



HAILEY HALL SCHOOL

Believe | Strive | Achieve

Hailey Hall School Music KS4 Curriculum Booklet

Year 10 Music BTEC Levels 1 and 2

Why this subject is important:

- You will learn vocational skills that will enable you to pursue a career in the music industry.
- Music is a unique form of communication that can change the way you feel, think and act. It forms part of your identity and can help develop your competence as a learner.
- Music increases your self-esteem and creates a sense of achievement and self-worth.
- Music learning develops your critical skills: your ability to listen, to appreciate a wide variety of music, and to make judgement about musical quality.
- Music increases self-discipline and creativity.
- Music helps you understand yourself, relate to others and develop a deeper cultural understanding of home, school, and the wider world.
- Music education helps to develop a sense of group identity and togetherness and develops group work skills.
- Music education helps you develop an understanding of history, technology, and future technology.

Intent: What you will learn this year:

BTEC Music course work Units:

Unit Name	Knowledge	Skills and understanding	Skills curriculum links
<p>Component 1 Exploring Musical Products and Styles investigation Music skills development workshops and Production.</p>	<p>1. Musical Genres and Styles - Recognise and describe different genres (e.g., pop, rock, classical, jazz). Understand the key features of each genre, including instruments, rhythms, melodies, and their cultural or historical background.</p> <p>2. Musical Techniques - Understand musical elements like rhythm, melody, harmony, and dynamics.</p> <p>3. Music Creation- Compose music for production in different genres using appropriate styles and techniques.</p> <p>4. Listening and Analysis - Develop listening skills to identify musical</p>	<p>Understanding how to follow a brief as a starting point for their compositional work. They will be given the skill set to adapted to the following types of briefs In this component, students will explore the characteristics, history, and cultural significance of genres, as well as produced and create music that reflects different styles. They will be given the skill set to extend two pieces of music adding one of following techniques melodic ideas and fragments</p> <ul style="list-style-type: none"> • rhythmic patterns • chords and chord progressions • harmonic systems • textures • riffs and hooks 	<p>In line with the BTEC Music Curriculum: Promoting and creating a music product drawing on previous knowledge from years 7,8 and year 9 Being able to take responsibility for your own learning. Regularly practicing of skills learnt.</p>

	<p>elements and genre characteristics. Compare and contrast different genres through critical listening.</p> <p>5. Cultural Influences - Understand how history, culture, and technology influence music. Recognise how genres influence each other (e.g., jazz's impact on hip hop).</p> <p>6. Basic Music Theory - Learn basic notation, scales, chords, and time signatures. Understand rhythm patterns and how they differ across genres.</p> <p>7. Music Technology - Gain basic knowledge of music recording and production techniques. Learn how to use digital tools like DAWs (Digital Audio Workstations).</p>	<ul style="list-style-type: none"> • sound palettes • improvisation and experimentation <p>They will be given the skill set to record, MIDI and audio files</p> <ul style="list-style-type: none"> • standard notation, e.g., scores, parts • tab, e.g., guitar, drum, bass etc • graphic notation • lead sheet • chord chart 	
<p>Component 2: Music Skills Development</p> <p>Demonstrate professional and commercial skills for the music industry</p> <p>Apply development processes for music skills and techniques</p>	<p>In Component 2 of Pearson's BTEC Level 1/2 in Music Practice, students use a Digital Audio Workstation (DAW). They need to learn basic DAW functions like recording audio and MIDI, editing tracks, and arranging music. They should understand how to use virtual instruments, apply effects like reverb and EQ, and mix tracks to balance sound. Skills include programming MIDI, automating volume and effects, and organising projects efficiently. Students also learn to export final mixes, manage</p>	<p>For Component 2 of Pearson's BTEC Level 1/2 in Music Practice, using a DAW, students need to develop skills in recording, editing, and arranging both audio and MIDI tracks. They learn to use virtual instruments, apply effects like EQ and reverb, and mix tracks to create balanced and polished music. Students also practice automating changes in volume and effects, exporting final audio files, and managing projects within the DAW. Additionally, they</p>	<p>In Line with the Year 11 Exam</p> <p>Being able to take responsibility for your own learning.</p> <p>Using effective revision skills to prepare.</p> <p>Using time management skills</p> <p>Taking notes during lessons to support your Revision.</p>

	their workflow, and incorporate feedback to improve their compositions. The goal is to create, edit, and produce music using DAW software.	gain an understanding of the DAW interface, song structure, and how to collaborate on music production projects.	
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How you will be assessed:

Component 1 of Pearson's BTEC Level 1/2 in Music Practice is assessed through your live or recorded performance, evaluating your musical skills, technique, and expression. You'll also need to document your planning and rehearsal process, including practice schedules and preparation. Additionally, you must provide a reflective evaluation discussing your performance strengths, areas for improvement, and how you addressed challenges. Supporting evidence such as practice logs and rehearsal notes must be submitted along with your performance recording. Assessment focuses on the quality of your performance, your preparation, and your reflective analysis.

Component 2 of Pearson's BTEC Level 1/2 in Music Practice is assessed through your creation of original music or adaptation of existing pieces using a DAW. You need to document your creative process, showing how you developed your ideas and utilized DAW features. You'll submit your final musical project, demonstrating your skills in composition, arrangement, and production. Additionally, a reflective evaluation is required, where you discuss your creative process, the challenges you encountered, and how you addressed them. Assessment focuses on the originality and quality of your music, your use of DAW tools, and your ability to document and reflect on your work.

How parents/carers can help:

1. Talk to your child about what they are learning lessons.
2. Test your child's spelling on musical key words. These can be found in their planner.
3. Encourage your child to complete homework to the best of their ability.
4. Encourage your child to listen to music as much as possible at home.
5. If your child is learning a musical instrument inside or outside, encourage them to attend regularly and practice often in their spare time.

Useful websites:

<http://www.wikihow.com/practice-an-Instrument-Effectively>
<http://www.hopestreemmusicstudio.com/articles/how-to-practice-a-musical-instrument>
<http://www.brainpop.com/artsandmusic/seeall/>
http://www.bgfl.org/bgfl/custom/resources_fpf/client_fpf/ks2/music/piano/index.htm
(virtual piano)

Progression routes and career opportunities:

Pearson BTEC Level 1/ level 2 First Award (NQF) Music
Completing Pearson's BTEC Level 1/2 Tech Award in Music Practice provides various progression routes and career opportunities. You can continue your education with BTEC Level 3 qualifications, A Levels in Music or Music Technology, or specialist vocational training and apprenticeships. Higher education options include pursuing a degree in Music or related fields. Career opportunities include roles in music production, performance, composition, and arrangement, as well as teaching music or working in the music business

in areas like management and promotion. These pathways offer a range of options to advance your career in the music industry or related sectors.

Who to contact and how if you have a query regarding your child’s Music:

Name	POSITION	EMAIL ADDRESS	TELEPHONE
Mrs Victoria Lewis	Subject Leader: MUSIC	vparperis@haileyhall.herts.sch.uk	01992 465208

Year 11 Music BTEC

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What you will learn this year

Unit Name	Knowledge	Skills and understanding	Skills curriculum links
Component 3: Responding to a Music Brief AO1 Understand how to respond to a music brief. AO2 Select and apply musical skills in response to a music brief. AO3 Present a final musical product in response to a music brief	For Component 3 of Pearson’s BTEC Level 1/2 in Music Practice using a DAW , students need to respond to a music brief by composing and producing music that fits a specific genre or theme. They should be able to use the DAW to record, edit, arrange, and mix tracks, applying effects like EQ and reverb to create a polished sound. Skills in sound design,	For Component 3 of Pearson's BTEC Level 1/2 in Music Practice, using a DAW involves learning how to navigate the software, record and edit audio and MIDI, mix tracks with effects and automation, and export your final projects. You'll need to understand basic DAW functions, music theory, audio principles, and creative processes to produce and arrange music	In line with the BTEC Music Curriculum: Knowing about personal management skills (time management), Planning, Organisation, Costings Promoting and creating a music product drawing on previous knowledge from years 7,8 and year 9

AO4 Comment on the creative process and outcome in response to a music brief	layering, and automation are key, as well as managing their time and files efficiently to meet deadlines. Finally, students must export their final track in the correct format and reflect on their process and outcomes.	effectively. Additionally, you will need to troubleshoot common issues and know how to use various resources for problem-solving.	

How you will be assessed:

Component 3 of Pearson's BTEC Level 1/2 in Music Practice is assessed through practical and written tasks. You'll complete a music production project using a DAW, demonstrating your skills in recording, editing, mixing, and arranging music. You'll also submit a portfolio including screenshots and project files, along with a written evaluation reflecting on your process and challenges. Assessment is based on both the quality of your practical work and your ability to explain and justify your techniques and decisions.

Will be assessed internally by the centre (school) and externally verified by Pearson.

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<http://www.brainpop.com/artsandmusic/seeall/>

http://www.bgfl.org/bgfl/custom/resources_ftp/client_ftp/ks2/music/piano/index.htm
(virtual piano)

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