The Fisher Way: Curriculum

The Fisher Way aims to educate and inspire with joy, faith and love because we are an inclusive Catholic community.

Successful and resilient learners who aspire to and achieve excellence

Confident individuals who can explore and communicate effectively

Responsible citizens who are active, loving and wise in all their endeavours

Subject	BTEC Tech Award in Music
Year Group	Year 10
Intent	**Successful and resilient learners:** Students will explore a range of music products, styles and professional practices, developing the discipline to rehearse, refine, record and evaluate their work. They will build technical and creative skills through practical tasks and respond constructively to feedback. **Confident individuals:** Students will develop as performers, composers and music producers, learning to communicate musical ideas, use appropriate terminology, make informed creative decisions and present work for different purposes and audiences.

	Responsible citizens: Students will understand how music reflects cultures, communities and audiences; consider professional expectations, collaboration, copyright and safe working practices; and explore routes into the music industry.					
Narrative	**How will learners be different when they finish the course?** Learners will have explored a variety of music styles and products, developed practical skills in performance, composition and/or music production, and learned how musicians use techniques, technology and rehearsal strategies to achieve an intended outcome. They will be able to reflect on their own development, use feedback to improve, and apply their skills to a brief for a specified audience and purpose. **How does this link to prior learning?** The course builds on KS3 experiences of listening, performing, composing and using musical elements. Teaching will identify and address differences in prior instrumental, vocal, theoretical and digital-audio skills and develop DAW skills and production further. **How does this set learners up for the years to come?** It develops transferable skills for further study in music and music technology, as well as teamwork, communication, time management, problem-solving, independent learning and creative practice.					
Half term	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Knowledge (topics studied)	Component 1: Exploring Music Products and Styles	Component 1: Exploring Music Products and Styles	Component 1: Exploring Music Products and Styles PRACTISE ASSIGNMENT	Component 1: Exploring Music Products and Styles COMPLETION OF ASSIGNMENT 1	Component 1: Exploring Music Products and Styles COMPLETION OF ASSIGNMENT 1	Component 2: Music Skills Development
Key skills	Introduction to the course; musical styles and genres; music products and their purpose; listening and research skills.	Compare contrasting styles and products; identify musical elements, instruments, roles, production techniques and audience/purpose	Compare contrasting styles and products; identify musical elements, instruments, roles, production techniques and audience/purpose	Compare contrasting styles and products; identify musical elements, instruments, roles, production techniques and audience/purpose;	Compare contrasting styles and products; identify musical elements, instruments, roles, production techniques and audience/purpose	Initial skills audit and personal targets; explore performance, composition and/or production skills; practise techniques and

	Listening and analysis; musical elements and stylistic features; identifying instrumentation, roles, structure, texture, timbre, rhythm, melody, harmony, tempo and dynamics; purpose, audience and context of music products.	; develop evidence-based analysis. Comparing music products and styles using relevant musical vocabulary; researching sources; explaining how musical and production choices communicate style, purpose and audience; organising findings clearly.	; develop evidence-based analysis. Comparing music products and styles using relevant musical vocabulary; researching sources; explaining how musical and production choices communicate style, purpose and audience; organising findings clearly. Task 1 and Task 2 Assignment practise completed using timings from actual assignment.	develop evidence-based analysis. Comparing music products and styles using relevant musical vocabulary; researching sources; explaining how musical and production choices communicate style, purpose and audience; organising findings clearly. Completion of ASSIGNMENT 1 (this may go into Summer term depending on timings).	; develop evidence-based analysis. Comparing music products and styles using relevant musical vocabulary; researching sources; explaining how musical and production choices communicate style, purpose and audience; organising findings clearly. Completion of ASSIGNMENT 1 (this may go into Summer term depending on timings).	maintain a development log. Set personal goals; practise/rehearse regularly; develop accuracy, fluency, timing, expression, ensemble awareness, compositional techniques and/or DAW/recording skills appropriate to chosen pathway; document progress.
Cultural capital and Careers	Recognise music as a cultural product shaped by genre, context, technology and	Build cultural knowledge through comparison of contrasting styles,	Build cultural knowledge through comparison of contrasting styles,	Build cultural knowledge through comparison of contrasting styles, artists, eras and	Build cultural knowledge through comparison of contrasting styles,	Explore pathways including performer, singer,

	audience. Explore diverse artists and traditions and the roles involved in making and sharing music.	artists, eras and production approaches. Consider how music communicates identity, ideas and emotion.	artists, eras and production approaches. Consider how music communicates identity, ideas and emotion.	production approaches. Consider how music communicates identity, ideas and emotion.	artists, eras and production approaches. Consider how music communicates identity, ideas and emotion.	instrumentalist, songwriter, composer, producer, recording engineer, session musician and live sound technician.
Assessment	Baseline listening/skills audit; short comparative listening analysis; formative research and vocabulary tasks.	Component 1 practice evidence: formative informal assessment of tasks completed so far in preparation for “Practice Assignment” completion	Component 1 practice evidence: formative informal assessment of tasks completed so far in preparation for “Practice Assignment” completion	ASSIGNMENT 1 completed in the allocated time set by the exam board.	ASSIGNMENT 1 completed in the allocated time set by the exam board. This is then marked and sent to the board for moderation.	Skills audit and individual development plan; practical baseline recording/performance/composition; logbook or process evidence.