|  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **Unit Overview: Y 11 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 2 focus: Developing practical, personal, technical and professional skills to be successful in the music industry**  **Reviewing progress and improving work**  **Creating original music, performing, music production**  **Sharing music using recording techniques and social media**  **Learners will develop TWO musical disciplines through engagement in practical tasks, while documenting their progress and planning for improvement**  Learning Aim A: Exploring professional and commercial skills for the music industry  Learning Aim B: Applying and developing musical skills and techniques  **Summer 1-2** | | | | | | | | | |
| **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 | | | | | | | | | |
| **Unit Assessment:**  *How will this unit be assessed?*  *What is the frequency of assessments – baselines etc?* | | | | | | | | | |
| **Internally assessed through:**  Marking of Digital portfolios from Component 1A (Week 1-2)  Marking of Digital portfolios and rehearsal logs 1B  Performance and rehearsal skills assessment (Filmed)  Composition assignment (recorded and marked)  Commentary assignment (timed written assignment during lesson time)  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** | | |
| **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** | | | **MIDI**  **DAW**  **Sequence**  **Arrange**  **Timbre**  **Instrumentation**  **Audio**  **Edit**  **Microphone**  **Sample**  **Loop**  **Programme**  **Orchestration** | | | | **Composing a MIDi drum/rhythm track (Learning Aim A)**  **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 | | | | | | |