

# Coombeshead Academy

## Music BTEC Curriculum Overview

Year 9	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<b>Title:</b>	<i>Developing Entry Level Performance Skills</i>	<i>Developing Entry Level Compositional Skills</i>	<i>Developing Entry Level Performance Skills</i>	<i>Developing Entry Level Compositional Skills</i>	<i>Performance and Managing a Music Product ( Marketing)</i>	<i>Performance and Managing a Music Product ( Marketing)</i>
<b>Context:</b>	Students are given the skills to independently develop their solo and ensemble performance skills. Regular performances and feedback are a feature. Working with a variety of musicians and different music genres.	Students are given the skills to independently develop their solo and ensemble compositional skills. Regular performances and feedback are a feature. Working with a variety of musicians and different music genres.	Students are given the skills to independently develop their solo and ensemble performance skills. Regular performances and feedback are a feature. Working with a variety of musicians and different music genres.	Students are given the skills to independently develop their solo and ensemble compositional skills. Regular performances and feedback are a feature. Working with a variety of musicians and different music genres.	The central task features promoting a concert and marketing it. The students will learn how to market effectively through different formats. Students are given the skills to independently develop their solo and ensemble performance skills. Regular performances and feedback are a feature. Working with a variety of musicians and different music genres.	The central task features promoting a concert and marketing it. The students will learn how to market effectively through different formats. Students are given the skills to independently develop their solo and ensemble performance skills. Regular performances and feedback are a feature. Working with a variety of musicians and different music genres.
<b>Convention:</b>	Performance, feedback, working in a variety of genres.	Composition, feedback, working in a variety of genres.	Performance, feedback, working in a variety of genres.	Composition, feedback, working in a variety of genres.	Marketing research. Performance, feedback, working in a variety of genres.	Marketing research. Performance, feedback, working in a variety of genres.
<b>Links to AoS</b>	<b>Unit 2 – Music Product</b> <b>Unit 5 – Performance Skills</b> <b>Unit 6 - Recording</b>	<b>Unit 2 – Music Product</b> <b>Unit 5 – Performance Skills</b> <b>Unit 6 - Recording</b>	<b>Unit 2 – Music Product</b> <b>Unit 5 – Performance Skills</b> <b>Unit 6 - Recording</b>	<b>Unit 2 – Music Product</b> <b>Unit 5 – Performance Skills</b> <b>Unit 6 - Recording</b>	<b>Unit 1 – Music Industry</b> <b>Unit 2 – Music Product</b> <b>Unit 5 – Performance Skills</b> <b>Unit 6 - Recording</b>	<b>Unit 1 – Music Industry</b> <b>Unit 2 – Music Product</b> <b>Unit 5 – Performance Skills</b> <b>Unit 6 - Recording</b>
<b>Skill(s) Focus + Assessment:</b>	Performance	Composition.	Performance	Composition	Marketing research	Marketing research

Year 10	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<b>Title:</b>	<i>Unit 2: Managing a Music Product</i>	<i>Unit 2: Managing a Music Product</i>	<i>Unit 2: Managing a Music Product</i>	<i>Unit 6: Introduction to Music Recording</i>	<i>Unit 6: Introduction to Music Recording</i>	<i>Unit 6: Introduction to Music Recording</i>
<b>Context:</b>	The central task features promoting a concert and marketing it. The students will learn how to market effectively through different formats. Students are given the skills to independently develop their solo and ensemble performance skills. Regular performances and feedback are a feature. Working with a variety of musicians and different music genres.	The central task features promoting a concert and marketing it. The students will learn how to market effectively through different formats. Students are given the skills to independently develop their solo and ensemble performance skills. Regular performances and feedback are a feature. Working with a variety of musicians and different music genres.	The central task features promoting a concert and marketing it. The students will learn how to market effectively through different formats. Students are given the skills to independently develop their solo and ensemble performance skills. Regular performances and feedback are a feature. Working with a variety of musicians and different music genres.	The central task features making a live recording in the recording studio. Students will learn how to control and manipulate all aspects of the recording, editing and mixing process.	The central task features making a live recording in the recording studio. Students will learn how to control and manipulate all aspects of the recording, editing and mixing process.	The central task features making a live recording in the recording studio. Students will learn how to control and manipulate all aspects of the recording, editing and mixing process.
<b>Convention:</b>	Marketing research. Performance, feedback, working in a variety of genres.	Marketing research. Performance, feedback, working in a variety of genres.	Marketing research. Performance, feedback, working in a variety of genres.	Recording studio, performance and research.	Recording studio, performance and research.	Recording studio, performance and research.
<b>Links to AoS</b>	<b>Unit 2 – Music Product</b>	<b>Unit 2 – Music Product</b>	<b>Unit 2 – Music Product</b>	<b>Unit 6 - Recording</b>	<b>Unit 6 - Recording</b>	<b>Unit 6 - Recording</b>
<b>Skill(s) Focus + Assessment:</b>	Performance & Marketing.	Performance & Marketing.	Performance & Marketing.	Performing & Recording.	Performing & Recording.	Performing & Recording.

Year 11	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<b>Title:</b>	<i>Unit 1: The Music Industry</i>	<i>Unit 1: The Music Industry</i>	<i>Unit 1: The Music Industry</i>	<i>Unit 5: Performance Skills</i>	<i>Unit 5: Performance Skills</i>	<i>Unit 5: Performance Skills</i>
<b>Context:</b>	The central task features the students understanding the components of the music industry. The end product will be an external exam.	The central task features the students understanding the components of the music industry. The end product will be an external exam.	The central task features the students understanding the components of the music industry. The end product will be an external exam.	The central task features the students developing certain aspects of their musicianship. This will be assessed in a concert with appropriately selected repertoire.	The central task features the students developing certain aspects of their musicianship. This will be assessed in a concert with appropriately selected repertoire.	The central task features the students developing certain aspects of their musicianship. This will be assessed in a concert with appropriately selected repertoire.
<b>Convention:</b>	Music Industry research.	Music Industry research.	Music Industry research.	Performance, feedback, working in a variety of genres.	Performance, feedback, working in a variety of genres.	Performance, feedback, working in a variety of genres.
<b>Links to AoS</b>	<b>Unit 1 – The Music Industry</b>	<b>Unit 1 – The Music Industry</b>	<b>Unit 1 – The Music Industry</b>	<b>Unit 5 – Performance Skills</b>	<b>Unit 5 – Performance Skills</b>	<b>Unit 5 – Performance Skills</b>
<b>Skill(s) Focus + Assessment:</b>	Research & Understanding.	Research & Understanding.	Research & Understanding.	Performance development.	Performance development.	Performance development.