Music Year 11 Big Picture

Autumn 01 *Lessons 1 – 4 (8 weeks)*	*Autumn 02* *Lessons 5 – 8/9 (7 weeks)*	*Spring 01* *Lessons 10/11 – 13/14 (6 weeks)*
Content – Component 2: Developing Music Skills Pupils will continue to develop and refine specialist musical skills in preparation for Component 2. Building upon the performance, composition and production techniques developed during Year 10, pupils will identify personal strengths and areas for development and establish individual improvement targets. Through regular practice, rehearsal and reflective evaluation, pupils will develop the technical and expressive skills required to achieve their chosen aims. . **Listening:** Listening to professional recordings and performances related to pupils' chosen specialisms. Pupils will analyse stylistic features, performance techniques, compositional devices and production methods to inform their own development. **Performance:** Developing instrumental, vocal and ensemble skills through structured rehearsal and technical exercises. Pupils will demonstrate increasing confidence, fluency and stylistic awareness in preparation for assessment. **Composition:** Developing compositional and production techniques through focused tasks linked to pupils' individual development goals. Pupils will refine musical ideas and demonstrate increasing independence in the creative process.	**Content – Component 2: Refining and Demonstrating Skills** Pupils will complete their Component 2 assessment work by refining and presenting evidence that demonstrates musical development over time. They will evaluate their progress against initial targets and demonstrate how feedback, rehearsal and practice have informed improvements in their work. **Listening:** Evaluating professional and peer examples to support refinement and self-assessment. **Performance:** Presenting performance work that demonstrates progress, technical control, and stylistic understanding. **Composition:** Completing compositions, arrangements or productions that demonstrate development in creative and technical skills.	**Content – Component 3: Responding to a Brief** Pupils will begin work on the Pearson-set Component 3 assignment. They will analyse the brief, identify target audiences and investigate relevant musical styles, conventions and products. Through research and planning activities, pupils will develop an understanding of how music creators respond to professional commissions and industry expectations. **Listening:** Listening to professional examples relevant to the released brief, identifying musical conventions, audience expectations and stylistic features. **Performance:** Exploring performance techniques and repertoire that may inform the practical response to the brief. **Composition:** Generating, experimenting with and planning musical ideas that respond appropriately to the requirements of the assignment.
Assessment Objectives **Component 2 Learning Aim A** Demonstrate the development of musical skills through practical activities, evidence gathering and reflective evaluation.	**Assessment Objectives** **Component 2 Learning Aim B** Apply and demonstrate musical skills through completed practical outcomes and evaluation. Unit Assessment Completion of Component 2 portfolio and supporting evidence for internal assessment.	**Assessment Objectives** **Component 3 Learning Aim A** Understand how music creators respond to a brief through research, planning and exploration.
Spring 02 *Lessons 14/15 – 17/18 (6 weeks)*	*Summer 01* *Lessons 18/19 – 20/21/22 (5 weeks)*	*Summer 02* *Lessons 20/21/22 – 23/24/25/26 (7 weeks)*
Content – Component 3: Developing a Response to the Brief Pupils will apply their musical knowledge, skills and understanding to create a response to the Pearson-set brief. They will refine ideas through drafting, rehearsal, recording and evaluation, demonstrating an awareness of audience, purpose and stylistic conventions. . **Listening:**	**Content – Component 3: Completing and Presenting the Final Response** Pupils will complete and present their final response to the Pearson-set brief. They will demonstrate their ability to combine performance, composition and production skills whilst making informed creative decisions that meet the requirements of the assignment. **Listening:** Critically evaluating professional and peer work to support final refinements.	**Content – Progression Project: Music Beyond Key Stage 4** Pupils will consolidate their learning through independent creative projects that prepare them for further study in music, music technology and the creative industries. Projects may include songwriting, music production, live performance, film scoring, portfolio building or preparation for Level 3 courses. **Listening:**

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Analysing relevant professional examples to justify and inform creative decisions. **Performance:** Developing and refining performance material where appropriate to the chosen response. **Composition:** Creating, refining and recording original musical material in response to the brief.	**Performance:** Recording or presenting final performance material where appropriate. **Composition:** Completing, editing and presenting final musical products and supporting documentation.	Exploring music relevant to individual interests and progression routes. **Performance:** Developing independent rehearsal and performance skills. **Composition:** Creating original music that reflects personal musical interests and future aspirations.
Assessment Objectives **Component 3 Learning Aim B** Develop and refine a creative response to a professional brief.	**Assessment Objectives** **Component 3 Learning Aim C** Create and present a completed response to the Pearson-set brief demonstrating musical understanding, creativity and technical control. **Unit Assessment** Submission of Component 3 external assessment.	**Assessment Objectives** **Unit Assessment – Personal Music Project** Pupils will plan, create and evaluate an independent music project demonstrating the knowledge and skills developed throughout the BTEC Music Practice course.