <li>Performing in Canon</li> <li>Musical History: Exploring the Greats</li> <li>Performance and composition</li> </ul> <p>Assessment: Ground Bass Performance and Improvisation</p>	<p><b>Band Project: Blues</b></p> <ul style="list-style-type: none"> <li>The 12-Bar Blues</li> <li>History of the Blues and its significance in wider history and globally</li> <li>Blues Performance</li> </ul> <p>Assessment: Blues Composition with the walking bassline</p>	<p><b>Band Project: Blues</b></p> <ul style="list-style-type: none"> <li>The 12-Bar Blues</li> <li>History of the Blues and its significance in wider history and globally</li> <li>Blues Performance</li> </ul> <p>Assessment: Blues Composition with the walking bassline.</p>
8	<p><b>EDM Music Technology</b></p> <ul style="list-style-type: none"> <li>Using BandLab to create a piece of music: Exploring the navigation, MIDI input, Drum Machines and Loops Library.</li> <li>Exploring the world of EDM Music, the key features of EDM Music and famous EDM artists from around the world.</li> </ul> <p>Assessment: Sequenced piece of EDM Music using BandLab</p>	<p><b>EDM: Music Technology</b></p> <ul style="list-style-type: none"> <li>Using BandLab to create a piece of music: Exploring the navigation, MIDI input, Drum Machines and Loops Library.</li> <li>Exploring the world of EDM Music, the key features of EDM Music and famous EDM artists from around the world.</li> </ul>	<p><b>Holst: The Planets</b></p> <ul style="list-style-type: none"> <li>Study three movements from the 'Planets Suite'</li> <li>Critically listen to and evaluate the suite</li> <li>Perform the ostinato from 'Mars'</li> <li>Compose a piece of music representing Earth</li> </ul> <p>Assessment: Composition for Planet Earth</p>	<p><b>Holst: The Planets</b></p> <ul style="list-style-type: none"> <li>Study three movements from the 'Planets Suite'</li> <li>Critically listen to and evaluate the suite</li> <li>Perform the ostinato from 'Mars'</li> <li>Compose a piece of music representing Earth</li> </ul> <p>Assessment: Composition for Planet Earth</p>	<p><b>Samba</b></p> <ul style="list-style-type: none"> <li>Samba instrumentation</li> <li>Samba history and historical significance</li> <li>Ensemble performance of a Samba piece</li> <li>Ensemble leadership development</li> <li>Rhythm notation</li> </ul> <p>Assessment: Samba Performance</p>	<p><b>Samba</b></p> <ul style="list-style-type: none"> <li>Samba instrumentation</li> <li>Samba history and historical significance</li> <li>Ensemble performance of a Samba piece</li> <li>Ensemble leadership development</li> <li>Rhythm notation</li> </ul> <p>Assessment: Samba Performance</p>
9	<p><b>World Music: Fusions</b></p> <ul style="list-style-type: none"> <li>Indian Classical, Bhangra, Tango</li> <li>How Fusions became so famous</li> <li>The history of Bhangra and historical significance in Birmingham</li> <li>Fusion composition</li> </ul> <p>Assessment: Composing a Fusion</p>	<p><b>World Music: Fusions</b></p> <ul style="list-style-type: none"> <li>Indian Classical, Bhangra, Tango</li> <li>How Fusions became so famous</li> <li>The history of Bhangra and historical significance in Birmingham</li> <li>Fusion composition</li> </ul> <p>Assessment: Composing a Fusion</p>	<p><b>Reggae Music</b></p> <ul style="list-style-type: none"> <li>Exploring key features of Reggae Music</li> <li>Listening and appraising key Reggae Artists</li> <li>Exploring Modern Day Reggae with YG Marley</li> </ul> <p>Assessment: Performance of Praise Jah In The Moonlight</p>	<p><b>Reggae Music</b></p> <ul style="list-style-type: none"> <li>Exploring key features of Reggae Music</li> <li>Listening and appraising key Reggae Artists</li> <li>Exploring Modern Day Reggae with YG Marley</li> </ul> <p>Assessment: Performance of Praise Jah In The Moonlight</p>	<p><b>Music Industry: Creating a Music Product</b></p> <ul style="list-style-type: none"> <li>Creating a product from a stimuli</li> <li>Creating a product appropriate to target audience</li> </ul> <p>Assessment: Portfolio</p>	<p><b>Music Industry: Creating a Music Product</b></p> <ul style="list-style-type: none"> <li>Creating a product from a stimuli</li> <li>Creating a product appropriate to target audience</li> </ul> <p>Assessment: Portfolio</p>
10	<p><b>Component 1: A1</b></p> <ul style="list-style-type: none"> <li>Musical styles: Drum and Bass, Rock and Roll, Mowtown, Britpop, Synthpop, Reggaeton,</li> <li>World Music</li> </ul>	<p><b>Component 1: A2</b></p> <ul style="list-style-type: none"> <li>Musical elements, stylistic features and characteristics: Instrumentation, tonality, texture, harmony, chords, rhythmic techniques, melodic techniques, production</li> </ul>	<p><b>Component 1: B1</b></p> <ul style="list-style-type: none"> <li>Industry products: Consider the impact of the music for the purpose and intended audience it was created for.</li> <li>Types of music product: Live performance, audio recording, composition, original song.</li> </ul>	<p><b>Component 1: B2</b></p> <ul style="list-style-type: none"> <li>Music realisation techniques for each product type</li> <li>Evidence diary and final portfolio of experience in these disciplines for assessment</li> </ul>	<p><b>Component 2:A1</b></p> <ul style="list-style-type: none"> <li>Creating a product – learners chose two industry products to develop</li> <li>Professional Skills</li> <li>Exploring: Planning, strategizing, management of equipment and resources, capturing development in a project.</li> </ul>	<p><b>Component 2: A1</b></p> <ul style="list-style-type: none"> <li>Creating a product – learners chose two industry products to develop</li> <li>Professional Skills</li> <li>Exploring: Planning, strategizing, management of equipment and resources, capturing development in a project.</li> </ul>
11	<p><b>Component 2: A2</b></p> <ul style="list-style-type: none"> <li>Creating a product – learners chose two industry products to develop Evidence submitted for internal assessment</li> </ul>	<p><b>Component 2: A2</b></p> <ul style="list-style-type: none"> <li>Creating a product – learners chose two industry products to develop Evidence submitted for internal assessment</li> </ul>	<p><b>Component 3: B1</b></p> <ul style="list-style-type: none"> <li>Responding to a music brief (externally set by Pearson)</li> </ul>	<p><b>Component 3: B1</b></p> <ul style="list-style-type: none"> <li>Responding to a music brief (externally set by Pearson)</li> </ul>	<p><b>Component 3: B2</b></p> <ul style="list-style-type: none"> <li>Responding to a music brief (externally set by Pearson)</li> </ul>	<p><b>Component 3: B2</b></p> <ul style="list-style-type: none"> <li>Responding to a music brief (externally set by Pearson)</li> </ul>