



HAILEY HALL SCHOOL

Believe | Strive | Achieve

Hailey Hall School Music Curriculum Map

Music Curriculum Intent

Music is a universal language that inspires creativity, self-expression and confidence. At Hailey Hall School, our aim is to engage and inspire pupils through a broad, inclusive and practical curriculum that develops a lifelong appreciation of music. We provide opportunities for every learner to experience success, regardless of their prior musical experience, enabling them to develop confidence, resilience and a sense of achievement.

Our curriculum encourages pupils to become confident performers, composers, listeners and music producers. Through practical music-making, keyboard skills, music technology and collaborative learning, pupils develop creativity, independence and critical thinking while exploring a wide range of musical genres, cultures and historical periods.

As pupils progress through Key Stage 3, they develop an understanding of the musical elements and apply these through performance, composition, listening and appraisal. Pupils explore film music, songwriting, music production and the music industry using industry-standard software, preparing them for progression to the Pearson BTEC Tech Award in Music Practice.

At Key Stage 4, pupils build on these foundations by developing practical performance, composition and music production skills while gaining an understanding of the wider music industry. They learn to work creatively in response to commercial briefs, developing the technical, organisational and employability skills required for further education and careers within the creative industries.

Throughout the curriculum, pupils develop an understanding of how music is created, performed, produced and communicated through the inter-related dimensions of music, including pitch, duration, dynamics, tempo, timbre, texture, structure and notation. They learn to listen critically, evaluate musical work and communicate their ideas using appropriate musical vocabulary.

Our curriculum supports pupils' personal development by promoting teamwork, communication, resilience, independence and problem-solving. Music provides a safe and engaging environment in which pupils can express themselves creatively, build positive relationships and develop emotional wellbeing.

The curriculum is fully aligned with the National Curriculum and prepares pupils for further education, employment and lifelong participation in music. It promotes high expectations for all learners while embedding the school's values of respect, inclusion, resilience and ambition. British values—including democracy, the rule of law, individual liberty, mutual respect and tolerance of different faiths and cultures—are developed through collaborative learning, discussion and the exploration of music from diverse traditions around the world.

Year 7 Music

Why this subject is important

- Music is a unique form of communication that allows you to express ideas, emotions and creativity while developing confidence and resilience.

- Music develops practical skills in performing, composing, listening and music technology, giving you opportunities to be creative and work independently.
- Music helps to improve concentration, memory, problem-solving and critical thinking through practical and collaborative learning.
- Music encourages self-confidence, self-discipline and a sense of achievement by enabling you to perform, compose and create original music.
- Music develops teamwork, communication and respect by working with others to rehearse, perform and evaluate musical ideas.
- Music broadens your understanding of different cultures, traditions and musical styles from around the world.
- Music provides a strong foundation for future learning in Key Stage 4 and introduces skills used in the modern music and creative industries.

What you will learn:

Pupils will be introduced to the skills needed for the new BTEC syllabus through these key topics:

Unit name	Topics	Skills and understanding	Skills: Curriculum Links
Term/Unit: Introducing the Elements of Music Autumn Term 1	Learn about diverse types of sounds Identify sounds as musical and non-musical Develop individual control of a range of sounds placing them into a musical context What are some of the important ingredients that make up Music?	Understand pulse, meter, duration, and tempo. To understand pitch, dynamics, and timbre. To understand how music can communicate an idea. Pupils will be able to create effective mapping of the elements of music, showing how they structured their piece, which will feature within their composition.	This is a baseline unit to ascertain students' prior musical knowledge, understanding and experience. Which they can carry forward and build on in other topics. Links with Year 8 Project: Exploring Video game music using the different Musical Elements to help create tension and atmosphere. Romance and Comedy. Creating Leitmotifs, and Ostinatos.

Term/Unit: Autumn Term 2 Exploring Effective Keyboard Performance Technique, Treble Clef Staff Notation, Sharps and Flats and Melody and Chords.	This unit is all about effective keyboard performance technique including basic treble clef staff notation. The unit begins with a general introduction and “Keyboard Treasure Hunt” around a standard classroom keyboard which is a good chance to navigate basic keyboard functions, establish good playing routines and rectify and troubleshoot any potential technical problems.	The pupils will establish the importance of correct playing position and posture and the importance of keyboard warm-ups. Pupils move on to learn about using keyboard fingering for better playing skills, built through a range of exercises such as scales and simple righthand melodies in the key of C Major. Pupils explore the layout of the keyboard in terms of white and black keys and their note names; sharps and flats as enharmonic equivalents and explore how to “read music” in the form of simple melodies and melodies from popular songs from treble clef staff notation. They then move on to add a second part of basic chords with the left hand. Since this unit is primarily performance based, there are optional pathways to perform and compose either a round for keyboard ensemble or to explore short musical clichés for keyboard. The final lesson(s) have been left as “Independent Practice” where, it is hoped, that through their skills, knowledge and understanding of ‘good keyboard practice and playing technique’, pupils will take responsibility for their own learning of a either a solo, paired or small ensemble keyboard piece which can be performed at the end of the unit. The unit explores how pulse patterns can be grouped into two, three and four-beat patterns forming a basis of time signatures, bars and bar	Links with Year 9 Project Exploring Film Music and leitmotifs. Developing Chord arrangement. Developing playing the keyboard with both hands. Links with Year 10/11 BTEC Music Developing music compositions.
Spring Term 1			

Exploring Pulse and Accents	This unit introduces or reintroduces the concept of pulse through a variety of experiences which include pulse games and other rhythmic activities, the creation of patterns, including ostinato and repetitive rhythmic textures – cyclic and polyrhythms, listening activities and the composition and performance of class and group rhythm pieces. Through composing and performing, pupils are introduced to rhythm grids and rhythm grid notation which can be extended to include single line rhythm notation using the note values of a semibreve, minim, crotchet, quaver and pair of quavers. r rhythm work.	lines and conducting patterns in 2/4, 3/4 and 4/4 times. The characteristic 2/4 pulse pattern can be explored in the genre of the March and the 3/4 pulse pattern in the Waltz.	Year 8 Projects Exploring offbeat, different textural elements that make up a Reggae song: bass line riffs, melodic hooks, offbeat chords, syncopated rhythms and the vocal melody line. Links with Year 9 Projects EXPLORING FILM Music Using effective time signatures to create their own leitmotif. Links with Year 9/ 10/11 Projects BTEC MUSIC Developing Compositions using the correct BPM
Spring Term 2 Exploring Instruments of the Orchestra	This unit develops pupils' knowledge and understanding about orchestral instruments and families/sections of orchestral instruments. Pupils learn about the construction, sound production and timbres/sonorities of different orchestral instruments, the layout, grouping and the	Learn about the layout and structure of the symphony orchestra. Develop an understanding of musical instruments and how they are played, the families/sections, construction, different sound production methods and characteristic timbres/sonorities. Use orchestral tones/voices/sounds from keyboards as part of a 'class	Links with Year 8 project Exploring African drumming techniques, African music, identifying characteristic musical features. Links with Year 9 Project The Music Industry. Links with Year 10/11 BTEC Music

	instruments which belong to each section of a modern symphony orchestra. Key to this unit is pupil's understanding of the terms: TIMBRE AND SONORITY with a general introduction to the orchestra followed by exploring one orchestral section or family per lesson. There is an optional lesson pathway to allow pupils to explore fanfares and the harmonic series when looking at brass and percussion instruments in more detail.	orchestra' with an awareness of the experience of 'performing together' as an ensemble and the roles of different instrumental parts and textural layers on the music as a whole. Learn about the origins and uses of fanfares.	Developing music compositions.
Term/Unit: Summer Term 1/2 Exploring Effective Keyboard Performance Technique.	This unit is all about effective keyboard performance technique including basic treble clef staff notation. The unit begins with a general introduction and "Keyboard Treasure Hunt" around a standard classroom keyboard which is a good chance to navigate basic keyboard functions, establish good playing routines and rectify and troubleshoot any potential technical problems. Pupils learn about other keyboard instruments such as the Harpsichord, Celesta, Accordion, Organ, Clavichord, Piano (upright and grand) and Synthesisers before establishing the importance of correct playing position and posture and the importance of keyboard	Understand how the classroom keyboard is used and played. Practicing pieces of keyboard music to build skills and understanding of reading music and playing an instrument using correct posture, fingering and accuracy of pitch and rhythm. Understand the importance of "warming up" before playing a keyboard or piano and the concept of piano fingering (1-5). Explore different keyboard instruments from different times and places.	Links from Year 8 to Year 11 throughout all projects.

	warm-ups. Pupils move on to learn about using keyboard fingering for better playing skills, built through a range of exercises such as scales and simple righthand melodies in the key of C Major. Pupils explore the layout of the keyboard in terms of white and black keys and their note names; sharps and flats as enharmonic equivalents and explore how to “read music” in the form of simple melodies and melodies from popular songs from treble clef staff notation. They then move on to add a second part of basic chords with the left hand. Since this unit is primarily performance based, there are optional pathways to perform and compose either a round for keyboard ensemble or to explore short musical clichés for keyboard.		
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How you will be assessed:

At the end of each unit, you will be assessed on your performance and/or composition, individually, in pairs, small groups or larger ensemble.

At the end of the whole project in May, you will sit a written test based on what you have learned in all three units.

You will receive revision materials in preparation of the test.

A grade is calculated in the following way:

Assessed according to the National Curriculum.

How parents / carers can help:

1. Talk to your child about what they are learning in lessons.
2. Test your child's spelling on musical key words (these can be found in their planner).
3. Encourage your child to listen to music as much as possible at home.
4. If your child is learning a musical instrument inside or outside school, encourage them to attend regularly and practise frequently in their spare time.

Useful Websites and Course Resources

- [BandLab for Education](#)
- [MusicTheory.net](#)
- [BBC Bitesize – Music](#)
- [YouTube](#)
- [BandLab Academy](#)

Progression routes and career opportunities

Progression to Year 8 Music, where learners build on their understanding of the musical elements, keyboard skills, notation, performance, composition and music technology through a wider range of musical genres and styles.

Who to contact and how if you have a query regarding your child

Name	Position	Email Address	Telephone
Mrs Vickie Lewis	Music Teacher	vlewis@haileyhall.herts.sch.uk	01992 465208

Year 8 Music

Why this subject is important

- Music is a unique form of communication that allows you to express ideas, emotions and creativity while developing confidence and resilience.
- Music develops practical skills in performing, composing, listening and music technology, giving you opportunities to be creative and work independently.
- Music helps to improve concentration, memory, problem-solving and critical thinking through practical and collaborative learning.
- Music encourages self-confidence, self-discipline and a sense of achievement by enabling you to perform, compose and create original music.
- Music develops teamwork, communication and respect by working with others to rehearse, perform and evaluate musical ideas.

- Music broadens your understanding of different cultures, traditions and musical styles from around the world.
- Music provides a strong foundation for future learning in Key Stage 4 and introduces skills used in the modern music and creative industries.

What you will learn:

Pupils will be introduced to the skills needed for the new BTEC syllabus through these key topics:

Unit name	Topics	Skills and understanding	Skills and curriculum links
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Autumn Term 1 Introduction to Offbeat. Exploring the origins of Reggae and chords in a Caribbean song.	view This unit begins by bring the origins of Reggae c from Mento, Ska and Rocksteady and looks at the famous reggae musician, Bob Marley, his influence on a worldwide scene. The unit uses two reggae songs as case studies to explore the musical features of the genre: "Yellow Bird": a Jamaican song, and "Three Little Birds". Pupils learn about the different textural elements that make up a Reggae song: bass line, melodic hooks, offbeat drums, syncopated rhythms and a vocal melody line. Pupils' phonetic language is extended by developing constructing chords I, II, IV and V in F Major ("Yellow Bird") and chords I, IV and V in A Major ("Three Little Birds"), performing these in the traditional offbeat Reggae style. The unit ends with the option of an extended Reggae arrangement of "Yellow Bird" and a brief exploration into the themes of Reggae lyrics with pupils creating their own short set of lyrics using Jamaican speech style on a specific subject e.g., Black Lives Matter, School etc. or by taking a known melody or song (of their choice) and researching the chords, chords etc. and creating a Reggae arrangement of it using different textural layers explored during the unit.	To recognise the stylistic conventions of Reggae music. How chords contribute to the texture of a song. To recognise the key features of a Reggae bass line. To understand syncopation and how it is used in Reggae music. To identify the different layers that make up Reggae music. Understand the key themes and style of Reggae lyrics	Links to Year 9 Project Exploring Film Music the pupils learn about different musical devices used in popular songs including how the different structural elements are sequenced horizontally to produce the classic form of a popular song. Links with Years 11 BTEC Music Unit 7 Introduction to Garageband Projects Composing and developing more advance techniques within musical styles.
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Autumn Term 2 All about the bass, exploring the bass clef notation and bass riffs.	This unit aims to give pupils the experience of being “film soundtrack composers” and explores the challenges and musical devices used in film soundtrack composition.	Pupils will compose their own examples of film music to a brief. Pupils will write their own briefs and identify musical features to support these. Identify some film music to diverse types of films Perform the Jaws Leitmotif correctly and with some sense of mood and how this relates to the moving image. Understand that a Leitmotif is a memorable, short musical "snippet" used to represent characters or situations in films.	Links with Years 11 BTEC Music Unit 7 Introduction to Garageband Projects Composing and developing more advance techniques within music technology.
Spring Term 1 Exploring Character themes and development in video game music.	The unit begins by looking at Character Themes in computer and video game music before pupils move on to explore ways in which Character themes can be varied. The characteristic musical features of much computer and video game music: jumping bass lines, staccato articulation, chromatic movement and syncopation are included as musical knowledge through composing and performing tasks. Sound effects are then explored and pupils either perform or create a range of sound effects to match common actions and cues within games. Finally, the unit ends with optional pathways of pupils undertaking a performance project	Understand the various ways in which music is used within a range of computer and video games from different times. Understand, describe and use common compositional and performance features used in computer and video game music. Understand how to vary, adapt and change a melody (character theme) for different atmospheres/scenarios. Understand the importance of sound effects and how these are used at certain cues to enhance gameplay within a computer or video game.	Link with Year 9 Film Music Leitmotif composition. Links with Year 10/11 BTEC Music Developing music compositions.

	based on a computer or video game theme or creating a musical score/soundtrack for a computer or video game creating their own ground theme and sound effects which can be presented in a final "Dragon's Den" style presentation/assessment.		
Spring Term 2 Exploring Repeated Musical Patterns (Hooks, Riffs and Ostinato)	Hooks and Riffs explores music based on repeated musical patterns through the genres of Popular Music (Hooks and Riffs) and Music from the Western Classical Tradition (Ostinatos). The unit aims to combine the inter-related musical strands of Performing: Playing and Singing; Creating - Composing and Improvising and Critical Engagement: Listening and Appraising. The music theory focus of this unit is on treble and bass clef symbols as an indication of pitch and musical repeat markings and symbols. Simple rhythmic and melodic dictation exercises are provided in both graphic and staff notations based on repeated musical patterns. This unit explores the main rhythmic musical features and devices used in African music, particularly the African drumming tradition of West Africa.	Understand how music is based on Repeated Musical Patterns. Understand and distinguish between Hooks, Riffs and Ostinatos. Perform, create and listen to and appraise a range of music from different times and places based on Repeated Musical Patterns discovering a range of compositional techniques and produce contrasting musical ideas to develop your compositional expertise. An idea might take the form of a short melodic motif, a chord progression, or a rhythmic idea	Links with Year 10 BTEC Music Unit 4:
Summer Term 1	Pupils explore the different African Drum performance techniques	To recognise, perform and create African music with an understanding of musical	

Exploring African Drumming Techniques	and the effect this has on the timbre and sonority of the sounds produced. They then move on to perform and create, by composing and improvising simple rhythms and, using repetition, turn these into cyclic rhythms. These are then combined and overlapped to create polyrhythms and a polyrhythmic texture: a characteristic of much African music.	conventions and processes. To explore different rhythmic processes used in African music – cyclic rhythms, polyrhythms, syncopation and call and response and apply these to own composition and performance activities. To learn about different African musical instruments and make connections between these sounds and timbres available within the classroom. Listen to a range of different African music, identifying characteristic musical features.	
Summer term: Creating an Arrangement of a Popular Song from a Lead Sheet	Explore instruments used in popular songs and establish what resources are available within the classroom in terms of popular and orchestral instruments, own instruments, and music technology. Pupils could complete an “audit” not only of actual instruments and resources, but to explore what instruments that pupils within their class play and how best to use these resources.	Understand and use all elements and terms relating to popular song structure through listening and appraising and performing. Demonstrate an understanding of Lead Sheets by confidently navigating around different sections when performing, arranging, and listening	Links to Year 9: Leitmotif composition, Band Lab/ Garage Band skills. Links to BTEC: Unit 2, 4 and 7.

How you will be assessed:

At the end of each unit, you will be assessed on your performance and/or composition, individually, in pairs, small groups or larger ensemble.

At the end of the whole project in May, you will sit a written test based on what you have learned in all three units.

You will receive revision materials in preparation of the test.

A grade is calculated in the following way:

Your child will be assessed against the National Curriculum.

How parents / carers can help:

1. Talk to your child about what they are learning in lessons.
2. Test your child's spelling on musical key words (these can be found in their planner).
3. Encourage your child to listen to music as much as possible at home.
4. If your child is learning a musical instrument inside or outside school, encourage them to attend regularly and practise frequently in their spare time.

Useful website and details of course books:

- [BandLab for Education](#)
- [MusicTheory.net](#)
- [BBC Bitesize – Music](#)
- [YouTube](#)
- [BandLab Academy](#)

Progression routes and career opportunities:

Progression to Year 9 Music, where learners apply their performance, composition and music technology skills through film music, songwriting and music industry projects, preparing them for the Pearson BTEC Tech Award in Music Practice.

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

Name	Position	Email Address	Telephone
Mrs Vickie Lewis	Music Teacher	VLewis@haileyhall.herts.sch.uk	01992 465208

Year 9 Music

Year 9 Music

Why this subject is important

Music in Year 9 builds on the knowledge and skills developed in Years 7 and 8 while preparing pupils for further study at Key Stage 4.

Throughout the year, pupils will:

- Develop confidence in composing, performing and producing music using industry-standard music technology.
- Explore film music, songwriting and the music industry, gaining an understanding of how music is created, produced and shared with audiences.
- Develop creative thinking by responding to musical and commercial briefs through planning, composing and refining original music.
- Build listening, analytical and evaluation skills by exploring a wide range of musical genres, styles and traditions.

- Strengthen communication, teamwork, resilience and independent learning through practical music-making and collaborative projects.
- Gain an understanding of careers within the music and creative industries, preparing them for progression to the Pearson BTEC Tech Award in Music Practice.

What you will learn:

BTEC Level 1 Music Unit 1 contains the following studies.

Unit name	Topics	Skills and understanding	Skills curriculum links
Autumn: Film Music Composition & Music for Media	Purpose of music in film and media, mood and atmosphere, music spotting, diegetic and non-diegetic music, role of the composer, leitmotifs, cue sheets, soundtrack planning, BandLab composition, evaluation and refinement.	Develop an understanding of how music enhances visual media through the use of the musical elements. Analyse film music, create and develop leitmotifs, use cue sheets to plan soundtracks, and compose, refine and evaluate original music using BandLab.	Builds on KS3 composition and keyboard skills while developing music technology, listening and analytical skills. Prepares learners for the Pearson BTEC Tech Award by introducing creative briefs, composition planning and music production techniques used in Components 2 and 3.
Spring Popular Music, Songwriting & Performance	Popular song structure, verse, chorus and bridge, riffs and hooks, melody, lyric writing, chord progressions, composition, BandLab music production, rehearsal, performance and evaluation.	Develop an understanding of the structure and features of popular music. Compose, perform and refine original songs using keyboards and BandLab, exploring melody, harmony, lyrics and song structure. Develop rehearsal, performance and evaluation skills through individual and collaborative practical work.	Builds on Year 9 Film Music composition by developing songwriting, performance and music production skills. Prepares learners for the Pearson BTEC Tech Award by strengthening composition, rehearsal, collaboration and creative decision-making required for Components 2 and 3.

Summer The Music Industry & Responding to a Creative Brief	Record labels, music media, broadcasting, music distribution, recording and rehearsal studios, live music roles, creative briefs, composition planning, BandLab music production, presentation and evaluation.	Develop an understanding of how the music industry operates by exploring careers, record labels, distribution, media and live events. Respond to a creative brief by researching, planning, creating and evaluating original music using BandLab, while developing independent research, planning and problem-solving skills.	Builds on Year 9 composition and songwriting units by applying music production skills within an industry context. Prepares learners for the Pearson BTEC Tech Award through research, planning, responding to creative briefs and independent music production required for Components 1, 2 and 3.

How you will be assessed:

You will be assessed at the end of every half term. Each assessment uses the exam board grade criteria so that you can be sure about what grade you are working at.

Assessments are a mixture of written and practical with a formal written assessment near the end of the year.

How parents / carers can help:

1. Ensure that your child attends his/her extra-curricular lessons or ensembles.
2. Ensure that your child practises his/her instrument(s) at home.
3. Encourage your child to listen to music as much as possible at home.
4. Support your child by taking an interest in their home learning.

Useful Websites and Course Resources

- [BandLab for Education](#) – Create, record and produce music using industry-standard online software.
- [MusicTheory.net](#) – Interactive music theory lessons and exercises.
- [BBC Bitesize – Music](#) – Revision, musical vocabulary and listening activities.
- [Chrome Music Lab](#) – Interactive activities to explore musical concepts.
- [YouTube](#) – Listening examples, film music, performances and music production tutorials.

Progression routes and career opportunities:

Progression to the Pearson BTEC Tech Award Level 1/Level 2 in Music Practice, leading to further study and careers within the music, media and creative industries.

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

Name	Position	Email Address	Telephone
Mrs Vickie Lewis	Music Teacher	vlewis@haileyhall.herts.sch.uk	01992 465208

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.

What you will learn this year:**BTEC Music course work Units:**

Unit Name	Knowledge	Skills and understanding	Skills curriculum links
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Component 1 Exploring Music Products and Styles	• Explore different music products • Analyse musical styles • Compare genres • Research artists • Understand audience • Investigate how music is created	Students will develop listening, analytical and research skills by exploring a range of music products and styles. They will identify how the musical elements, instrumentation, production techniques and performance styles are used to create different genres and engage audiences. Learners will use musical vocabulary to compare and evaluate music, investigate careers and roles within the music industry, and develop communication, organisation and independent learning skills in preparation for Components 2 and 3.	Develops the knowledge and analytical skills required for Component 2: Developing Music Skills and prepares learners for the external assessment in Component 3: Responding to a Commercial Music Brief. Builds on KS3 listening, appraising and music technology skills.
Component 2 Music Skills Development	Know how to develop technical music skills through performance and music production. Know how to use rehearsal techniques, music technology and feedback to improve musical outcomes. Understand how to plan, practise, refine and evaluate musical work in response to a creative brief.	Develop practical performance and music production skills through rehearsal, practice and refinement. Use music technology to create, record and edit musical ideas, responding to feedback to improve outcomes. Demonstrate confidence, creativity and technical accuracy while working independently and collaboratively.	Builds on KS3 performance, composition and music technology skills. Prepares learners for the external assessment in Component 3 by developing independent rehearsal, production and reflective practice.

How you will be assessed:

Assessment for Component 1: Exploring Music Products and Styles and Component 2: Developing Music Skills is internally assessed by the centre (school) and moderated by Pearson. Throughout the

course, learners will complete a range of practical, written and portfolio-based assignments to demonstrate their knowledge, understanding and musical skills.

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

- [BandLab for Education](#) – Create, record and produce music using industry-standard software.
- [MusicTheory.net](#) – Free music theory lessons and exercises.
- [BBC Bitesize – Music](#) – Revision resources, musical vocabulary and listening activities.
- [YouTube](#) – Performances, tutorials and examples of a wide range of musical styles.
- [BandLab Academy](#) – Tutorials covering recording, sequencing, mixing and music production.

Progression Routes and Career Opportunities

Successful completion of the **Pearson BTEC Tech Award Level 1/Level 2 in Music Practice** provides progression to:

- Pearson BTEC Level 3 National qualifications in Music Performance, Music Production or Music Technology.
- A Level Music or Music Technology (where entry requirements are met).
- Apprenticeships and careers within the music, media and creative industries.

Career opportunities include:

- Music Producer
- Recording or Live Sound Engineer
- Performer or Session Musician
- Composer or Songwriter
- Music Teacher
- Studio Technician
- DJ
- Festival or Events Manager
- Music Marketing and Artist Management
- Radio, Podcast and Broadcast Production

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

Name	POSITION	EMAIL ADDRESS	TELEPHONE
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Mrs Vickie Lewis	Subject Leader: MUSIC	vlewis@haileyhall.herts.sch.uk	01992 465208
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Year 11 Music – Pearson BTEC Tech Award in Music Practice

Why this subject is important:

- You will develop vocational skills that prepare you for further study and careers within the music and creative industries.
- Music is a unique form of communication that enables you to express ideas, emotions and creativity while developing confidence and resilience.
- Music develops your practical performance, composition and music production skills using industry-standard music technology.
- Music strengthens your listening, analytical and critical thinking skills, enabling you to evaluate a wide range of musical styles and products.
- Music encourages creativity, self-discipline, organisation and problem-solving through independent and collaborative projects.
- Music helps you develop cultural awareness by exploring music from different genres, traditions and communities.
- Music develops communication, teamwork and leadership skills that are valued in education, employment and everyday life.
- The course prepares you for progression to further education, apprenticeships and careers within the modern music and creative industries.

What you will learn this year

Unit Name	Knowledge	Skills and understanding	Skills curriculum links
Autumn Term 1 / 2 Spring Term Summer Component 3	Know how to interpret a commercial music brief and research musical styles, sonic characteristics and compositional features. Understand how to plan, create, refine and evaluate an original piece of music, preparing for both the mock assessment and the externally assessed Pearson examination. Knowing how to manage a music product.	Develop research, planning and music production skills by responding to commercial music briefs. Analyse genres, instrumentation, tempo, BPM and production techniques before creating and refining original music using music technology. Complete a mock assessment to develop confidence, exam technique and time management in preparation for the externally assessed Component 3.	Draws together the listening, analytical, performance and production skills developed in Components 1 and 2. Prepares learners for the externally assessed Pearson Component 3 through mock assessment, independent research, planning and music production.

How you will be assessed:

Component 3: Responding to a Commercial Music Brief is externally assessed by Pearson. Learners will complete a Pearson-set task under supervised conditions and will undertake a mock assessment during the year to prepare for the final external assessment.

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 frequently in their spare time.

Useful Websites

- [BandLab for Education](#) – Create, record and produce music using industry-standard online software.
- [MusicTheory.net](#) – Free lessons and exercises to develop music theory knowledge.
- [BBC Bitesize – Music](#) – Revision, listening activities and musical vocabulary.
- [YouTube](#) – Listen to a wide range of music, performances and production tutorials.
- [Chrome Music Lab](#) – Explore musical concepts through interactive activities.

Progression routes and career opportunities:

Progression routes and career opportunities:

Students can progress to:

- **Pearson BTEC Level 3 National Extended Certificate/Diploma in Music Performance, Music Production or Music Technology**
- **A Level Music or Music Technology** (where entry requirements are met)
- **Apprenticeships within the creative industries**
- Further education or employment in the music, media and creative sectors.

Potential careers include:

- Music Producer

- Recording or Live Sound Engineer
- Performer or Session Musician
- Composer or Songwriter
- Music Teacher
- DJ
- Music Therapist
- Studio Technician
- Festival or Events Manager
- Artist Management and Music Marketing
- Radio, Podcast or Broadcast Production
- Content Creator for the Creative Industries

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