**YEAR 11 BTEC Music**

**HALF TERM 4**

# MAGHULL HIGH SCHOOL – CURRICULUM MAP

| Unit: | Lesson 1-4 | Lesson 5 - 8 | Lesson 9 - 12 |
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| **LESSON TOPIC QUESTION(S) Unit 3: Responding to a Music Brief** | **Activity 2 – Create a Music Product**<br>**-Review of Performance / composition from previous half-term.**<br>**-Respond to feedback (teacher/peer/self)**<br>**-Development and refinement of performance and production skills.**<br>**-Completed development log to track progress** | **Activity 2 – Create a Music Product**<br>**-Refining performance or production for final submission**<br>**-Completing arrangements and structure of pieces**<br>**- Respond to feedback (teacher/peer/self)**<br>**-Development and refinement of performance and production skills.**<br>**-Completed development log to track progress** | **Activity 2 – Create a Music Product**<br>**-Final recording / export of assessment piece**<br>**- Respond to feedback (teacher/peer/self)**<br>**-Development and refinement of performance and production skills.**<br>**-Completed development log to track progress** |
| **Knowledge & Skills development** | • Continued development of genre research skills established in Component 1<br>• Continued development of performance / composition skills explored in Component 2<br>• Review and reflect on own practice<br>• Set achievable goals and targets<br>• Keep track of personal development through music log | | |
| **Assessment / Feedback Opportunities** | ***Formative Assessment***<br>Performances<br>Review of progress against targets<br>Verbal teacher and peer feedback | ***Summative assessment***<br>Final externally assessed performances | |
| **Key Vocabulary** | Riff, Hook, Chord sequence, Melody, Structure (verse, chorus), Dynamics, Instrumentation, Stylistic features | | |
| **Literacy/Reading opportunities** | Performance: How to Become a More Confident Performer by Noa Kageyama (https://bulletproofmusician.com/how-to-become-a-more-confident-performer/)<br>Composition: *The Pop Composers Handbook* by Brian Cole | | |
| **Cross Curricular Themes** | PE – Developing teamwork and team skills<br>Dance/Drama – The importance of performance and stage presence<br>The skills development aspect of this unit can be applied to any subject the student is studying | | |
| **Personal Development (Including British Values, RSE, Citizenship)** | • Students are required to be self-motivated and set themselves goals to work towards<br>• Students need to respect each other during performances | | |
| **Career Opportunities** | Music for media – video game/TV/Film composition<br>Performer | | |