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 2: Music Skills Development	Component 2: Music Skills Development	Component 3: Responding to a Music Brief..	Component 3: Responding to a Music Brief ASSIGNMENT 3 COMPETION	Component 3: Responding to a Music Brief ASSIGNMENT 3 Completion	Work Sent off for external Marking.
Key skills	Initial skills audit and personal targets; explore performance, composition and/or production skills; practise techniques and maintain a development log.	Initial skills audit and personal targets; explore performance, composition and/or production skills; practise techniques and maintain a development log.	Interpret the set brief, audience and purpose; research references; generate and develop ideas; plan musical material and production/performance approach	Develop, rehearse/produce and refine a response to the brief; evaluate creative decisions; prepare and submit evidence in line with the current assessment brief	Continued work on ASSIGNMENT 3. Student will continue to rehearse/produce and refine a response to the brief; evaluate creative decisions; prepare and submit	

	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.	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.	Unpack the brief and constraints; plan for a target audience and purpose; research influences; select appropriate musical ideas, structure, instrumentation, performance or production methods; manage time and resources.	and centre deadlines. Create a coherent response that meets the brief; rehearse, record or produce and make revisions; justify choices; reflect on outcomes; organise evidence and follow the current Pearson assessment requirements and authentication rules.	evidence in line with the current assessment brief and centre deadlines. Create a coherent response that meets the brief; rehearse, record or produce and make revisions; justify choices; reflect on outcomes; organise evidence and follow the current Pearson assessment requirements and authentication rules.	
Cultural capital and Careers	Explore pathways including performer, singer, instrumentalist, songwriter, composer, producer, recording engineer, session musician and live sound technician.	Explore pathways including performer, singer, instrumentalist, songwriter, composer, producer, recording engineer, session musician and live sound technician.	Understand how briefs, clients, audiences and commercial contexts shape creative work. Explore roles in live music, recording, publishing, media composition and music promotion.	Apply teamwork, creativity, problem-solving and time management to a practical brief. Discuss progression routes including further music study, college courses, apprenticeships and industry experience.	Apply teamwork, creativity, problem-solving and time management to a practical brief. Discuss progression routes including further music study, college courses,	

					apprenticeships and industry experience.	
Assessment	Mock performance/ DAW production/ Composition work completed and marked using criteria for MOCK ASSESSEMENT.	Completion of ASSIGNMENT 2 work. Marked and prepared for moderation with the exam board.	Brief analysis, research, planning and idea development; formative checkpoints and feedback from staff.	ASSIGNMENT 3 Completion - Final response to the commercial brief and required supporting evidence, assessed according to the current Pearson specification and assessment brief. Review component completion and next steps.	ASSIGNMENT 3 Completion - Final response to the commercial brief and required supporting evidence, assessed according to the current Pearson specification and assessment brief. Review component completion and next steps.	