

# 2. CURRICULUM IMPLEMENTATION OVERVIEW PLAN

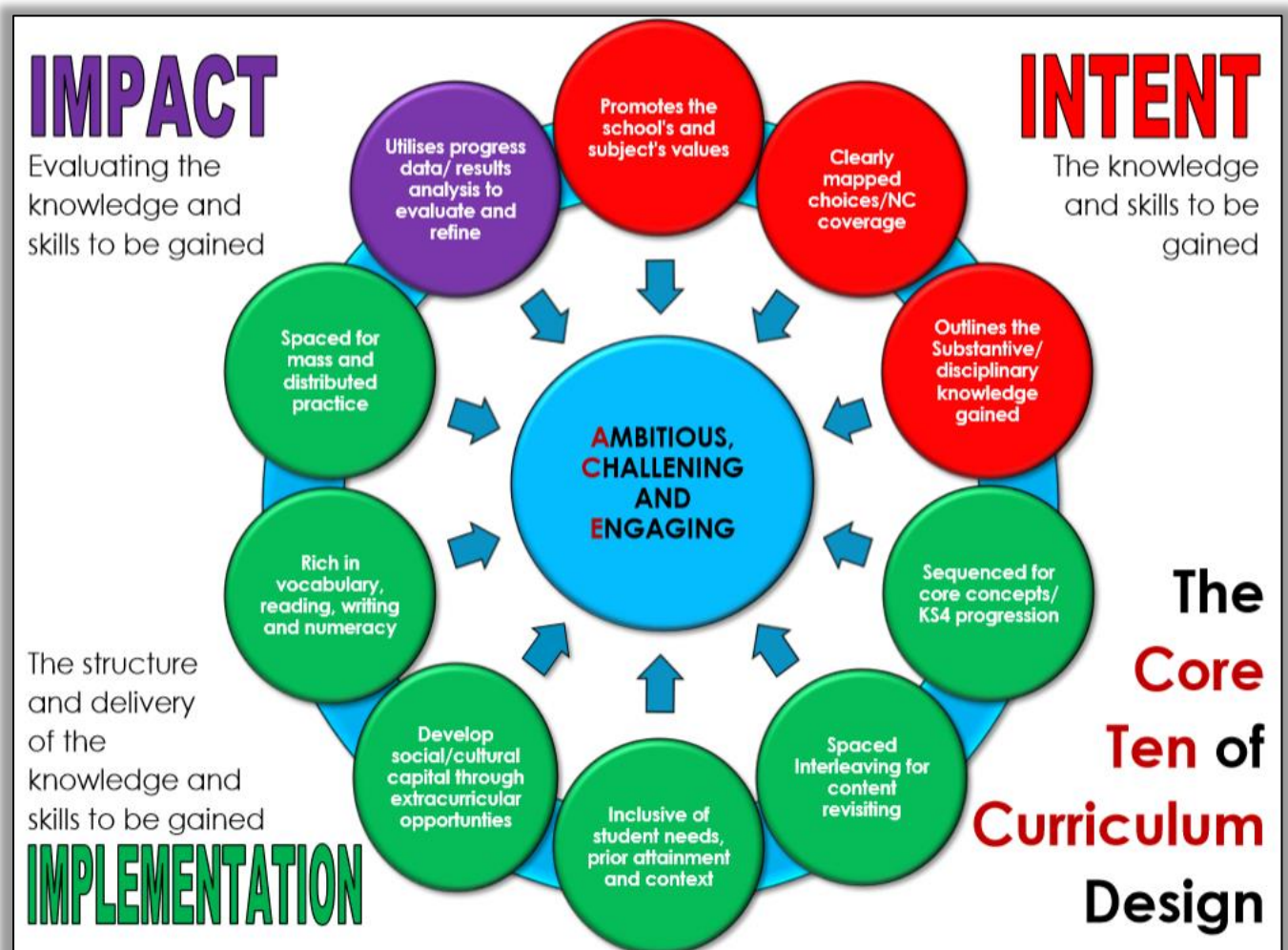
## Key Stage 4

Subject: BTEC First Award in Music

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Document(s) which inform this Curriculum Implementation are:

1. Curriculum Intent Overview Plan (KS4)

## THINKING PROCESS - CURRICULUM IMPLEMENTATION OVERVIEW PLAN – KS4

### IMPLEMENTATION – SEQUENCING AND PRACTICE

**How are your topics sequenced below so as to ensure the following:**

- key concepts are ordered and taught, so as to support progression to more challenging material
- content and concepts ordered to support progression from KS3 and to KS5
- topics are spaced between unrelated topics, to allow thinking time; then revisited and furthered
- mass practice (end of topic assessments) are used to evaluate the knowledge and skills gained
- distributed practice (mini assessments) are used where content/topics are reassessed in shortened versions, at later spaced out intervals

YEAR		Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
<b>10</b>	<b>Unit/Topic</b>	Unit 5 Introducing Music Performance Wider Listening	Unit 5 Introducing Music Performance Unit 4 Introducing Music Composition	Unit 4 Introducing music composition Unit 1 The Music Industry	Unit 4 Introducing Music Composition Unit 1 The Music Industry	Unit 1 The Music Industry Unit 2 Managing a Music product	Unit 2 Managing a Music Product
	<b>Specification/ Assessment Objective</b>	Learning repertoire Expand musical knowledge and vocabulary through discussion	Assessment of performance skills Study and explore different composition techniques	Assignment 1 Create 4 contrasting Ideas <u>EXAM</u> 1 <sup>st</sup> attempt of an exam paper (baseline)	Introduce development techniques Job Roles and Responsibility Organisations	Exam paper techniques <u>EXAM</u> Unit 4 - Assignment 2 Develop and finalise composition <u>EXAM</u> Helping out with organisation of a summer showcase to develop insight and own skills	Assessment + Review summer showcase and relate to own skills and interest. Unit 4 - Assignment 2 Develop and finalise composition <u>EXAM</u>
	<b>Powerful Knowledge</b>	Know how to work as part of an ensemble Knowledge of a variety of musical styles as well as 'classic' pieces of music from a range of periods	Target setting and how to review own skills Dare to commit to strange ideas and thought and find ways to make them work	Work to a brief and a deadline Employment rules/regulations and organisations creating these	Exploring ways to develop initial ideas Job roles and responsibilities	Problem solving in the exam (Section B + C) Assist in planning and hosting an event learning what is required	Assist in planning and hosting an event learning what is required
	<b>Mass Practice</b>		Unit 5/2 - Performance Y11 show/Christmas showcase (baseline) Unit 4 – composition brief to assess ability (baseline)	Unit 1 - Baseline Unit 4 – Assignment 1		Unit 1 - EXAM Unit 4 – Assignment 2	Unit 4 – Assignment 2 Unit 2 – baseline/prep
	<b>Distributed Practice</b>	Skill levels are discussed during rehearsal (individual)	Exam questions as homework task to prepare for exam	Exam questions as homework task to prepare for exam	Exam questions as homework task to prepare for exam	Ability and interest relating to showcase is trialled.	

<b>What are the key concepts to be covered?</b>	Composition techniques for Unit 4 – planning, developing, extending and realising a composition Develop understanding of the Music Industry from Job Roles and Responsibilities to working conditions. Team work both as ensembles and planning tasks, create sense of community and responsibility
<b>What prior knowledge, at KS3, are you assuming they have?</b>	Students have used DAW, created small compositions in a variety of styles using simple compositional techniques. They have explored the sounds and use of a variety of instruments and is open minded when it comes to musical styles used for compositions work. They are becoming independent learners with a sense of responsibility for their contribution to the work created by a class/group.
<b>What knowledge do they need to have a successful start to Year 11?</b>	Students need to be able to take responsibility and understand the roles and responsibilities of people participating in creating a showcase. They have developed an understanding of their own strengths and weaknesses and are able to set target to ensure deadlines are met. This includes using rehearsal time well both in and out of school.
<b>How are topics spaced between unrelated topics?</b>	In BTEC Music students are working through assignments. Unit 1 is a written exam about the Music Industry and students will be introduced to small sections of knowledge needed. This knowledge will be turned into practical activities in Year 11 when Unit 2 is introduced. Unit 4 is introducing Musical Compositions and the Learning Aims are set out in a way that creates layers of learning from initial ideas over development of ideas to a final product. At the start of Y10 students will be introduced to the skills needed for Unit 3/5. This enables them to continue develop skills in the area of their interest in their own time. This will give them a stronger starting point when assignment work begins. Students will be taught skills but once the assignment is set, they have to work independently until the deadline

<b>11</b>	<b>Unit/Topic</b>	Unit 2 Managing a music product Unit 4 Introducing Music Composition	Unit 2 Managing a music product Unit 1 Music Industry	Unit 5 Music performance Unit 3 Live Sound	Unit 5 Music performance Unit 3 Live Sound	Opportunity to resubmit Unit 2, 5, 3	
	<b>Specification/ Assessment Objective</b>	Assignment 1 PR Assignment 2 Show Assignment 3 Present your composition	Assignment 2 Show Assignment 3 Review  Resitting in January	ASSIGNMENT WORK Students are working on individual assignment based on their skill base	ASSIGNMENT WORK Students are working on individual assignment based on their skill base	A window to resubmit assignments of the year before end of school.	
	<b>Powerful Knowledge</b>	Show they can plan, develop and run an event as a team	Using knowledge: plan, develop and run an event as a team. Afterwards they review their contribution	How to rehearse, develop and perform music Learn how to set up a PA system and provide live sound for performers	Rehearse, develop and perform music Learn how to set up a PA system and provide live sound for performers	Show they can plan, develop and run an event as a team	

<b>Mass Practice</b>	Assignment Briefs Unit 2 – students are planning and developing a showcase	Assignment Briefs Unit 2 – students are presenting their showcase and reviewing their work	Assignment Briefs Unit 3 – Health and Safety in Live Sound Unit 5 – select repertoire, create and follow rehearsal plan	Assignment Briefs Unit 3 – Research and selection of equipment Unit 5 – Develop performances and complete audition	Resubmission opportunity for Unit 2, 3, 5	
<b>Distributed Practice</b>	Exam questions as homework task to prepare for resits	Exam questions as homework task to prepare for resits				
<b>What are the key concepts to be covered?</b>	<p>Develop understanding of the Music Industry from Job Roles and Responsibilities to working conditions. These skills are now being put into practise as part of Unit 2.</p> <p>Skill to work as a team with a common goal, create sense of community and responsibility</p> <p>Planning, target setting, rehearsal techniques, understanding and use of technical equipment to enhance and present performances both from performers and technicians.</p> <p>Ability to work as an independent learner identifying strengths and weaknesses and ask for support when needed.</p>					
<b>What knowledge do they need to have a successful start to Year KS5?</b>	<p>Students need to be confident using the equipment that is relevant for their area in Music/Music Technology. They need to have access and support to work independently using equipment in studio, control room and practice rooms. Students need to be able to identify their own strengths and weaknesses and set up strategies reg. how improvements are to be made.</p> <p>(To access A-level Music students will need support to gain Grade 5 theory knowledge either through instrumental tuition or after school)</p>					
<b>How are topics spaced between unrelated topics?</b>	<p>In Year 11 students are working through two big units. Unit 2 allows instrumentalist to focus on their performances and technicians to develop their skills in Live Music. This could support their work in the following individual unit (Unit 3 or 5) but is not a necessity.</p> <p>Students will be taught skills but once the assignment is set, they have to work independently until the deadline.</p>					

## IMPLEMENTATION – STUDENT NEEDS AND SUPPORT

### How is student learning supported below so as to ensure the following:

- extracurricular/career opportunities which develop social and cultural capital
- key vocabulary, reading, writing and numeracy opportunities
- support for SEND and students with Low Prior Attainment, as well as challenge for students with High Prior Attainment

YEAR	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6	
10	Social/ Cultural Capital	Music and Music Tech clubs open to all students throughout the year. BTEC students are invited to help run these clubs. Instrumental tuition open to all students throughout the year (FSM students get free tuition)					
		Y11 Showcase (invite or audition)  Wider listening – introducing students to a variety of styles and taking time to discuss the music.	Christmas Showcase (open to all year groups)	Annual Production BTEC students are invited to help with band/tech  Unit 1 prepares students for life at work ex. Contracts, union, H&S	Invite composer to talk to group (depending on availability)  Working on product for client with clear deadline	BTEC students assist PA staff in running the upcoming showcase – introduction to event management + job roles.	Trip to London (open to all year groups)  Summer Showcase (open to all year groups)
	Tier 2/3 Vocabulary	Practise/practice, rehearsal, log, target, instrument, solo, ensemble, independent, performance, stage presence, polish	Unit 1: organisations, production, promotion, publishing, broadcasting, marketing, distribution, service companies, agency, industry, H&S, contract – full-time, part-time, freelance, career, interrelate Job titles such as MD, A&R, sound technician  Unit 4: Pleasure, profit, respond, appropriately, timescale, contrasting, extend, develop, shape, client, clarity, communication, conventions, flair, skilful, selection, accuracy, Composition, portfolio, compositional techniques, motif, chord progression, rhythmic, melodic, harmonic, brief, stimuli, starting point, DAW, shaping techniques, standard notation, tab, graphic notation, lead sheet, chord chart				
	Reading	Further reading reg some of the music played					Research PR material
	Writing	Review performance skills and target setting	Short description of thoughts behind compositions and choices made.	Composition log Objective questions, short answer questions	Develop extended writing to include justification and references		Create PR material
	Numeracy						

	<b>How does the PoS support students with SEND needs?</b>	The expectations of the course encouraging independent work enable tutor to work more closely with individual students. Students are able to work to their strengths and target areas for progress at their individual level. There is no expectation of work being completed as written tasks which means composition logs can be submitted as recordings or vlogs. The written exam does at times require support for scenarios to be read out but extended writing encourages opinions rather than memorised quotes. Students are introduced to these questions through discussions before learning to commit in writing.				
	<b>How does the PoS support students with low prior attainment/challenge those with high prior attainment?</b>	The course is focusing on students' skill within the Music Industry either as composers, performers or sound/recording technicians. Students are encouraged to receive instrumental tuition and take part in clubs/showcase/productions to develop their skill level further. Due to the encouragement of PLT within the qualification students are able to work at the highest level accessible to them. This may vary depending on the focus of the unit taught eg. a good performer is not necessarily a good composer.				
	<b>How does the PoS offer contextual content appropriate to Amington students?</b>	Amington students are often self-taught musicians with little musical theory knowledge. This PoS enables them to be credited for development of their performances no matter what their starting point is. Amington students, in general, have low self-esteem and shy away from public performances and showing what they are capable of. This PoS supports them in gaining confidence by presenting work they feel confident about. Students can choose to be on stage, behind the stage or FoH and still be credited for their contribution. They are encouraged to work independently both in teams and individually and this helps them build confidence in their own abilities which, hopefully, will be evident in other areas of their life.				
	<b>Social/Cultural Capital</b>	Music and Music Tech clubs open to all students throughout the year. BTEC students are invited to help run these clubs. Instrumental tuition open to all students throughout the year (FSM students get free tuition)				
11		<u>BTEC Music Showcase (exam)</u> Experience the responsibility of planning and running a successful charity event. Justify selection and communicate with charity <u>Christmas showcase</u> (open to all year groups)	Annual production (Open to all year groups)	Trial audition (exam)		<u>Summer showcase</u> open to all year groups <u>Amington Fete</u> - invited to showcase exam pieces
	<b>Tier 2/3 Vocabulary</b>	Unit 2: plan, deliver, develop, purpose, allocation, logistical, preparation, personal management, timescale, deadline, milestone, success criteria, Justify, explain, describe, identify, considered decision, insightful, sustained, reference, imaginative, artistic intention,	Unit 3: live, requirements, review, adjust, hazard/risks, manual handling, visual, inventory, adhering, technical, organisational, analyse, potential, specify, reduce Sound engineer, roadie, monitor engineer, backline, front of house (FOH), amplification, audience, monitor, rigging/de-rigging, sound reinforcement, microphone types, DI boxes, PA, PAT, PPE, pressure le, crew, sound check, monitor mix			

	repertoire, equipment, promotional pack, setlist, booking sheet		Unit 5: confidently, perseverance, discipline, preparation, practise/practice, rehearse, polish, review, physical, receive, constructive, feedback, competent, qualitative judgements, sustain Audition, concert, rehearsal, proficiency, expression, interpretation, peripatetic, techniques, warm-up, accompaniment, interaction, intonation, pitch, stylistic qualities.			
<b>Reading</b>	Research industry practise		Research instrumental techniques Research H&S			
<b>Writing</b>	Create promotional material		Rehearsal logs Plans/list for show	Rehearsal logs Plans/lists for show		
<b>Numeracy</b>	Creating and using a budget Profit margin					
<b>How does the PoS support students with SEND needs?</b>	<p>The expectations of the course encouraging independent work enable tutor to work more closely with individual students. Students are able to work to their strengths and target areas for progress at their individual level. There is no expectation of work being completed as written tasks which means composition logs can be submitted as recordings or vlogs.</p> <p>Some SEND students find the assignment expectations easier to work with as units can be completed in manageable tasks with clear deadlines before moving onto the next unit. Some students will need support to manage their time in order to meet the deadlines.</p>					
<b>How does the PoS support students with low prior attainment/challenge those with high prior attainment?</b>	<p>The course is focusing on students' skill within the Music Industry either as composers, performers or sound/recording technicians. Students are encouraged to receive instrumental tuition and take part in clubs/showcase/productions to develop their skill level further.</p> <p>Due to the encouragement of PLT within the qualification students are able to work at the highest level accessible to them. This may vary depending on the focus of the unit taught eg. a good performer is not necessarily a good composer.</p>					
<b>How does the PoS offer contextual content appropriate to Amington students?</b>	<p>Amington students are often self-taught musicians with little musical theory knowledge. This PoS enables them to be credited for development of their performances no matter what their starting point is.</p> <p>Amington students, in general, have low self-esteem and shy away from public performances and showing what they are capable of. This PoS supports them in gaining confidence by presenting work they feel confident about. Students can choose to be on stage, behind the stage or FoH and still be credited for their contribution.</p> <p>They are encouraged to work independently both in teams and individually and this helps them build confidence in their own abilities which, hopefully, will be evident in other area of their life.</p>					
<b>How does the Implementation Plan meet the ACE curriculum design?</b>						
<b>Ambitious</b>	Students are encouraged to take risks and follow them through to create a successful outcome. They are given the opportunity to take on job roles in a manner expected of a professional.					

<b>Challenging</b>	Students are pushed out of their comfort zone and has to rely on their own skill set as well as the skills of their fellow students. During Assignments the tutor will take on the role of a facilitator leaving students with the responsibility to ask questions and make the right decisions.
<b>Engaging</b>	The Assignments are written to suit the skill set of each group of students. Students are being given responsibility for gaining the skills needed and their opinion is valued both in discussions and decision making.

**What are the current strengths of the Implementation Plan?**

The main strength is the close relation to work life as well as the opportunity to make the Assignments fit the students taking the course. Non-musicians are able to follow a Music Tech route instead of a focus on performance. Students are not required to play music at a specific level which means self-taught students are able to succeed as musicians on this course as well.

Students are empowered and feel they are responsible for the outcome. They are not being lectured but encouraged to engage in discussion, conversations as well as model their own ideas both when composing, performing and planning events.

This is an active course which informs the future choices of our students even if they choose not to work in the music industry.

**What specific actions have to be taken in response to the above? Please consider:**

- Core concept changes;
- Space interleaving changes;
- Modifications to ensure an ACE curriculum design;
- CPD for teachers in your subject area;
- Additional research you have to consider as part of this review.

A performing Arts Technician is needed to ensure students have access to the technical resources required for access to the higher grades in this PoS. Due to their age (>18) H&S regulations do not allow students to work unsupervised in the recording studio and the projection room.

New Tech Award may be the only option for BTEC Music from September 2023. This will mean a rethink of what will be offered as it is less industry focused and more performance based. This will impact non-musicians with an interest in Music Technology. AHM has already attended Pearson training reg. transition to the BTEC Tech Award and has begun exploring other options such as RSL and Eduquas GCSE.

Ensure tutor and PA technician stay up to date with changes and develop ways to ensure the course is in line with current working practises in the Industry. This is especially relevant in the wake of the Covid-19 closures.

AHM will continue offering her services as SV for Pearson but will also explore opportunities to work closer with other centres offering BTEC Music (Initial call out made through Entrust working group)

Explore how well this course informs KS5 options.