



Departmental Schemes of Work

Curriculum Intent: “To educate each and every unique child in our care to hear and respond to what God calls them to be”.

KS4 Music



Galatians 6:9

Let us not become weary in doing good, for at the proper time we will reap a harvest if we do not give up.

KS4 Music Scheme of Work Overview (See Pearson BTEC Level 1/Level 2 2013 specification for further detail)

Sequencing of topics	Year 9 Unit 5 Introducing Music Performance Unit 1 The Music Industry	Year 10 Unit 1 The Music Industry Unit 2 Managing a music product	Year 11 Unit 1 The Music Industry Unit 3 Live sound Unit 5 Music performance	
Calendared assessments	Assessment will be completed in line with the BTEC assessment calendar			
Careers Links	<ul style="list-style-type: none"> ✓ Musician ✓ Composer/Song Writer ✓ Record Producer ✓ Conductor ✓ Live Sound Technician ✓ Roadie 	<ul style="list-style-type: none"> ✓ Instrument Technician ✓ Artistic Manager ✓ Venue Manager ✓ Studio Manager ✓ Promoter ✓ Marketer 	<ul style="list-style-type: none"> ✓ A&R ✓ Sound Engineer ✓ Session Musician ✓ Mastering Engineer ✓ Manufacturer ✓ Music Journalist/Blogger 	<ul style="list-style-type: none"> ✓ Broadcaster ✓ Software Programmer/App Developer ✓ DJ ✓ Retailer ✓ Distributer
Personal Development <i>(Cross curricular, Jesuit Values, SMSCV, cultural capital)</i>	<p>Cross curricular links can be made with: English (answering 8 mark questions) abbreviations Business studies: Business models, hierarchy and job roles SJW Values are incorporated throughout lessons and during trips and visits.</p> <ul style="list-style-type: none"> • Prophetic and Intentional – Do I remember my role in the wider world? • Attentive and Discerning –How to use my body for performance? • Eloquent and Truthful – What benefits do humans have? What responsibilities do humans have to each other and the planet when creating Music? <p>SMSCV: vocational scenarios for all assignments, going out into the community to local primary schools and inviting them in for a concert as appropriate. Cultural capital: prestigious venues and skilled instrumentalists, time with peripatetic teachers</p>			
Progression model	What knowledge will pupils develop? (Including key terminology)		What skills will pupils develop? (Including literacy & Numeracy)	
	<p><u>Unit 1: The Music Industry</u> A) understand different types of organisations that make up the music industry B) Understand job roles in the music industry. This unit is externally assessed through a one-hour written paper, which is sat under exam conditions.</p> <p>For learning aim A, pupils will be introduced and guided to explore the wider world of the music industry than that with which they may be currently familiar. The industry consists of many different organisations and agencies. This learning aim allows learners to explore and hopefully meet representatives of these organisations. Another focus is venues and where possible a venue should be visited.</p>		<p><u>Unit 1 examination unit:</u> Literacy including definitions and use of key terminology, extended writing questions, description and explanation.</p> <p><u>Units 2 3 and 5 coursework units:</u> independent research and study skills, group work to put on an event including team tasks, planning, evidence, review, time management, organisation and meeting deadlines.</p>	

For learning aim B, pupils will be guided to recognise the roles and responsibilities of those employed and working in the music industry. In many cases this may be covered by visits to facilities and meeting music industry representatives. However, it may also need to be backed up with written and documentary work in class.

Unit 2 Managing a Music Product:

- A) plan, develop and deliver a music product
- B) promote a music product
- C) review the management of a music product.

Pupils will be assessed through one assignment with individual tasks to cover each learning aim.

Pupils will investigate and research Music promotion taking on a wider view requiring pupils to stretch their creativity and address the business side of the music industry more thoroughly. Pupil evidence will be through paper based tasks but pupils will also have the opportunity to submit audio and video evidence.

Unit 3 Introducing Live Sound:

- A plan for a live music event
- B demonstrate understanding of health and safety
- C set up and use live music systems.

Pupils will be given several opportunities to offer PA services to several different events in school. Including but not limited to assemblies, awards evening, services, mass etc.. Pupils will be offered chance to install and operate live sound equipment across the musical spectrum – for example, choir concerts, classical concerts or solo recitals as the school calendar allows.

Unit 5 Introducing Music Performance:

- A develop your music performance skills and review your own practice
- B use your music performance skills within rehearsal and performance.

Pupils will be familiar with the concept of performance; they will also be familiar with the concept of practice. What they may not have done is to

	<p>have considered exactly what to do when practising, or actively thought about target setting. This unit will give pupils the chance to engage specifically with the practice technique, and also to develop their own performance skills.</p> <p>Pupils will be challenged individually through this unit as it is about their instrument skill, their rehearsals, their improvements. Pupils will be challenged to be less self-conscious. Pupils will be exposed to examples of performances that are in need of improvement</p> <p>Pupils will be recorded regularly showing improvements made and where pupils need to focus their next rehearsal.</p>	
<p>Development homework</p>	<p>Unit 1 example: Job role research, learn abbreviations, revision videos Unit 2 example: Complete diary/rehearsal log of evidence towards the event Unit 3 example: Research into different sound techniques and equipment Unit 5 example: Complete diary/rehearsal log of evidence towards improving own instrumental skills</p> <p>Career Pathways Research:</p> <ul style="list-style-type: none"> ✓ Conductor- https://www.connollymusic.com/stringovation/career-path-to-become-a-conductor ✓ Live Sound Technician - https://nationalcareers.service.gov.uk/job-profiles/live-sound-engineer ✓ Music Therapist- https://nationalcareers.service.gov.uk/job-profiles/music-therapist#:~:text=Career%20path%20and%20progression,therapists%20or%20music%20therapy%20unit. ✓ Mastering Engineer- https://www.careersinmusic.com/mastering-engineer/ ✓ Software Programmer/App Developer- https://www.prospects.ac.uk/job-profiles/sound-designer 	