## Subject Year by Year Progression Plan

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### Understanding

Students need to understand the skills and knowledge required to perform a range of job roles in the music industry. Students should explore, analyse and evaluate various aspects of each different role, and be able to form their own opinions about the importance of each role in the music industry. Students will also demonstrate a practical understanding of job roles through the completion of tasks which require students to utilise associated skills. Students should understand a range of musical devices and techniques, and understand how they fit into a range of genres of music. Students will understand how the music industry and music itself has developed throughout history.

Students need to demonstrate a developed understanding of a wider range of job roles related to the music industry, and furthermore understand how these roles fit into organisations involved in the music industry. Students should also understand different employment patterns and be able to explain how they are suited to a range of job roles.

### Knowledge

#### Performance and Production

Students will learn about the roles and responsibilities within the music industry, involved in musical productions and performances. They will understand the planning process and be able to explain how different factors can impact on the success of a musical events.

Students will demonstrate an understanding of the following job roles, associated with music performance/production:

- Manager
- Talent Scout
- Promoter
- Performer
- Roadie
- Live Sound engineer
- Media/Videography

Students will demonstrate their knowledge through performing the various job roles as part of the planning of their own music product. Students will then evaluate their knowledge.

Students will deepen their understanding of performance and production roles, exploring in more detail how different professionals interact and collaborate when putting on a performance. Students will develop a firm understanding of organisations involved in the live music industry:

- Record labels
- Unions
- Broadcasting companies
- Artists Representation
- Hire and transport companies

Students will demonstrate their knowledge through identifying, describing and evaluating roles and responsibilities of professionals and organisations.
| Composing and Promotion | Students will learn about the composition process, and be able to explain how the following job roles contribute to a musical composition:  
  - Studio engineer  
  - Producer  
  - Composer  
  - Songwriter  
  - Artist  
  - Session Musician  
  - Mastering engineer  

Students will develop their knowledge of compositional concepts and techniques and apply them in the context of a client-driven industry.  

Students will need to learn about a range of musical genres and structures, and understand how different genres fit a range of real world contexts:  
  - Film  
  - TV  
  - Computer Games  
  - Theatre  
  - Live Music  
  - Commercial music artists/bands.  

Students will develop an understanding of how music is promoted through live shows, the media, artwork and online mediums. They will learn about changes in the way music has been consumed throughout history. Students will need to learn how the following job roles contribute to the marketing of music:  
  - Promoter  
  - Journalist  
  - Plugger  
  - Tour manager  
  - Media roles  
  - Live music roles  

Students will also develop their understanding on how promotional materials are created, and research a range of different adverts/promotional campaigns.  

|  | Students will continue to learn about the composition process and exploring in more detail how different professionals interact and collaborate when recording and releasing music. Students will develop a firm understanding of organisations involved in music publishing and promotion:  
  - Record labels  
  - Unions  
  - Music publishers  
  - Promotion companies  
  - Broadcasting companies  
  - Marketing and distribution companies  

Students will demonstrate their knowledge through identifying, describing and evaluating roles and responsibilities of professionals and organisations.  

Students will deepen their understanding of how different genres fit a range of real world contexts, and refine their own work to meet industry standards. |
### Listening and Evaluating

Students will understand a range of musical devices, techniques, instruments and elements. They will be able to link these to musical conventions and genres.

**Devices and Techniques:**
- Chords: Block Chords, Broken Chords, Arpeggios
- Rhythm: Syncopation, triplets, Cross Rhythms, Augmentation, Diminution
- Melody: Pentatonic, Harmony, Chromatic, Diatonic
- Riff, Hook, Ostinato, Bassline

**Instruments:**
- Strings
- Woodwind
- Brass
- Percussion

**Elements:**
- Dynamics
- Tempo
- Timbre
- Texture
- Pitch

Students will understand and analyse the effectiveness of a musical performance or composition. Students will also evaluate the success of music events in relation to audience perception, marketing campaigns and how well the event is planned and executed.

### Subject Skills

#### Performing and Production

Students will demonstrate they are able to contribute to a successful performance by demonstrating the following skills:
- Rehearse and perform individually or as part of an ensemble
- Set up a sound system for live performance and create a balanced live mix
- Set up a lighting system for a live performance and create an appropriate light design
- Set up audio or visual recording equipment and produce

#### Composing & Promotion

Students will apply their knowledge of a range of musical techniques and music technology to demonstrate the following skills:
- Use music software to compose a variety of musical compositions

#### Performing and Production

Students will develop an understanding of musical structures, how devices and elements are contrasted to create stimulating music. Students will understand the conventions of a range of musical structures/styles:
- 12-bar blues
- 32 bar song
- Ternary form
- Binary form
- Verse-Chorus Structure
- Theme and Variations

Students will deepen their understanding on the planning and logistics of a range of musical projects:
- Live concerts
- Small venues
- Large venues
- Music Festivals
- Music for advertising
- Music for Film
- Releasing an Album
- Touring

Students will develop their understanding of how different factors have an influence on cost, time frame and successful outcome.
**Use music software to compose a variety of musical compositions**
- Demonstrate keyboard skills through the recording of individual parts
- Apply a range of musical devices to add variety to their composition
- Use EQ, panning and effects to contribute to a balanced and creative mix of their composition.
- Create effective promotional materials to help promote their music product/event

**Listening and Evaluating**
- Be able to identify the use of musical devices, instruments and elements in live or recorded music
- Be able to describe how musical features have been used to create effect
- Analyse the use of musical features and make justified opinions of their effectiveness.
- Evaluate the success of their own music projects, making justified judgements on the planning process and overall success/effectiveness.

**Literacy Skills**
- Undertaking the BTEC Music course will enable students to make use of the following literacy skills:
  - Analyse spoken and written language, exploring impact and how it is achieved
  - Express ideas and information clearly, precisely, accurately and appropriately in spoken and written communication
  - Form independent views and challenge what is heard or read on the grounds of reason, evidence or argument
  - Understand and use the conventions of written language, including grammar, spelling and punctuation
  - Explore questions, solve problems and develop ideas
  - Engage with and make fresh connections between ideas, texts and words
  - Experiment with language to create effects to engage the audience
  - Reflect and comment critically on their own and others’ use of language.
  - Present and listen to information and ideas
  - Respond appropriately to the questions and views of others

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  - Respond appropriately to the questions and views of others
  - Participate in a range of real-life contexts in and beyond the classroom, adapting talk to situation and
### Numeracy Skills

| Participate in a range of real-life contexts in and beyond the classroom, adapting talk to situation and audience and using standard English where appropriate |
| Select and use a range of techniques and creative approaches to explore ideas, texts and issues in scripted and Improvised work. |
| Understand how meaning is constructed through words, sentences and whole texts, recognising and responding to the effects of language variation |
| Evaluate the ways in which texts may be interpreted differently according to the perspective of the reader. |
| Choosing content and adapting style and language to a wide range of forms, media, contexts, audiences and purposes |
| Adapting form to a wide range of styles and genres. |

| Undertaking the BTEC Music course will enable students to make use of the following numeracy skills: |
| Key dates and chronology |
| Understand number size, scale and the quantitative relationship between units |
| Carry out calculations involving $+,-,\times,\div$, and understanding when to use estimation |
| Using counting to achieve balance and symmetry during music composition, in terms of beats, bars, phrases and sections of music. |
| Design and use data-collection sheets, including questionnaires, for grouped, discrete or continuous data, process, represent, interpret and discuss the data |
| Understanding and manipulating graphs and similar graphic forms when applying effects, using music software |

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