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

EACH TERM IS SPLIT BETWEEN TOW 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					
		Learning aim A: Understand different types of organisations that make up the music industry.	Learning aim A: Understand different types of organisations that make up the music industry.	Learning aim A: Understand different types of organisations that make up the music industry.	Learning aim A: Understand different types of organisations that make up the music industry.	Learning aim A: Understand different types of organisations that make up the music industry.	Learning aim A: Understand different types of organisations that make up the music industry.
		 Venues and live performance Service companies and agencies Unions How organisations interrelate and why these relationships are important. 	 Venues and live performance Service companies and agencies Unions How organisations interrelate and why these relationships are important. 	 Venues and live performance Service companies and agencies Unions How organisations interrelate and why these relationships are important. 	 Venues and live performance Service companies and agencies Unions How organisations interrelate and why these relationships are important. 	 Venues and live performance Service companies and agencies Unions How organisations interrelate and why these relationships are important. 	 Venues and live performance Service companies and agencies Unions How organisations interrelate and why these relationships are important.
		Unit 5: Introducing Musical Performance – Learning aim A					
Term 1 Unit 5 – Introducing Music Performance	Introduce the unit. Recap performance skills from yr9	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	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 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	Unit 1 The music	Unit 1 The music	Unit 1 The music	Unit 1 The music	Unit 1 The music	Unit 1 The music
Unit 1 – The Music	industry – Learning aim A	industry – Learning aim A	industry – Learning aim A	industry – Learning aim A	industry – Learning aim A	industry – Learning aim A	industry – Learning aim A

Industry	Loorning aim A.	Loorning aim A:	Loorning aim A:	Loorning aim A:	Loorning aim A:	Loorning aim A.	
Industry	Learning aim A:	Learning aim A:	Learning aim A:				
	Understand different	Understand different	Understand different				
	types of organisations	types of organisations	types of organisations				
	that make up the music	that make up the music	that make up the music				
	industry.	industry.	industry.	industry.	industry.	industry.	industry.
	- Venues and live	- Venues and live	- Venues and live	Venues and live	Venues and live	Venues and live	Venues and live
	performance	performance	performance	performance	performance	performance	performance
	- Service companies	- Service companies	- Service companies	- Venues and live	- Venues and live	- Venues and live	- Venues and live
	and agencies	and agencies	and agencies	performance	performance	performance	performance
	- Unions	- Unions	- Unions	- Service companies	- Service companies	- Service companies	- Service companies
	- How organisations	- How organisations	- How organisations	and agencies	and agencies	and agencies	and agencies
	interrelate and why	interrelate and why	interrelate and why	- Unions	- Unions	- Unions	- Unions
	these relationships are	these relationships are	these relationships are	- How organisations	- How organisations	- How organisations	- How organisations
	important.	important.	important.	interrelate and why	interrelate and why	interrelate and why	interrelate and why
		por carrer		these relationships are	these relationships are	these relationships are	these relationships are
				important.	important.	important.	important.
	Unit 5: Introducing	Unit 5: Introducing	Unit 5: Introducing				
	Musical Performance –	Musical Performance –	Musical Performance –				
	Learning aim A	Learning aim A	Learning aim A				
	Learning aim A;	Learning aim A;	Learning aim A;				
T	develop your music	develop your music	develop your music				
Term 2	performance skills and	performance skills and	performance skills and				
	review your own	review your own	review your own				
Unit 5 – Introducing a	practice.	practice.	practice.	practice.	practice.	practice.	practice.
Musical Performance	- Techniques	- Techniques	- Techniques				
	- Interpretation	- Interpretation	- Interpretation				
	- Review	- Review	- Review				
							Record examples of
							practise techniques/
							log books
	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	Unit 1 The music					
	industry – Learning aim	industry – Learning	industry – Learning aim				
	В	В	В	В	aim B	В	
Term 3							
	Learning aim B:	Learning aim B:					
Unit 1 – The Music	Understand job roles in	Understand job roles	Understand job roles in				
muusuy	the music industry.	the music industry.	the music industry.	the music industry.	in the music industry.	the music industry.	
	- Performance/	- Performance/					
	creative roles	creative roles					
	- Management and	- Management and					
Unit 1 – The Music Industry	the music industry. - Performance/ creative roles	in the music industry. - Performance/ creative roles	the music industry. - Performance/ creative roles				

	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. Unit 5: Introducing Musical Performance – Learning aim B: Use your music	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. Unit 5: Introducing Musical Performance – Learning aim B: Use your music	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. Unit 5: Introducing Musical Performance – Learning aim B: Use your music	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. Unit 5: Introducing Musical Performance – Learning aim B: Use your music	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. Unit 5: Introducing Musical Performance - Learning aim B Learning aim B: Use your music	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. Unit 5: Introducing Musical Performance – Learning aim B: Use your music
Term 3 Unit 5 – Introducing a Music 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.	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.	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.	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.	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.	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.
	Week 1 25 Feb.	Week 2 4 Mar.	Week 3 11 Mar.	Week 4 18 Mar.	Week 5 25 Mar.	Week 6 1 April

	Linit 4 The music			Linit 1 The music	Linit 4 The average	Unit 4 The music
	Unit 1 The music					
	industry – Learning aim	industry – Learning	industry – Learning aim			
	Les and the star D				aim	
	Learning aim B:	Learning aim B:	Learning aim B:	Learning aim B:		Learning aim B:
	Understand job roles in	Learning aim B:	Understand job roles in			
	the music industry.	the music industry.	the music industry.	the music industry.	Understand job roles	the music industry.
					in the music industry.	
	- Performance/	- Performance/	- Performance/	- Performance/	Desferment	- Performance/
	creative roles	creative roles	creative roles	creative roles	- Performance/	creative roles
	- Management and	- Management and	- Management and	- Management and	creative roles	- Management and
	promotion roles	promotion roles	promotion roles	promotion roles	- Management and	promotion roles
	- Recording roles	- Recording roles	- Recording roles	- Recording roles	promotion roles	- Recording roles
101114	- Media and other roles	- Recording roles	- Media and other roles			
Unit 1 – The Music	- How and why workers	- Media and other	- How and why workers			
IIIUUSLIV	are employed in the	roles	are employed in the			
	industry	industry	industry	industry	- How and why	industry
	- Getting a break and	workers are employed	- Getting a break and			
	starting out	starting out	starting out	starting out	in the industry	starting out
	- Importance of	- Importance of	- Importance of	- Importance of	- Getting a break and	- Importance of
	individual roles and	individual roles and	individual roles and	individual roles and	starting out	individual roles and
	responsibilities	responsibilities	responsibilities	responsibilities	- Importance of	responsibilities
	- How the industry	individual roles and	- How the industry			
	relies on	relies on	relies on	relies on	responsibilities	relies on
	entrepreneurs, the self-	entrepreneurs, the self-	entrepreneurs, the self-	entrepreneurs, the self-	- How the industry	entrepreneurs, the self-
	employed and small	employed and small	employed and small	employed and small	relies on	employed and small
	enterprises	enterprises	enterprises	enterprises	entrepreneurs, the	enterprises
	- How to get paid.	self-employed and	- How to get paid.			
					small enterprises	
					- How to get paid.	
	Unit 5: Introducing					
	Musical Performance –	Musical Performance –	Musical Performance –	Musical Performance –	Musical Performance	Musical Performance –
	Learning aim B	Learning aim B	Learning aim B	Learning aim B	– Learning aim B	Learning aim B
	Learning aim B: Use					
	your music					
— 4	performance skills					
-	within rehearsal and					
	performance.	performance.	performance.	performance.	performance.	performance.
	performance.	performance.	performance.	performance.	performance.	performance.
	- Music rehearsal skills					
	-Personal management	-Personal management	-Personal management	-Personal management	-Personal	-Personal management
	skills	skills	skills	skills	management skills	skills
	-Music skills in					
	rehearsal and					
	performance	performance	performance	performance	performance	performance

	- Interpretive skills and stylistic qualities.	- Interpretive skills and stylistic qualities.	- Interpretive skills and stylistic qualities.	- Interpretive skills and stylistic qualities.	- Interpretive skills and stylistic qualities.	- Interpretive skills and stylistic qualities. Record examples of practise techniques/ log books
	Week 1 22 April	Week 2 29 April	Week 3 6 May	Week 4 13 May	Week 5 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 for external examination.	Revision for external examination.	Revision for external examination.	Revision for external examination.	Revision for external examination.	
Term 5 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 -Personal management skills -Music skills in rehearsal and performance - Interpretive skills and stylistic qualities.	Unit 5: Introducing Musical Performance – Learning aim B 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.	Unit 5: Introducing Music Performance Learning aims A and B pre submission (improve/develop)	Unit 5: Introducing Music Performance Learning aims A and B pre submission (improve/develop)	Unit 5: Introducing Music Performance Learning aims A and B pre submission (improve/develop)	

Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7
3 June	10 June	17 June	24 June	1 July	8 July	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 one of the following music products: - a live concert/event OR - a CD/and online product. -Planning for a live concert/event - Creating a CD or online product - Planning and development activities - Team-working skills and personal management - Delivering a music product.	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 one of the following music products: - a live concert/event OR - a CD/and online product. -Planning for a live concert/event - Creating a CD or online product - Planning and development activities - Team-working skills and personal management - Delivering a music product.	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 one of the following music products: - a live concert/event OR - a CD/and online product. -Planning for a live concert/event - Creating a CD or online product - Planning and development activities - Team-working skills and personal management - Delivering a music product.	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 one of the following music products: - a live concert/event OR - a CD/and online product. -Planning for a live concert/event - Creating a CD or online product - Planning and development activities - Team-working skills and personal management - Delivering a music product.	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 one of the following music products: - a live concert/event OR - a CD/and online product. -Planning for a live concert/event - Creating a CD or online product - Planning and development activities - Team-working skills and personal management - Delivering a music product.	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 one of the following music products: - a live concert/event OR - a CD/and online product. -Planning for a live concert/event - Creating a CD or online product - Planning and development activities - Team-working skills and personal management - Delivering a music product.
Torm C	Unit 5: Introducing	Unit 5: Introducing					the product format e.g. CD. Roles to be clarified.
Term 6 Unit 5 – Introducing Musical Performance	Music Performance Learning aims A and B	Music Performance Learning aims A and B					
Unit 2: Planning and Creating a Music Product (from week 3)	pre submission (improve/develop)	submission deadline. Full unit submission (performance/log books/additional evidence					