YEAR 11 BTEC Music

HALF TERM 5

# MAGHULL HIGH SCHOOL – CURRICULUM MAP

| Unit: | Lesson 1-3 | Lesson 4 | Lesson 5 - 6 |
|---|---|---|---|
| **LESSON TOPIC QUESTION(S) Unit 3: Responding to a Music Brief** | **Activity 3: Individual Commentary on the creative process development and preparation**<br>**-Modelling responses and good practice**<br>**-Rationale of response**<br>**-Creation of draft Activity 3 response** | **Controlled assessment of Activity 3: Individual Commentary on the creative process** | **Final submission of work for external assessment:**<br>**-Activity 1 – Initial Response to the music brief (saved as PDF)**<br>**-Activity 2 – video/audio recording of music product**<br>**-Activity 3 – Commentary on your creative process (saved as PDF)**<br>**Completion of Exam Board paperwork and declarations** |
| **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>Draft Activity 3 document<br>Exit tickets<br>Review of progress against targets<br>Verbal teacher and peer feedback | ***Summative assessment***<br>Activity 3: Individual Commentary document | |
| **Key Vocabulary** | Riff, Hook, Chord sequence, Melody, Structure (verse, chorus), Dynamics, Instrumentation, Stylistic features | | |
| **Literacy/Reading opportunities** | BBC Bitesize guide to self-reflection as a musician (https://www.bbc.co.uk/bitesize/guides/zp7hb82/revision/1)<br>Post-Event Reflection: How to Bounce Back Stronger by Noa Kageyama (https://bulletproofmusician.com/the-performance-post-mortem-a-review-process-to-bounce-back-better-and-faster/) | | |
| **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 | | |