



Btec Music Practice 2022 – 2023 Year 9 – Knowledge & Skills Year

	AUT 1	AUT 2	SPR 1	SPR 2	SUM 1	SUM 2
<p>Year 9 Intent The first year of the Btec Music course offers students the opportunity to learn the knowledge, skills and practice within the music industry - music products, genres, theory production, performing, practice and composing.</p> <p>This makes up the assessment criteria in Year 10 and 11.</p> <p>Students begin with an introduction to the Music Industry. They will learn to broaden their experience and skills participation in different types of musical techniques for different musical styles; taught in a practical way through exploration and development of techniques and styles..</p> <p>3 assessments</p>	<p>Intro to Btec Music Practice:</p> <ul style="list-style-type: none"> - Music/course expectations - Music industry elements - Grime 	<p>Grime</p> <ul style="list-style-type: none"> - History of Grime - Participate and create a product 	<p>Exploring professional & commercial skills for the music industry</p> <ul style="list-style-type: none"> - Practical tasks - Workshops - Techniques - Planning how to improve 	<p>Development of technical music skills and techniques</p> <ul style="list-style-type: none"> - Music performance - Creating original music - Music production - Portfolio 	<p>Commercial Brief – Initial Response & create a music product</p> <ul style="list-style-type: none"> - Plan how to respond - Create a musical product – perf, create, DAW 	<p>Present a musical product & evaluation</p> <ul style="list-style-type: none"> - Complete the final musical product - Portfolio of product - Evaluating creative process, skills and techniques used - Begin British Invasion – 1960's - Twist and shout
	<p>Assessment (Comp 1) PREP:</p> <ul style="list-style-type: none"> - Ongoing teacher observation - Log/Blog/diary 	<p>Assessment (Comp 1)</p> <ul style="list-style-type: none"> - Create a 30-60 second product through live performance, audio recording, original song/composition/ DAW project - Diary, log, blog, vlog 	<p>Assessment (Comp 2) PREP:</p> <p>Ongoing teacher observation</p> <ul style="list-style-type: none"> - Log/Blog/diary - Ongoing Plan 	<p>Assessment (Comp 2)</p> <ul style="list-style-type: none"> - Plan - Portfolio of skills development in 2 of 3 areas. - Written, audio or video commentary of evidence - Recording of perf, creating and producing progress 	<p>Assessment (Comp 3) PREP:</p> <ul style="list-style-type: none"> - Initial response document - Ongoing evidence for music product - Teacher observation 	<p>Assessment (Comp 3)</p> <ul style="list-style-type: none"> - Final product video, audio evidence - Portfolio
	<p>Skills Performing Listening Composing Workshop technique Written Practice Teamwork Communication</p>	<p>Skills Performing Listening Composing Workshop technique Written Practice Teamwork Communication</p>	<p>Skills Time management, self discipline, workshop, communication, equipment use, auditing skills, development planning, performing, composing, producing, sharing options</p>	<p>Skills Practice, routines, setting goals, planning, timing, phrasing, use of equipment, combining sounds, h&s, workshop Skills specific to chosen areas – performing, creation, production</p>	<p>Skills All from component 1 & 2</p>	<p>Skills All skills from Component 1 & 2 plus evaluating.</p>
<p>Knowledge Musical key terms linked to the industry. How to begin to create a diary/log</p>	<p>Knowledge Key 'grime' terms How to practice, create or produce a product How to complete a log,diary etc</p>	<p>Knowledge Personal & professional techniques of musicians Capturing, communicating and sharing music</p>	<p>Knowledge How to practice& refine their skills effectively, know how to set and review targets, how to create a portfolio of evidence</p>	<p>Knowledge How to plan, create and improve on the commercial brief</p>	<p>Knowledge How to apply all knowledge used in Components 1 & 2 to create final product. How to evaluate using all processes, skills and techniques used over the year.</p>	



Btec Music Practice 2022 – 2023 Year 10

	AUT 1	AUT 2	SPR 1	SPR 2	SUM 1	SUM 2
<p>Year 10 & 11 Intent The Btec Music Practice course offers students the opportunity to learn the knowledge, skills and practice within the music industry - music products, genres, theory, production, performing, practice and composing.</p> <p>This makes up the assessment criteria in Year 10 and 11.</p> <p>Students experience the Music Industry as a whole. They will learn to broaden their knowledge and skills through participation in different types of musical techniques for different musical styles; taught in a practical way through exploration and development of techniques, performance, composition, production and listening.</p> <p>Component 1 FORMAL PSA assessment. Internal assessment, then external moderation All other is ongoing assessment</p>	<p>Component 1 – Exploring Music Products & styles (LOA1 & A2, B1 & B2)</p> <ul style="list-style-type: none"> - Outline the Music Practice course & expectations - 1950's Rock n roll – Tutti Frutti - 70's & 80's Reggae – 3 Little Birds 	<p>Component 1 - Exploring Music Products & styles (LOA1 & A2, B1 & B2):</p> <ul style="list-style-type: none"> - 90's Pop style – Rehab - World – African comp - Blues - Delta - Participate and create a product 	<p>Component 1 - Exploring Music Products & styles (LOA1 & A2, B1 & B2):</p> <ul style="list-style-type: none"> - Complete all the styles, sonic features, recordings and practical tasks - Prep = PSA tbc 1st Feb 	<p>(Pearson Set Assignment (PSA) – Component 1:</p> <ul style="list-style-type: none"> - Understand PSA brief - Research brief - Brainstorm ideas - Complete PSA – Task 1 & Task 2 	<p>Component 2 - Exploring professional & commercial skills for the music industry – (LOA1, A2)</p> <ul style="list-style-type: none"> - through: professional and commercial skills - Improve on instrument - Practical tasks - Workshops - Techniques - Planning how to improve 	<p>Component 2 - Development of technical music skills and techniques (LOB1, B2)</p> <ul style="list-style-type: none"> - Music performance - Creating original music - Music production - Experimenting with different instrumental /DAW techniques - Portfolio
	<p>Assessment (Comp 1)</p> <ul style="list-style-type: none"> • Ongoing teacher observation • Log/Blog/diary • Portfolio – written, oral, etc • 30 second-1 minute product for each style) using creating, performing and DAW 	<p>Assessment (Comp 1)</p> <ul style="list-style-type: none"> • Create a 30-60 second product through live performance, audio recording, original song/composition/ DAW project • Diary, log, blog, vlog 	<p>Assessment (Comp 1)</p> <ul style="list-style-type: none"> • Create a 30-60 second product through live performance, audio recording, original song/composition/ DAW project • Diary, log, blog, vlog 	<p>Assessment – Component 1</p> <ul style="list-style-type: none"> • FORMAL PSA task1 1 – portfolio of evidence on 4 music styles • FORMAL PSA task 2 – 3 x 30 second recordings of chosen styles • Complete and submit - DEADLINE = 24th March 	<p>Assessment (Comp 2)</p> <p>Ongoing teacher observation</p> <ul style="list-style-type: none"> • Log/Blog/diary • Ongoing Plan • Ongoing recordings of practice and workshops • Plan 	<p>Assessment (Comp 2)</p> <p>Ongoing teacher observation</p> <ul style="list-style-type: none"> • Portfolio of skills development in 2 of 3 areas.- creating, • Written, audio or video commentary of evidence • Plan
	<p>Skills</p> <p>Research, DAW performing, listening composing, time management, organisation, recording workshop technique written, oral, recording, practice, teamwork Communication, diary logging, realisation techniques</p>	<p>Skills</p> <p>Research, DAW performing, listening composing, time management, organisation, recording workshop technique written, oral, recording, practice, teamwork communication, realisation techniques</p>	<p>Skills</p> <p>Research, DAW performing, listening,composing, time management, organisation, recording workshop technique written, oral, recording, practice, teamwork Communication, realisation techniques</p>	<p>Skills</p> <p>DELIVERY OF TASK, research, brainstorm, planning, creating, performing, producing, DAW, composing, time management, organisation, recording, workshop technique written, oral, recording, communication</p>	<p>Skills</p> <p>Time management, self discipline, workshop, communication, equipment use, auditing skills, development planning, performing, composing, producing, sharing options</p>	<p>Skills</p> <p>Practice, routines, setting goals, planning, timing, phrasing, use of equipment, combining sounds, h&s, workshop Skills specific to chosen areas – performing, creation, production</p>
	<p>Knowledge</p> <p>Musical key terms linked to the industry, stylistic characteristics, sonic features, history and key words rock n roll and reggae.key words.</p>	<p>Knowledge</p> <p>Musical key terms linked to the industry, stylistic characteristics, sonic features, history and key words for Pop, African & blues.</p>	<p>Knowledge</p> <p>Musical key terms linked to the industry, stylistic characteristics, sonic features, history and key words for rock n roll, reggae, Pop, African & blues.</p>	<p>Knowledge:</p> <p>Combining all knowledge from Component 1 into two PSA tasks.</p>	<p>Knowledge</p> <p>Personal & professional techniques of musicians Capturing, communicating and sharing music, key words.</p>	<p>Knowledge</p> <p>How to practice& refine their skills effectively, know how to set and review targets, how to create a portfolio of evidence</p>



Btec Music Practice 2023 – 2024 Year 11

	AUT 1	AUT 2	SPR 1	SPR 2	SUM 1	SUM 2
<p>Year 11 Intent The Btec Music Practice course offers students the opportunity to learn the knowledge, skills and practice within the music industry - music products, genres, theory, production, performing, practice and composing.</p> <p>Students experience the Music Industry as a whole. They will learn to broaden their knowledge and skills through participation in different types of musical techniques for different musical styles; taught in a practical way through exploration and development of techniques, performance, composition, production and listening.</p> <p>Component 2 = FORMAL PSA assessment. Internal assessment, then external moderation Component 3 = FORMAL external synoptic assessment. All other is ongoing assessment</p>	<p>Component 2 - Exploring professional & commercial skills for the music industry – (LOA1, A2)</p> <ul style="list-style-type: none"> - through: professional and commercial skills - Improve on instrument - Practical tasks, Workshops, techniques - Planning how to improve - PREP = PSA Comp 2 - 1st Oct 	<p>(Pearson Set Assignment (PSA) – Component 2:</p> <ul style="list-style-type: none"> - Understand PSA brief - Research brief - Brainstorm ideas - Complete PSA – 1 task using 2/3 disciplines out of performance, creating, production 	<p>PSA - Component 3 - Commercial Brief – Initial Response & create a music product – AO1 & AOS2”</p> <ul style="list-style-type: none"> • AO1 Understand how to respond to a music brief • AO2 Select and apply musical skills in response to a music brief • Perf, creating, DAW 	<p>PSA - Component 3 - Create a musical product & evaluation</p> <ul style="list-style-type: none"> - Complete the final musical product - Portfolio of product - Evaluating creative process, skills and techniques used - Begin British Invasion – 1960’s - Twist and shout 	<p>PSA – Component 3 - Create a musical product & evaluation</p> <p>Completion & submission of Commercial Brief Component</p>	N/A
	<p>Assessment (Comp 2) Ongoing teacher observation</p> <ul style="list-style-type: none"> • Log/Blog/diary • Ongoing Plan • Ongoing recordings of practice and workshops • Plan 	<p>Assessment – Component 2</p> <ul style="list-style-type: none"> • FORMAL PSA task - plan and create 2 musical outcomes in different musical areas in response to a theme that will develop professional and musical skills. • Complete and submit - DEADLINE = 1st Dec (Thurs) 	<p>Assessment (Comp 3)</p> <ul style="list-style-type: none"> • Teacher observation • Research files 	<p>Assessment (Comp 3)</p> <ul style="list-style-type: none"> • Initial response document • Ongoing evidence for music product • Final product video, audio evidence • Portfolio 	<p>Assessment (Comp 3)</p> <ul style="list-style-type: none"> - FINAL PSA TASK - DEADLINE – 28th March 2024 tbc - Submission 	N/A
	<p>Skills Time management, self discipline, workshop, communication, equipment use, auditing skills, development planning, performing, composing, producing, sharing options</p>	<p>Skills Practice, routines, setting goals, planning, timing, phrasing, use of equipment, combining sounds, h&s, workshop Skills specific to chosen areas – performing, creation, production</p>	<p>Skills All from component 1 & 2</p>	<p>Skills All skills from Component 1 & 2 plus evaluating, refining, editing, reasoning, professional delivery to the music industry.</p>	<p>Skills All skills from Component 1 & 2 plus evaluating, refining, editing, reasoning, professional delivery to the music industry.</p>	N/A
	<p>Knowledge Personal & professional techniques of musicians Capturing, communicating and sharing music, key words.</p>	<p>Knowledge How to practice& refine their skills effectively, know how to set and review targets, how to create a portfolio of evidence</p>	<p>Knowledge How to plan, create and begin task on the commercial brief using prior knowledge from Component 1 & 2</p>	<p>Knowledge How to apply all knowledge used in Components 1 & 2 to create final product. How to evaluate using all processes, skills and techniques used over the year.</p>	<p>Knowledge How to apply all knowledge used in Components 1 & 2 to create final product. How to evaluate using all processes, skills and techniques used over the year.</p>	N/A

Component 1
30%

Component 1

EXPLORING MUSIC PRODUCTS AND STYLES 30% (internally assessed)

Exploring Music Products and Styles

You will take part in many different music-making workshops over several months to explore a wide range of different styles and iconic performers. Throughout this you will produce a portfolio of your work.

This portfolio will include many forms of work such as:

- Short videos
- Audio
- Text
- Graphics
- Annotated photos

This unit is designed to introduce you to performing, composing, producing (using technology) and listening skills

Unit 1: Exploring Music Products and Styles

Styles that will be researched for the portfolio will include:

- Popular music
 - o 60s to 70s, e.g. British invasion, folk revival, psychedelic, heavy metal, soul, Motown, disco, punk, reggae
 - o 80s to 90s, e.g. synth pop, post punk, thrash metal, stadium rock, hardcore, grunge, Britpop, hip hop, rave, techno, house, DnB
 - o 00s to present day, e.g. nu metal, pop punk, EDM, dubstep, K-pop, reggaeton, grime, trap.
- World music and fusion.
- Music for media: film, TV or computer games
- Western classical styles of music, e.g. romantic, orchestral, leitmotif, minimalism.
- Jazz and blues, e.g. bebop, big band.

We will also look at iconic composers, artists, bands and producers who have influenced and impacted musical styles and genres and also the impact of technology on musical styles, instruments and genres. Throughout all of this we will expand on our listening skills and build on the range of musical vocabulary we started when you were in Years 7-9.

Catholic Character:
Love of learning, self control, respect, honesty, resilience, confidence, compassion

Component 2
30%

Component 2

MUSIC SKILLS DEVELOPMENT 30% (internally assessed)

Musical Skills Development

You will SPECIALISE from two out of these three areas

- Performing** (on your chosen instrument. Remember your voice is an instrument too!)
- Composing** (writing your own music)
- Producing** (using technology to create music)

Unit 2: Musical Skills Development

As a performer, producer or creator in the music industry, you need to continually develop your skills and technique. In this component, you will participate in workshops and classes where you will develop technical, practical, personal and professional skills (the latter two are incredibly important for whatever career you embark on in your future) and specialise in at least two of the following areas: music performance, creating original music, music production.

Catholic Character:
Determination, compassion, reflection, humility, friendship, attentiveness, Love of learning, self control, respect, honesty, resilience, confidence, mercy

Component 3
External Synoptic 40%

Component 3

RESPONDING TO A COMMERCIAL MUSIC BRIEF 40% (externally assessed)

Responding to a Commercial Brief

You will be given a brief from the exam board to work on. You will then develop and present an ORIGINAL creation, choosing one of the four styles the exam board has selected for that year. You can present this as a solo or group performance, an audio recording or a project using Cubase/music technology.

YOU WORK ENTIRELY TO YOUR STRENGTHS.

Unit 3: Responding to a Commercial Brief

This is the final project you will submit in Year 11. It is an EXTERNAL assessment, which means it is completed in a certain amount of time in class and is then sent off to the examiner to be marked. The exam board will send you what they would like you to do and it will change each year. You can focus entirely on your strengths.

Catholic Character:
Determination, deliberation, attentiveness, Love of learning, self control, respect, honesty, resilience, confidence, compassion, reflection, humility

Assessment Availability - PSA

	Early October	Early December to end of January			Early March
Annual January/February Assessment Series	Release of PSAs for both internally assessed components	Moderation Submission of centre marks and sample of learner work deadline approx. December 15th			Results
	January	Mid-February	Early April to end of June	May	August
Annual May/June Assessment Series	Release of Set Task for Externally Assessed component	Release of PSAs for both internally assessed components	Moderation Submission of centre marks and sample of learner work deadline approx. May 1st	Submission deadline for External Assessment	Results

Map overview – component deadlines

	September - January		February - April	May - July
Year 1	Component 1 delivery		Component 1 Summative Assessment and internal marking	Component 2 delivery
	Component 3 delivery			
	September	October - December	January - May	
Year 2	Component 2 refresher	Component 2 Summative Assessment and internal marking	Component 3 External Assessment	
	Component 3 delivery			