

YEAR 11 BTEC TECH AWARD IN MUSIC PRACTICE ANNUAL PLAN 2024-2025



YEARLY OVERVIEW

Students follow the Pearson specification – BTEC Tech Award in Music Practice. This course will give students the opportunity to develop knowledge and technical skills in a practical learning environment. They will develop key skills, ranging from rehearsing to experimenting with technology, equipment, and instruments. Students will also develop an understanding of the music industry. Everyone taking this qualification will study three components, covering the following content areas:

- Exploring Music Products and Styles - Learners will explore the techniques used in the creation of different musical products and investigate the key features of different musical styles.
- Music Skills Development - Learners will have the opportunity to develop two musical disciplines through engagement in practical tasks, while documenting their progress and planning for further improvement.
- Responding to a Music Brief – Learners will develop and present music in response to a given music brief.

This will be assessed at set points throughout the two-year course using set Pearson Set Assignment briefs from the exam board.

Year 10

Component 1 30% consists of two tasks. In response to Task 1, learners will compile a portfolio of evidence that demonstrates their understanding of four different styles of music using musical examples related to a theme. In response to Task 2, learners will create three 30–60-second examples of ideas for music products related to a theme, using a range of realisation techniques. The assignment will take approximately 12 supervised hours to complete.

Year 11

Component 2 30% consists of one task. Learners will plan and create two outcomes in different musical areas in response to a theme that will develop professional and musicianship skills. The assignment will take approximately 15 supervised hours to complete.

Component 3 40% is the external component which builds on the knowledge, understanding and skills acquired and developed in Components 1 and 2 and allows learners to apply the musical skills and techniques they have explored and developed. For assessment, learners will respond to the brief either as a music creator and producer or as a music creator and performer. The brief will consist of a scenario that will include a list of 10 pieces of music from a range of styles that the learners have covered in Component 1. They will be required to use one of these in their final product, re-creating it in a chosen style from a given list.

KEY: NUM - Numeracy LIT- Literacy BRIT/VAL- British Values SMSC- Spiritual, Moral, Social and Cultural

SMSC NUM LIT	Exploring the purpose of music within different art forms. Students will respond to a variety of stimuli to compose, produce and perform. Numeracy through understanding notation, rhythm and numeracy in Music and Music Technology.
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TERM	PROJECT OVERVIEW	ASSESSMENT
1	<p>All students will be working to complete Component 2: Music Skills Development. This is an internal assessment. Students choose two pathways to follow, with all students completing the composing pathway. Students can then opt for either performing based, regularly practicing and rehearsing their performance pieces, or producing using music technology.</p> <p>All students will:</p> <ul style="list-style-type: none"> • Demonstrate knowledge of professional and commercial skills to work within the music industry. • Develop planning and communication skills to show their individual progress through performing and composing. • Develop technical, musical knowledge and understanding of skills to progress musically. 	<p>Students will have completed Component 1 at this point in the course. The grades created for data collection are formed through a combination of the results from Component 1 and informal assessments over the additional two components, depending on the time of year. A BTEC grade calculator, created by Pearson, is used to predict final grades.</p> <p>Assessment of written work will be analysed through regular work sampling and marking of homework and classwork. The information gathered will help to inform teaching and track pupil progress through each unit.</p> <p>Due to the nature of the course, and the practical approach, video evidence will be gathered to track students' performance skills which will provide assessment outcomes to inform teaching.</p>
2	<p>Students will complete preparatory tasks and mock assessments to prepare them for the assessment of Component 3: Responding to a Music Brief.</p> <p>All students will:</p> <ul style="list-style-type: none"> • Understand how to respond to a commercial musical brief. • Select and apply musical skills in response to a commercial musical brief. • Create and present a final music product. • Comment on the creative process and outcomes. 	<p>Formal written and practical assessments will take place at various times during the year. Deadlines are set within the exam board specification for final assessments for each of the three components of work.</p> <p>Written and verbal feedback will be given to support student progress. The grades for data collection are formed through an accumulation of the results from both formal and informal assessments, which helps to provide a holistic overview of progress</p>
3	<p>Students to complete Component 3: Responding to a Music Brief. This is an externally marked assessment.</p>	