

## Departmental Curriculum Rationale.

**Department:** MUSIC

**Course title:** BTEC First Award in Music

**Exam board and rationale behind this choice.**

Pearson

This course has been chosen to enable any student who would like to continue their musical learning further to KS4. Students will develop skills through performance, composition and understanding the job roles and responsibilities within the music industry.

**Sequence of Units.**

Unit 1: The Music Industry  
Unit 2: Managing a music product  
Unit 4: Introducing music composition  
Unit 5: Introducing music performance

**How is subject assessed, how is it criterion referenced to the exam rubric.**

Unit 1 is externally assessed-written examination in final assessment year.  
Unit 2/4/5 are internally assessed through a portfolio of work, teacher observations written and verbal logs of work completed.

Students will achieve Level 1/Pass/Merit/Distinction/Distinction\* overall and for each unit of work completed.

**The link to SMSC/BV.**

**Spiritual, Moral, Social & Cultural**  
The value of performance and music making, both independently and within a group, source of pride and ownership over creative arts.  
Promoting positive attitudes, discipline and respect towards the arts and performing.  
Gives access to all students, despite background, ethnicity, and gender and helps to support and bring students together.  
Opportunities to see how music and the arts bring communities of people together and support one another. Wide range and variety of music taught, encouraging students to look towards other cultural and musical traditions from around the world.

**British Values**  
Opportunities to learn about the roles and careers on offer within the music industry throughout Britain and worldwide.  
Follows on from values outlined in the KS3 National Curriculum.  
Gives students opportunities to show respect and celebrate musical traditions in Britain.

Compliments the schools core values of respect, care and honesty.

**Progression to FE/HE, work, employment training.**

BTEC Music/Performing Arts/Creative Arts at level 2/3 upwards.  
AS and A level Music courses, both Music and Music Technology.

Employment through further musical studies: Session musician, concert musician, music teacher, peripatetic teacher, vocal coach, choir leader, orchestral conductor, studio engineer, producer, composer, theatre director, sound engineer, management and marketing roles within a record company, radio, community musician...

<p><b>PP &amp; Catch-up funding.</b></p>	<p>Pupil premium BTEC music students have been offered instrumental tuition if they are not making expected progress in order to promote pupil progress.</p> <p>PP students have been subsidised for school trips, theatre trips and revision guides particularly at KS4.</p>
<p><b>Literacy/numeracy.</b></p>	<p><b>Literacy</b>  A large proportion of learning is language and terminology focused in preparation for the Music Industry written exam and completion of written coursework/portfolio.  Evaluative, analytical and comparison skills are applied with use of technical language to answer the written paper.  Reading standard notation, scanning, reading TAB notation and chord diagrams as well as roman numerals all enhance literacy and higher order thinking skills throughout the course.</p> <p><b>Numeracy</b>  Reading and writing in standard music notation requires skills in sub diving numbers, simple fractions, identifying sequences and patterns and reading graph like diagrams (stave) as music. Working out values of notes, rhythms and other musical symbols. As well as applying these practically to instruments and the voice through performance.</p>
<p><b>Links to target setting and assessment.</b></p>	