

Year 10 **BTEC MUSIC (CHS)** – Long Term Plan 2018-19

EACH TERM IS SPLIT BETWEEN TWO UNITS.		Week 1 3 Sept.	Week 2 10 Sept.	Week 3 17 Sept.	Week 4 24 Sept.	Week 5 1 Oct.	Week 6 8 Oct.	Week 7 15 Oct.
Term 1 Unit 1 – The Music Industry	Introduce the unit, recap previous work on music venues from yr9	Unit 1 The music industry – Learning aim A	Unit 1 The music industry – Learning aim A	Unit 1 The music industry – Learning aim A	Unit 1 The music industry – Learning aim A	Unit 1 The music industry – Learning aim A	Unit 1 The music industry – Learning aim A	Unit 1 The music industry – Learning aim A
		Learning aim A: Understand different types of organisations that make up the music industry. - Venues and live performance (small and medium local venues) (large multi-use spaces) (health, safety and security at venues)	Learning aim A: Understand different types of organisations that make up the music industry. - Venues and live performance (small and medium local venues) (large multi-use spaces) (health, safety and security at venues)	Learning aim A: Understand different types of organisations that make up the music industry. - Venues and live performance (small and medium local venues) (large multi-use spaces) (health, safety and security at venues)	Learning aim A: Understand different types of organisations that make up the music industry. - Venues and live performance (small and medium local venues) (large multi-use spaces) (health, safety and security at venues)	Learning aim A: Understand different types of organisations that make up the music industry. - Service companies and agencies (royalty collection agencies) (artists' representation) (hire companies) (transport companies)	Learning aim A: Understand different types of organisations that make up the music industry. - Service companies and agencies (royalty collection agencies) (artists' representation) (hire companies) (transport companies)	Learning aim A: Understand different types of organisations that make up the music industry. - Venues and live performance - Service companies and agencies Assessment/mock exam style (multiple choice – part one of exam)
Term 1 Unit 5 – Introducing Musical Performance	Introduce the unit. Recap performance skills from yr9	Unit 5: Introducing Musical Performance – Learning aim A	Unit 5: Introducing Musical Performance – Learning aim A	Unit 5: Introducing Musical Performance – Learning aim A	Unit 5: Introducing Musical Performance – Learning aim A	Unit 5: Introducing Musical Performance – Learning aim A	Unit 5: Introducing Musical Performance – Learning aim A	Unit 5: Introducing Musical Performance – Learning aim A
		Learning aim A; develop your music performance skills and review your own practice. - Techniques	Learning aim A; develop your music performance skills and review your own practice. - Techniques	Learning aim A; develop your music performance skills and review your own practice. - Techniques To include relevant	Learning aim A; develop your music performance skills and review your own practice. - Interpretation	Learning aim A; develop your music performance skills and review your own practice. - Interpretation	Learning aim A; develop your music performance skills and review your own practice. - Interpretation	Learning aim A; develop your music performance skills and review your own practice. - Interpretation To include relevant interpretive skills from the following: Emphasis, accurate interpretation and reproduction of style, awareness and appreciation of accompaniment, physical expression,

To include relevant techniques from the following:
accuracy of pitch/intonation, rhythm and timing , technical exercises to improve their technique relevant to the voice type or instrument in question, e.g. scales and arpeggios, lip slurs and paradiddles, expression and dynamics, phrasing, range, sight reading/singing, improvisation, breath control, vibrato, confidence, tuning, following an accompaniment, learning repertoire, musical interaction.

What makes a good performance? – discussions/picking out features.

To include relevant techniques from the following:
accuracy of pitch/intonation, rhythm and timing , technical exercises to improve their technique relevant to the voice type or instrument in question, e.g. scales and arpeggios, lip slurs and paradiddles, expression and dynamics, phrasing, range, sight reading/singing, improvisation, breath control, vibrato, confidence, tuning, following an accompaniment, learning repertoire, musical interaction.

Definitions of the musical elements.
Use of these in rehearsals.

techniques from the following:
accuracy of pitch/intonation, rhythm and timing , technical exercises to improve their technique relevant to the voice type or instrument in question, e.g. scales and arpeggios, lip slurs and paradiddles, expression and dynamics, phrasing, range, sight reading/singing, improvisation, breath control, vibrato, confidence, tuning, following an accompaniment, learning repertoire, musical interaction.

Rehearsing techniques – using scales etc.

To include relevant interpretive skills from the following:
Emphasis, accurate interpretation and reproduction of style, awareness and appreciation of accompaniment, physical expression, communication in performance – with other musicians and the audience, use of timing and rhythm, intonation, phrasing, expression and use of dynamics, projection, focus, musicality/ sensitivity, stage presence.

To include relevant interpretive skills from the following:
Emphasis, accurate interpretation and reproduction of style, awareness and appreciation of accompaniment, physical expression, communication in performance – with other musicians and the audience, use of timing and rhythm, intonation, phrasing, expression and use of dynamics, projection, focus, musicality/ sensitivity, stage presence.

communication in performance – with other musicians and the audience, use of timing and rhythm, intonation, phrasing, expression and use of dynamics, projection, focus, musicality/ sensitivity, stage presence.

Record examples of practise techniques/ log books

	Week 1 5 Nov.	Week 2 12 Nov.	Week 3 19 Nov.	Week 4 26 Nov.	Week 5 3 Dec.	Week 6 10 Dec.	Week 7 17 Dec.
Term 2	Unit 1 The music industry – Learning aim A	Unit 1 The music industry – Learning aim A	Unit 1 The music industry – Learning aim A	Unit 1 The music industry – Learning aim A	Unit 1 The music industry – Learning aim A	Unit 1 The music industry – Learning aim A	Unit 1 The music industry – Learning aim A
Unit 1 – The Music Industry	Learning aim A: Understand different types of organisations that make up the music industry. - Unions (the Musicians' Union -MU)	Learning aim A: Understand different types of organisations that make up the music industry. - Unions (the Musicians' Union -MU)	Learning aim A: Understand different types of organisations that make up the music industry. - Unions (the Musicians' Union -MU)	Learning aim A: Understand different types of organisations that make up the music industry. - How organisations interrelate and why these relationships	Learning aim A: Understand different types of organisations that make up the music industry. - How organisations interrelate and why these relationships	Learning aim A: Understand different types of organisations that make up the music industry. - How organisations interrelate and why these relationships	Learning aim A: Understand different types of organisations that make up the music industry. - How organisations interrelate and why these relationships

WIN - Unit 1 Music Industry workbook Exam

	(Equity) (Broadcast Entertainment Cinematograph Theatre Union - BECTU) (working conditions, legal advice relating to hours, pay, contracts etc)	(Equity) (Broadcast Entertainment Cinematograph Theatre Union - BECTU) (working conditions, legal advice relating to hours, pay, contracts etc)	(Equity) (Broadcast Entertainment Cinematograph Theatre Union - BECTU) (working conditions, legal advice relating to hours, pay, contracts etc)	are important. (Relationships within the industry) (how promoters match acts to venue) (effective communication) (suppliers and installers of equipment) (trade bodies) (selecting transport companies), (securing funding for tours)	are important. (Relationships within the industry) (how promoters match acts to venue) (effective communication) (suppliers and installers of equipment) (trade bodies) (selecting transport companies), (securing funding for tours)	are important. (Relationships within the industry) (how promoters match acts to venue) (effective communication) (suppliers and installers of equipment) (trade bodies) (selecting transport companies), (securing funding for tours)	question - Artist representation
Term 2	Unit 5: Introducing Musical Performance – Learning aim A	Unit 5: Introducing Musical Performance – Learning aim A	Unit 5: Introducing Musical Performance – Learning aim A	Unit 5: Introducing Musical Performance – Learning aim A	Unit 5: Introducing Musical Performance – Learning aim A	Unit 5: Introducing Musical Performance – Learning aim A	Unit 5: Introducing Musical Performance – Learning aim A
Unit 5 – Introducing a Musical Performance	Learning aim A; develop your music performance skills and review your own practice. - Review identify their strengths and areas for development. This could include examples from the following: Using and responding to teacher feedback, using and responding to feedback from peers and reviewing their own work on video.	Learning aim A; develop your music performance skills and review your own practice. - Review identify their strengths and areas for development. This could include examples from the following: Using and responding to teacher feedback, using and responding to feedback from peers and reviewing their own work on video.	Learning aim A; develop your music performance skills and review your own practice. - Review identify their strengths and areas for development. This could include examples from the following: Using and responding to teacher feedback, using and responding to feedback from peers and reviewing their own work on video.	Learning aim A; develop your music performance skills and review your own practice. - Techniques - Interpretation - Review	Learning aim A; develop your music performance skills and review your own practice. - Techniques - Interpretation - Review	Learning aim A; develop your music performance skills and review your own practice. - Techniques - Interpretation - Review	Learning aim A; develop your music performance skills and review your own practice. - Techniques - Interpretation - Review WIN - Record examples of practise techniques/record performances to date. Practice diary .
	WIN – research on unions			WIN – responsibilities of roles.			
		WIN - Record examples of		Continued developmental use of the relevant techniques, interpretation skills and review process. WIN - Practice diary	Continued developmental use of the relevant techniques, interpretation skills and review process.	Continued developmental use of the relevant techniques, interpretation skills and review process.	

practise
techniques/record
one section of
music from
performance piece

	Week 1 7 Jan.	Week 2 14 Jan.	Week 3 21 Jan.	Week 4 28 Jan.	Week 5 4 Feb.	Week 6 11 Feb.
	Unit 1 The music industry – Learning aim B	Unit 1 The music industry – Learning aim B	Unit 1 The music industry – Learning aim B	Unit 1 The music industry – Learning aim B	Unit 1 The music industry – Learning aim B	Unit 1 The music industry – Learning aim B
	Learning aim B: Understand job roles in the music industry.	Learning aim B: Understand job roles in the music industry.	Learning aim B: Understand job roles in the music industry.	Learning aim B: Understand job roles in the music industry.	Learning aim B: Understand job roles in the music industry.	How and why workers are employed in the industry
	- Performance/creative roles (Performance/creative roles; musicians, composers, producer, musical director, live sound technician, roadie, instrumental support	-Performance/creative roles (Performance/creative roles; musicians, composers, producer, musical director, live sound technician, roadie, instrumental support	- Recording roles (recording studio personnel, producer, session musician, mastering,	- Recording roles (recording studio personnel, producer, session musician, mastering,	- How and why workers are employed in the industry	Employment patterns: (full-time/part-time/freelance contracts (short, long-term) when employing performance, production and front of house staff, permanent and casual staff, self-employed, entrepreneurial, volunteers)
	- Management and promotion roles (artistic management, venue management, studio management, promoter, marketing, A&R,	- Management and promotion roles (artistic management, venue management, studio management, promoter, marketing, A&R,	- Media and other roles (music journalist/blogger, broadcaster (TV and radio), software programmer/app developer, retail and distribution)	- Media and other roles (music journalist/blogger, broadcaster (TV and radio), software programmer/app developer, retail and distribution)	Employment patterns: (full-time/part-time/freelance contracts (short, long-term) when employing performance, production and front of house staff, permanent and casual staff, self-employed, entrepreneurial, volunteers)	WIN - Unit 1 Music Industry workbook Exam question – Performance/creative roles
		WIN - Unit 1 workbook roles in the recording sessions and advantages/disadvantages		WIN – Unit 1 Music Industry workbook Exam question - Recording Roles		

Term 3

Unit 1 – The Music Industry

Term 3

Unit 5 – Introducing a Music Performance

Unit 5: Introducing Musical Performance – Learning aim B

Learning aim B: Use your music performance skills within rehearsal and performance.

- Music rehearsal skills. This could include examples from the following: warm-ups, physical preparation, e.g. relaxation and breathing techniques and technical exercises (as appropriate), learning repertoire, rehearsing with accompanist/band (as appropriate), musical interaction with other performers (as appropriate), receiving and giving constructive and positive feedback.

Unit 5: Introducing Musical Performance – Learning aim B

Learning aim B: Use your music performance skills within rehearsal and performance.

- Music rehearsal skills. This could include examples from the following: warm-ups, physical preparation, e.g. relaxation and breathing techniques and technical exercises (as appropriate), rehearsing with accompanist/band (as appropriate), musical interaction with other performers (as appropriate), receiving and giving constructive and positive feedback.

WIN - Record examples of practise techniques/record performances to date.

Unit 5: Introducing Musical Performance – Learning aim B

Learning aim B: Use your music performance skills within rehearsal and performance.

- Music rehearsal skills. This could include examples from the following: warm-ups, physical preparation, e.g. relaxation and breathing techniques and technical exercises (as appropriate), rehearsing with accompanist/band (as appropriate), musical interaction with other performers (as appropriate), receiving and giving constructive and positive feedback.

Unit 5: Introducing Musical Performance – Learning aim B

Learning aim B: Use your music performance skills within rehearsal and performance.

-Personal management skills. This could include examples from the following: independent practice, attendance, time management (adhering to rehearsal schedules), readiness to work (including bringing correct equipment, if necessary), listening to instruction/ direction, observing safe working practices, willingness to try things out, concentration and focus within the tasks, appropriate interaction with others – trust and cooperation, rehearsal discipline, showing sensitivity towards others.

-Music skills in rehearsal and performance. This could include examples from the following: (see the skills listed

Unit 5: Introducing Musical Performance – Learning aim B

Learning aim B: Use your music performance skills within rehearsal and performance.

-Personal management skills. This could include examples from the following: independent practice, attendance, time management (adhering to rehearsal schedules), readiness to work (including bringing correct equipment, if necessary), listening to instruction/ direction, observing safe working practices, willingness to try things out, concentration and focus within the tasks, appropriate interaction with others – trust and cooperation, rehearsal discipline, showing sensitivity towards others.

-Music skills in rehearsal and performance. This

Unit 5: Introducing Musical Performance – Learning aim B

Learning aim B: Use your music performance skills within rehearsal and performance.

-Personal management skills. This could include examples from the following: independent practice, attendance, time management (adhering to rehearsal schedules), readiness to work (including bringing correct equipment, if necessary), listening to instruction/ direction, observing safe working practices, willingness to try things out, concentration and focus within the tasks, appropriate interaction with others – trust and cooperation, rehearsal discipline, showing sensitivity towards others.

-Music skills in rehearsal and performance. This could include examples from the following: (see the skills listed in learning aim A – Rehearsal techniques).

WIN - Record examples of practise techniques/record performances to date. Practice diary

in learning aim A – Rehearsal techniques).
WIN - Practice diary

could include examples from the following:
(see the skills listed in learning aim A – Rehearsal techniques).

	Week 1 25 Feb.	Week 2 4 Mar.	Week 3 11 Mar.	Week 4 18 Mar.	Week 5 25 Mar.	Week 6 1 April
Term 4 Unit 1 – The Music Industry	Unit 1 The music industry – Learning aim	Unit 1 The music industry – Learning aim	Unit 1 The music industry – Learning aim	Unit 1 The music industry – Learning aim	Unit 1 The music industry – Learning aim	Unit 1 The music industry – Learning aim
	Learning aim B: Understand job roles in the music industry.	Learning aim B: Understand job roles in the music industry.	Learning aim B: Understand job roles in the music industry.	Learning aim B: Understand job roles in the music industry.	Learning aim B: Understand job roles in the music industry.	<p>Learning aim B: Understand job roles in the music industry.</p> <p>Mock exam</p> <ul style="list-style-type: none"> - Performance/ creative roles - Management and promotion roles - Recording roles - Media and other roles - How and why workers are employed in the industry - Getting a break and starting out - Importance of individual roles and responsibilities - How the industry relies on entrepreneurs, the self-employed and small enterprises - How to get paid. <p>Mock exam for learning aims A and B (full mock).</p>
	- Getting a break and starting out (research into individual stories; case studies, volunteering at festivals, shows and clubs, how and why (and if) a product should be given away for free, where to find out about auditions etc, reasons for buying onto a tour.	- Getting a break and starting out (research into individual stories; case studies, volunteering at festivals, shows and clubs, how and why (and if) a product should be given away for free, where to find out about auditions etc, reasons for buying onto a tour.	- How the industry relies on entrepreneurs, the self-employed and small enterprises (how entrepreneurs work, relationship between large music corporations and other organisations in the industry)	- How the industry relies on entrepreneurs, the self-employed and small enterprises (how entrepreneurs work, relationship between large music corporations and other organisations in the industry)	Revision session on: - Performance/ creative roles - Management and promotion roles - Recording roles - Media and other roles - How and why workers are employed in the industry	
	- Importance of individual roles and responsibilities (specific roles and responsibilities before, during and after, duties, workflow, specific roles to be completed for the event to take place, how and why tasks/	- Importance of individual roles and responsibilities (specific roles and responsibilities before, during and after, duties, workflow, specific roles to be completed for the event to take place, how and why tasks/	- How to get paid. (how contracts operate, tax and National Insurance (NI) implications, negotiating a fee	- How to get paid. (how contracts operate, tax and National Insurance (NI) implications, negotiating a fee	- Getting a break and starting out - Importance of individual roles and responsibilities - How the industry relies on entrepreneurs, the self-employed and small enterprises - How to get paid.	
				WIN - Unit 1 Music Industry workbook Exam question – Employment exam question		

responsibilities
show take place)

responsibilities
show take place)
WIN – Unit 1 work
booklet - getting a
break mind map

Unit 5: Introducing
Musical
Performance –
Learning aim B

Unit 5: Introducing
Musical
Performance –
Learning aim B

Unit 5: Introducing
Musical
Performance –
Learning aim B

Unit 5: Introducing
Musical
Performance –
Learning aim B

Unit 5: Introducing
Musical
Performance –
Learning aim B

Unit 5: Introducing Musical Performance – Learning aim B
Learning aim B: Use your music performance skills within rehearsal and performance.

Learning aim B: Use
your music
performance skills
within rehearsal and
performance.

Learning aim B: Use
your music
performance skills
within rehearsal
and performance.

Learning aim B: Use
your music
performance skills
within rehearsal
and performance.

Learning aim B: Use
your music
performance skills
within rehearsal and
performance.

Learning aim B: Use
your music
performance skills
within rehearsal and
performance.

- Music rehearsal skills
-Personal management skills
-Music skills in rehearsal and performance
- Interpretive skills and stylistic qualities.
WIN - Record performances to date. Practice diary

- Interpretive skills
and stylistic
qualities.
This could include
examples from the
following:
accurate
interpretation and
reproduction of
style, awareness
and appreciation of
accompaniment,
physical expression,
communication in
performance – with
other musicians and
the audience, use of
timing and rhythm,
intonation,
phrasing, expression
and use of
dynamics,
confidence, stage
presence.

- Interpretive skills
and stylistic
qualities.
This could include
examples from the
following:
accurate
interpretation and
reproduction of
style, awareness
and appreciation of
accompaniment,
physical expression,
communication in
performance – with
other musicians and
the audience, use of
timing and rhythm,
intonation,
phrasing, expression
and use of
dynamics,
confidence, stage
presence.

- Interpretive skills
and stylistic
qualities.
This could include
examples from the
following:
accurate
interpretation and
reproduction of
style, awareness
and appreciation of
accompaniment,
physical expression,
communication in
performance – with
other musicians and
the audience, use of
timing and rhythm,
intonation,
phrasing,
expression and use
of dynamics,
confidence, stage
presence.

Rehearsals for final
Performance,
written/recorded
evidence relating to
the sub sections.

- Music rehearsal
skills
-Personal
management skills
-Music skills in
rehearsal and
performance
- Interpretive skills
and stylistic qualities.
WIN – practice dairy

Rehearsals for final
Performance,
written/recorded
evidence relating to
the sub sections.

- Music rehearsal
skills
-Personal
management skills
-Music skills in
rehearsal and
performance
- Interpretive skills
and stylistic
qualities.

Term 4

Unit 5 – Introducing a
Music Performance

	22 April	29 April	6 May	13 May	20 May
Term 5 Unit 1 – The Music Industry	Unit 1 The music industry – Learning aim A and B	Unit 1 The music industry – Learning aim A and B	Unit 1 The music industry – Learning aim A and B	Unit 1 The music industry – Learning aim A and B	Unit 1 The music industry – Learning aim A and B
	Revision session: learning aim A	Revision session for learning aim B WIN – Mock exam	Revision for external examination External exam date TBC	Revision for external examination External exam date TBC WIN – Mock exam	Revision for external examination External exam date TBC
Term 5 Unit 5 – Introducing a Music Performance	Unit 5: Introducing Musical Performance – Learning aim B	Unit 5: Introducing Musical Performance – Learning aim B	Unit 5: Introducing Music Performance	Unit 5: Introducing Music Performance	Unit 5: Introducing Music Performance
	Learning aim B: Use your music performance skills within rehearsal and performance.	Learning aim B: Use your music performance skills within rehearsal and performance.	Learning aims A and B pre submission (improve/develop)	Learning aims A and B pre submission (improve/develop)	Learning aims A and B pre submission (improve/develop)
	Rehearsals for final Performance, written/recorded evidence relating to the sub sections.	Rehearsals for final Performance, written/recorded evidence relating to the sub sections.	Rehearsals for final performance.	Rehearsals for final performance.	Rehearsals for final performance. WIN - record performances to date. Practice diary
	- Music rehearsal skills -Personal management skills -Music skills in rehearsal and performance - Interpretive skills and stylistic qualities.	- Music rehearsal skills -Personal management skills -Music skills in rehearsal and performance - Interpretive skills and stylistic qualities. WIN - record performances to date.			
	Week 1 3 June	Week 2 10 June	Week 3 17 June	Week 4 24 June	Week 5 1 July
					Week 6 8 July
					Week 7 15 July

Term 6

Unit 2 – Planning and Creating a Music Product.

Unit 2 – Planning and Creating a Music Product.

Introduce the unit.
Learning aim A
Learning aim B
Learning aim C

Unit 2 – Planning and Creating a Music Product – learning aim A

Learning aim A: Plan, develop and deliver a music product.
Plan, develop and deliver creating a CD to include:
- Nature of CD
This could include: target audience, artistic intention, type of product, selection of material.
Choice and availability of studio/equipment, availability of performers and other personnel, time constraints (recording, mixing), awareness of copyright issues.

WIN – research on the intended product and purpose

Unit 2 – Planning and Creating a Music Product – learning aim A

Learning aim A: Plan, develop and deliver a music product.
Plan, develop and deliver creating a CD to include:
- Nature of CD
Research into different target audiences, suitable material,
Roles decided -independent research into the roles allocated.

Unit 2 – Planning and Creating a Music Product – learning aim A

Learning aim A: Plan, develop and deliver a music product.
Plan, develop and deliver creating a CD to include:
- Nature of CD
Research into different target audiences, suitable material, deployment of roles within the creation of the product.
Preparation time for musicians and studio roles.

WIN – review own role within the production team.

Unit 2 – Planning and Creating a Music Product – learning aim A

Learning aim A: Plan, develop and deliver a music product.
Plan, develop and deliver creating a CD to include:
- Planning and development activities. This could include: attending and contributing to and performing or producing at scheduled sessions.
preparations -rehearsals, recording, production meetings carrying out research or development work, developing material for the CD, responding to feedback from those involved.

Preparation time for musicians and studio roles.

Unit 2 – Planning and Creating a Music Product – learning aim A

Learning aim A: Plan, develop and deliver a music product.
Plan, develop and deliver creating a CD to include:
- Planning and development activities. This could include: attending and contributing to and performing or producing at scheduled sessions.
preparations -rehearsals, recording, production meetings carrying out research or development work, developing material for the CD, responding to feedback from those involved.

Preparation time for musicians and studio roles.
WIN – log books/practical tasks.

Unit 2 – Planning and Creating a Music Product – learning aim A

Learning aim A: Plan, develop and deliver a music product.
Plan, develop and deliver creating a CD to include:
- Planning and development activities. This could include: attending and contributing to and performing or producing at scheduled sessions.

preparations -rehearsals, recording, production meetings carrying out research or development work, developing material for the CD, responding to feedback from those involved.

Preparation time for musicians and studio roles.

Term 6

Unit 5 – Introducing
Musical Performance

Unit 2: Planning and
Creating a Music
Product (from week
3)

Unit 5: Introducing
Music Performance

Learning aims A and
B submission
deadline.

Unit 5: Introducing
Music Performance

Learning aims A and
B submission
deadline.

[Full unit submission
\(performance/log
books/additional
evidence](#)