Unit Overview: BTEC Tech award in Music Practice							
Half- Term:	AUT 1	AUT 2	SPR 1	SPR 2	SUM 1	SUM 2	**No of Lessons:**	**36 lessons approx**

Key Focus for Unit:
COMPONENT 1: EXPLORING MUSIC PRODUCTS AND STYLES
Weighting: 30%
What is the key knowledge being delivered?
What is the intent of this unit?

Component 1 focus:
Learning Aim B: Explore techniques used to make music products
Learners will investigate how music from a variety of genres is performed, created and produced

B1 Throughout Spring 1 and 2 learners will consider the impact of music for the purpose and intended audience it was created for, including
Live performance, Audio recording, composition for media, original composition, Digital Audio Workstation project (Bandlab/Cubase/Chrome Music Lab)
B2: Learners will take part in workshops, explore different techniques and listen critically/analyse theor own and others' music

Spring 1-2:
Week 1-2   Digital Portfolio completion
Week 3-4   Performance- impact on audience- Create a PP comparing three products (Music vid, Live performance, music recording) comparing
Week 5-13   Task 1: Plan for concert (create a programme) What will your role be and how will you rehearse? Draw up TT including enrichment
                       Task 2: Compose a piece of music using a riff/rhythmic idea that is repeated and contrasted lasting 60 mins
                       Task 3: Perform one piece of music (this can be in enrichment time)

Key Knowledge and Big Ideas:
*What **Powerful Knowledge** and **Big Ideas** are explored in this Unit?*
*How have these progressed from previous learning? What **gaps in knowledge** have you identified from **baselining** and how are the being closed?*

Performing on an instrument/voice as a soloist or part of an ensemble (Performing with accuracy, expression, awareness and sensitivity to others)
Exploring roles of performers/musicians within a variety of settings (conductor, band member, lead vocalist, backing vocalist, session musician etc)
Exploring techniques used in producing music eg mic placement, software instruments, MIDI/audio editing techniques
Composing: Using musical and non-musical starting points/developing and extending ideas/using repetition or contrast

The key skills pathway is exemplified in the Key Skills tracker

Knowledge from each KS3 topic is explicitly referenced through the knowledge organisers. To be developed: Key Skills booklet- What have I already learnt

Baseline testing will make explicit reference to this

Gaps in learning and in skills development will be addressed in Aut 1/2 and these will form the basis for lesson planning, including:

Sequencing of lessons

Retrieval practice based on low-stakes testing

Homeworks linked to Focus on Sound

Enrichment Choir/Steel Pans/Samba/Keyboard/Guitar

Fully-funded PP peri lessons in Voice/Guitar/Piano/Drums

What role are learners playing in their groups/in class? Are routines for learning, rehearsing and performing being embedded? Are learners engaged during break-out activities and able to work independently when prompted? How are learners' needs different and how to context sheets assist in planning for individual learners (eg Hap and SEND)?

Unit Assessment:
How will this unit be assessed?
What is the frequency of assessments – baselines etc?

Internally assessed through:

Marking of Digital portfolios (term 1-2)

Performance and rehearsal skills assessment (Filmed)

Composition assignment (recorded and marked)

Evidence MUST include video/audio portfolio with commentary that demonstrates learners' understanding of the different products and techniques used

Example: Create a Digital Portfolio of your three tasks

Explain what products/techniques you have studied (Give definition and examples of research eg youtube/spotify links)

Describe what skills you have developed in applying techniques (eg MIDI sequencing/composing using software, rehearsing within an ensemble)

Evidence your progress in audio/video format embedded into PP

Reflect on your learning

Key Skills Explored	Vocabulary Selected for DVI	Links to Previous Unit
	MIDI	Composing a MIDi drum/rhythm track (Learning Aim A)

Performing: developing expression and awareness of ensemble/role as a musician (Keyboard, Ukelele, Steel Pans, Guitar, Drums, Voice) **Listening: Identifying key elements and features from specific styles and genres** **Composing: Using ICT/Live instruments to create music with a specific intention/purpose**	**DAW** **Sequence** **Arrange** **Timbre** **Instrumentation** **Audio** **Edit** **Microphone** **Sample** **Loop** **Programme** **Orchestration**	**Performing a short piece during a workshop (learning Aim B)**
Links to Careers/Employability	**How does this unit prepare students for the next unit?**	
Performing as a group/ensemble Music Production Music journalism Music administration	Learning Aim 2: Music Skills Development	