Curriculum Overview

SUBJECT:	MUSIC (BTEC)	YEAR:	10
INTENT:	Give learners opportunities to link education and the world of work in engaging, relevant and practical ways. Support learners' development of transferable interpersonal skills, including working with others, problem solving, independent study and personal, learning and thinking skills. Give learners a route through education that has clear progression pathways to further study or an Apprenticeship.		

UNITS OF WORK

Component 1: Exploring Music Products and Styles, (Internal Assessment)	Component 2: Music Skills Development (Internal Assessment)

Key Knowledge/Development	Key Skills Development	Assessment
• Perform with confidence • Develop music performance skills and review own practice • Evaluate and critically review personal progress in relation to music performance. • Design and implement steps to improve musical development • Create music products showing awareness of industry practice • Review, evaluate and advise within musical contexts using key music industry knowledge	• Play and perform confidently in a range of solo and ensemble contexts • Plan, develop and deliver a music product • Develop musical skills • Review your development and create steps for improvement • Implementation of music performance skills within rehearsals and performance	• Internal Assessments • Group and solo work related to musicianship, the music industry, composition and Music technology.
EDI/SMSC/British Values/Careers	**Literacy/Numeracy**	**Curriculum Enrichment**
• Developing an understating of music's cultural links and influence from, and on, society both today and throughout history • Links to careers within the music industry and how different people make a living through music (The music Industry, Performing, composing) • Diversity is embedded throughout the curriculum and explored in a holistic manner. Students will learn about musicians from a diverse background and perform music that originates from different cultures, genders and creeds.	• S7 Following instructions • E1 Listen well to others • E3 Respect the views of others • Group numbers and timings of rehearsal structure • Assessments • Performance timings.	• Extra-curricular clubs • Performance opportunities • Community links • Peripatetic teaching and learning • Workshops with professionals