

MUSIC – Y13 BTEC

MAGHULL HIGH SCHOOL – CURRICULUM MAP



| HALF TERM 2 OCT - DEC | Lesson 1 and 2 | Lesson 3 and 6 | Lesson 7 and 8 | Lesson 9 and 11 | Lesson 12 and 14 | Lesson 15 and 16 |
|--|--|--|---|---|---|--|
| TOPIC (S) Unit 2: Professional Practice in the Music Industry (Learning Aim B, C and D) | Objective: Roles within the music industry – students to research with guidance roles in both music performance and production industry, including unions. | Objective: Finance and business planning. Creation of a proposal for a music business based on the learning complete in the unit so far. | Objective: Preparing for presentation – ideas. Students look at different approaches to preparing and presenting ideas and present them to the class. | Objective: Mock assessment introduced – ‘The Mini Glastonbury’. Students to prepare all information for the unit over the course of the following four lessons. | Objective: Mock assessment introduced – ‘The Mini Glastonbury’. Students to prepare all information for the unit over the course of the following four lessons. | Objective: Presentation of final finding and review of learning in preparation for assessment. |
| Knowledge & Skills development | <ul style="list-style-type: none"> Gain an understanding of range of roles within the music industry Gain an understanding of how to develop a presentation based on original ideas Utilise research into health and safety and other elements other covered in the unit to create a business plan Prepare for a presentation on their own task. | | | | | |
| Assessment / Feedback Opportunities | Formative teacher assessment - verbal | Formative teacher assessment - verbal | Formative teacher assessment - verbal | Formative teacher assessment – verbal Powerpoint presentation | Formative teacher assessment – verbal Powerpoint presentation | Summative assessment – Presentations (videoed) |
| Cultural Capital | <ul style="list-style-type: none"> Exploration of different musical venues and their purposes Opportunity to visit a working theatre | | | | | |
| SMSC / Promoting British Values (Democracy, Liberty, Rule of Law, Tolerance & Respect) | <ul style="list-style-type: none"> Students are required to listen to each others presentations and make judgements, requiring tolerance and respect Students will also be required to complete group work Students will look at the legal requirements of the music industry | | | | | |
| Reading opportunities | <ul style="list-style-type: none"> Donald Passman – All You Need to Know About the Music Business Paul Rutter – The Music Industry Handbook | | | | | |
| Key Vocabulary | | | | | | |
| Digital Literacy | Students required to keep portfolio of work on computers Firefly tasks | | | | | |
| Cross-curricular links | Business – how does the music industry work Engineering/Technology – Health and safety implications | | | | | |
| Careers | What are all of the different roles in the music industry? What a stage manager entail? | | | | | |