



## Curriculum Overview 2023 2024 BTEC Music Performance (Extended Certificate)

### Performing Arts Department

Department	BTEC Performing Arts
Head of Department	Miss Tarrant
Department Members	Ms Hadok-Quadrio Miss McConnell Miss Wheeler (mat leave) Mrs Patching (mat leave)
Accommodation and Resources	3 specialist rooms 3 practice rooms Performance hall 4 staff iPads 3 student iPads

<b><u>Curriculum Intent</u></b>	<p>At the end of BTEC Music, a student who has completed the course will be able to take pride in their performances and have confidence in their theoretical subject knowledge. The students will be supported to take creative risks and will be able to support their peers to do the same.</p> <p>They will be aware of the many skills needed to be a competent musician, and will be able to accurately identify how to improve their technical skills. They are strong independent performers with a comprehensive and broad subject knowledge.</p> <p>Students will study units based on music theory, solo and ensemble performance, and professional industry practice.</p>
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### Curriculum Implementation

#### Key Stage 5:

#### What my child will learn in Year 12

Year 12	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
<b>Unit Title</b>	Unit 1: Practical Music Theory & Harmony	Unit 1: Practical Music Theory & Harmony	Unit 1: Practical Music Theory & Harmony	Unit 2: Professional Practice in the Music Industry	Unit 2: Professional Practice in the Music Industry	Unit 3: Ensemble Performance (mock)



<b>Previous knowledge recalled</b>	Styles of performance, practical performance experience, music theory knowledge.	Styles of performance, practical performance experience, music theory knowledge.	Styles of performance, practical performance experience, music theory knowledge.	Experiential learning from previous concerts/performances.	Exploring the practical elements of performance management	Styles of performance, practical performance experience, music theory knowledge.
<b>New Knowledge</b>	Chord scale theory  Chord progressions  Melodic construction	Chord scale theory  Chord progressions  Melodic construction	Chord scale theory  Chord progressions  Melodic construction	Exploring the practical elements of performance management	How to answer exam questions, understanding the skills in responding to a brief.	Ensemble skills, designing a set list, and preparing for live performance with more independence.
<b>Key Knowledge Assessment</b>	A Examine the signs and symbols used in musical notation. Assessment is the presentation which is the culmination of Learning Aim A.	B Explore the application of melodic composition based on musical elements C Explore the application of chords and cadences for composition or arrangement. Pieces for assessment include composing chord progressions to a given melody; composing a melody to given chord progressions.	D Produce correct musical notation for performance. Assessment objectives are to arrange an existing piece for an ensemble (including transcribing instruments).	AO1 Understand the importance of professional practice in the music industry AO2 Understand operational requirements relevant to specific music industry organisations and practices AO3 Demonstrate the ability to apply the skills required for working in the music industry AO4 Demonstrate the requirements for professional presentation of ideas AO5 Evaluate the skills and knowledge needed for professional roles in the music industry	Completion of Unit 2 Exam.	Exploring unfamiliar styles through listening exercises and practical exploration; culminating in demonstrating these skills on their chosen instrument.
<b>Links to literacy and numeracy</b>	Students need to research and write about music theory and present their findings. Discussion of musical elements including melody,	Students need to research and write about music theory and present their findings. Discussion of musical elements including melody,	Transposing (numeracy), lyrical writing (literacy). Students will manipulate harmonic elements as well as lyrical	Students need to research and write about music theory and present their findings. Discussion of musical elements including melody,	Research and write about music industry practice; present findings. Discussion of industry specific terms based on interpretation of	Explore the history and origins of different musical styles. Discussion of industry specific terms based on interpretation of



	harmony, dynamics, tempo, instrumentation, rhythm, and structure.	harmony, dynamics, tempo, instrumentation, rhythm, and structure.	phrases.	harmony, dynamics, tempo, instrumentation, rhythm, and structure.	a brief.	a brief.
<b>Extra-Curricular opportunities</b>	<ul style="list-style-type: none"> <li>Choir, Samba Band, Orchestra, Dance and Drama clubs all take place weekly and all students in key stage there are welcome to join any of these groups.</li> <li>Trips/visits and discounts for young patrons so students can explore a variety of different performances</li> </ul>					
<b>Links to careers/aspirations</b>	<ul style="list-style-type: none"> <li>Watching professional performances</li> <li>Students will develop confidence in public speaking</li> <li>Learning to make judgements and developing explanations of directorial decisions</li> </ul>					
<b>Links to our Fulston FAMILY values</b>	<p>Fortitude: mental resilience</p> <p>Ambition: producing professional-quality performances</p> <p>Mindful: peer reviewing in a sensitive but realistic way</p> <p>Integrity: appropriate use of self-directed time</p> <p>Leadership: directing, choreographing, and organising performances</p> <p>Young Citizens: taking lead on performances, mentoring younger students</p>					

### What my child will learn in Year 13?

Year 13	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
Unit Title	Unit 6: Solo Performance	Unit 6: Solo Performance	Unit 6: Solo Performance	U3: Ensemble Music	U3: Ensemble Music	Completion of Course
Previous knowledge recalled	Styles of performance, musical theory, chord scale theory	Styles of performance, musical theory, chord scale theory	Styles of performance, musical theory, chord scale theory	Styles of performance, musical theory, chord scale theory	Styles of performance, musical theory, chord scale theory	
New Knowledge	Rehearsal techniques and reflection	Performance preparation and repertoire selection	Repertoire selection and performance	Rehearsal techniques and reflection	Performance preparation and repertoire selection	
Key Knowledge Assessment	A Explore the skills required for a solo performance B Develop skills for a solo performance	B Develop skills for a solo performance C Carry out a solo performance (mock exam).	B Develop skills for a solo performance C Carry out a solo performance.	AO1 Demonstrate knowledge and understanding of the skills needed for rehearsals and ensemble performance AO2 Demonstrate knowledge and understanding of how to interpret an original musical piece	AO1 Demonstrate knowledge and understanding of the skills needed for rehearsals and ensemble performance AO2 Demonstrate knowledge and understanding of how to interpret an original musical piece	



				AO3 Apply skills and techniques when contributing to an ensemble during rehearsal and performance AO4 Be able to contribute towards a performance as part of an ensemble AO5 Be able to reflect and make connections between responding, planning, rehearsal and performance	AO3 Apply skills and techniques when contributing to an ensemble during rehearsal and performance AO4 Be able to contribute towards a performance as part of an ensemble AO5 Be able to reflect and make connections between responding, planning, rehearsal and performance	
Links to literacy and numeracy	Rehearsal reflection and planning	Rehearsal reflection and planning	Rehearsal reflection and planning	Rehearsal reflection and planning	Rehearsal reflection and planning	
Extra-Curricular opportunities	<ul style="list-style-type: none"> <li>Choir, Samba Band, Orchestra, Dance and Drama clubs all take place weekly and all students in key stage there are welcome to join any of these groups.</li> <li>Trips/visits and discounts for young patrons so students can explore a variety of different performances</li> </ul>					
Links to careers/aspirations	<ul style="list-style-type: none"> <li>Watching professional performances</li> <li>Students will develop confidence in public speaking</li> <li>Learning to make judgements and developing explanations of directorial decisions</li> </ul>					
Links to our Fulston FAMILY values	<p>Fortitude: mental resilience</p> <p>Ambition: producing professional-quality performances</p> <p>Mindful: peer reviewing in a sensitive but realistic way</p> <p>Integrity: appropriate use of self-directed time</p> <p>Leadership: directing, choreographing, and organising performances</p>	<p>Fortitude: mental resilience</p> <p>Ambition: producing professional-quality performances</p> <p>Mindful: peer reviewing in a sensitive but realistic way</p> <p>Integrity: appropriate use of self-directed time</p> <p>Leadership: directing, choreographing, and organising</p>	<p>Fortitude: mental resilience</p> <p>Ambition: producing professional-quality performances</p> <p>Mindful: peer reviewing in a sensitive but realistic way</p> <p>Integrity: appropriate use of self-directed time</p> <p>Leadership: directing, choreographing, and organising</p>	<p>Fortitude: mental resilience</p> <p>Ambition: producing professional-quality performances</p> <p>Mindful: peer reviewing in a sensitive but realistic way</p> <p>Integrity: appropriate use of self-directed time</p> <p>Leadership: directing, choreographing, and organising</p>	<p>Fortitude: mental resilience</p> <p>Ambition: producing professional-quality performances</p> <p>Mindful: peer reviewing in a sensitive but realistic way</p> <p>Integrity: appropriate use of self-directed time</p> <p>Leadership: directing, choreographing, and organising</p>	<p>Fortitude: mental resilience</p> <p>Ambition: producing professional-quality performances</p> <p>Mindful: peer reviewing in a sensitive but realistic way</p> <p>Integrity: appropriate use of self-directed time</p> <p>Leadership: directing, choreographing, and organising</p>



	<p>Young Citizens: taking lead on performances, mentoring younger students in recommended extracurricular activities</p>	<p>performances</p> <p>Young Citizens: taking lead on performances, mentoring younger students in recommended extracurricular activities</p>	<p>performances</p> <p>Young Citizens: taking lead on performances, mentoring younger students in recommended extracurricular activities</p>	<p>performances</p> <p>Young Citizens: taking lead on performances, mentoring younger students in recommended extracurricular activities</p>	<p>performances</p> <p>Young Citizens: taking lead on performances, mentoring younger students in recommended extracurricular activities</p>	<p>performances</p> <p>Young Citizens: taking lead on performances, mentoring younger students in recommended extracurricular activities</p>
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### Impact Statement

Students who study BTEC Music Performance at Fulston Manor will be able to perform, compose, and analyse music to a high level. In addition to this, students will gain valuable insight into the industry standards expected in many live music workplaces. Throughout the course, students will be exposed to a wide range of musical styles and artists to expand their creative horizons; and explore different elements of music history.