

**Year: 10 Subject: MUSIC
IMPLEMENTATION**

<p align="center">INTENT</p> <p>BTEC Tech Award in MUSIC PRACTICE</p> <p><u>Context</u></p> <p>Component 1: <i>Develop broad understanding of musical styles and basic understanding of performance, composition and production.</i></p> <p>Component 2: <i>Reflect on skill level in performance, composition and production, set targets and track progress.</i></p>	<p align="center">Component 1</p> <p>Exploring Music Products and Styles. Internal assessment (9th September 2021 to 3rd February 2022)</p> <p>Learning Aim A</p> <p>Blog posts x 8 including audio clips (20 sec) of student responses to each style: 60s, 70s Disco, 80s Synth Pop, 90's Britpop, EDM, Film Music, Jazz, Samba</p> <p>Learning Aim B</p> <p>Three 30-60s examples of:</p> <ul style="list-style-type: none"> - Performance - Recording - Music for film - Composition / song writing - DAW project <p>Commentary and production notes for each including elements and music theory.</p> <p>Key Vocabulary: Genre, style, research, analyse, develop, performance, production, composition</p> <p>Prior Learning /LTM: Apply disciplinary knowledge of music genres and styles; develop performance skills and application of music production.</p> <p>Cultural Capital: Exploration of social, political and historical events connected to different musical genres.</p>	<p align="center">Component 2</p> <p>Music Skills Development Internal assessment (10th Feb 2022 to 7th October 2022)</p> <p>Learning Aim A</p> <p>Evidence of current practice and understanding of skills required.</p> <ul style="list-style-type: none"> - Workshop evidence - Artist case studies - Written evidence of understanding of techniques <p>Learning Aim B</p> <ul style="list-style-type: none"> • Skills audit in two areas (performance, composition or production) <p>Identify areas for development and create development plan with clear routines and technical exercises.</p> <ul style="list-style-type: none"> • Track progress over 3 or 4 months and provide video evidence at 6 milestones. - Rehearsal and practice footage - Screenshots - Diary entries - Teacher observation records - Photos <p>Final review of progress made.</p> <p>Key Vocabulary: Reflect, performance, production, composition, evidence, audit</p> <p>Prior Learning /LTM: Knowledge and understanding of performance skills, use of practice techniques, music production and compositional devices and recording (bandlab).</p> <p>Cultural Capital: Analysis and evaluation of own work; explore job roles within the music industry, health and safety protocol.</p>
<p>Performance Skills</p>	<p align="center">X</p>	<p align="center">X</p>
<p>Composition Skills</p>	<p align="center">X</p>	<p align="center">X</p>
<p>Theory Terminology</p>	<p align="center">X</p>	<p align="center">X</p>
<p>Genres and Styles</p>	<p align="center">X</p>	<p align="center">X</p>
<p>Origin and Culture</p>	<p align="center">X</p>	<p align="center">X</p>
<p align="center">IMPACT</p>	<p align="center"><u>Assessment:</u></p> <p align="center">Learning Aim A, Learning Aim B</p> <p align="center">Progression to KS5: BTEC LEVEL 3 (Nationals)</p>	<p align="center"><u>Assessment:</u></p> <p align="center">Learning Aim A, Learning Aim B</p> <p align="center">Progression to KS5: BTEC LEVEL 3 (Nationals)</p>

