

RECOVERY CURRICULUM

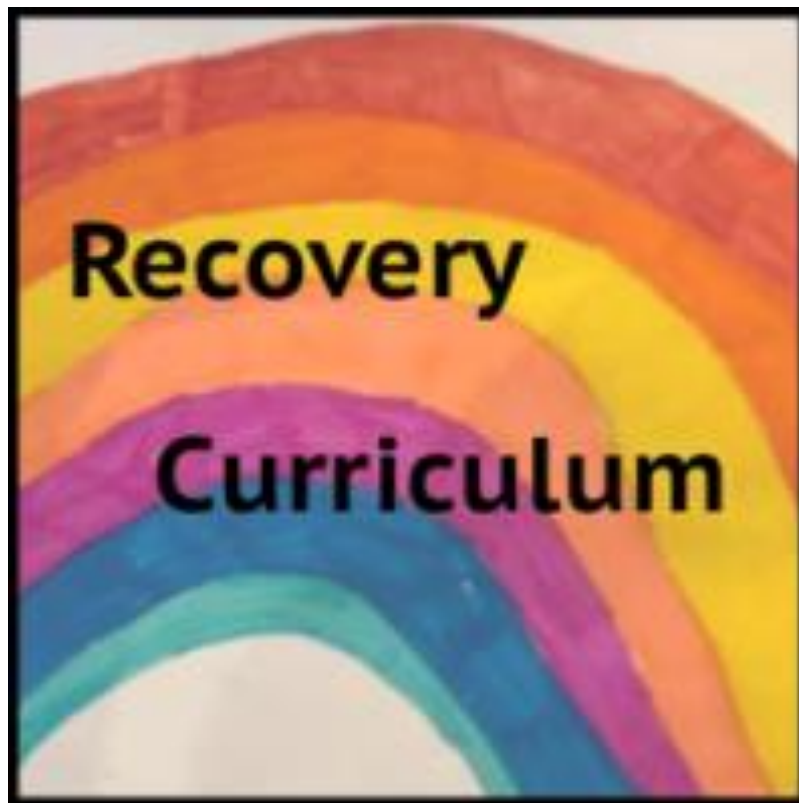
Year 10

Subject: Performing Arts – BTEC First Music

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Subject:	Music	Teacher:	Mrs A Mogelmosse
Year:	Year 10	Class:	10C/Mu1
Unit title:	Introducing BTEC		
Duration:	5 sessions		

Intent

Intent Statement - at Landau Forte Amington, we believe learning powerful knowledge helps students achieve and creates a fairer society. How are you trying to accomplish this, with this unit/topic?

This topic will focus on student recovery following the pandemic, which has resulted in students experiencing the following possible losses: routine, structure, friendship, opportunity and freedom. It will support students academically, socially and emotionally, in order to transition students back to Academy life and support with the issues resulting from loss.

Aims - what do you want pupils to be able to know and do by the time they finish this unit/topic?

Students are beginning a new course. They need to show their current skills and find out how to work with each other within the group. By the time we have completed this little unit, they are ready to begin work on developing their performance skills using ensemble techniques taught in this unit.

Academy values – at Landau Forte Amington, we want students to be ambitious, brave and kind. How are these values promoted in this PoS?

Ambitious – create fluent covers and trying out part or instruments not mastered before

Brave – show their weaknesses to the class in order to be able to make improvements

Kind – being supportive of other students who may need be worried about performing or struggling to taking on new skills

Content – what is being covered, ensuring breadth & depth?

National Curriculum/Exam Specification - how does the content link to the NC or Exam Spec?

Ensemble, instrument parts (differentiated to suit students), arrangement

Music notation, ensemble work, genre (Unit 5)
Skill development, personal management skills, target setting (Unit 2, 3, 5)

Powerful Knowledge - what powerful knowledge is included in this SoW? Consider what knowledge is it important for our students to know, so that when they leave school they can engage in and lead discussions, with people from the most advantaged backgrounds?

Being part of a community – creating something together

Setting target for best practise and how to improve yourself.

Present work to other people

Implementation	
GAPS	
Identification – how are you going to identify the gaps in knowledge/skills?	Triage – how are you going to rank order these gaps in knowledge/skills and 'fill' them, in order of importance?
Monitor how students are approaching their part and differentiate where needed. Listen to rehearsal and set new targets/expectations	<ol style="list-style-type: none"> 1) Use an instrument 2) Set targets and act on them 3) Learn part independently 4) Be able to work as part of an ensemble 5) Read music notation
KEY CONCEPTS	
Key Concepts – what are the key concepts being taught?	Progression – how will studying these key concepts support progression to the traditional curriculum that has been planned?
Rehearsal techniques, Ensemble techniques Use of a variety of music notation, arrangement of own part and ensemble, listening, target setting	Initial skill audit enables students to create a rehearsal plan for the next 6 months. This prepares them for using instruments for compositions as well as performances
WELLBEING	
Lockdown – how will students share their experiences of lockdown?	Social and Emotional – how will student social and emotional health be supported?
The music selected will offer students a chance to reflect on their time in lockdown. Students can choose to vocalise this or express it within their performance	Students are encouraged to engage with the context of the music and use expression, they will be working with others and be able to share their thoughts with other students
RE-ESTABLISH	
Learning Skills – how are you going to re-establish the skills for learning?	Relationships – how are you going to re-establish classroom relationships?
Students are given clear expectations for behaviour and effort needed in order to create a good performance outcome. Students struggling to comply with these expectations will be offered support by tutor.	The task set encourage students to build classroom relationship. AHM will bear in mind this is a new combination of students and for some students it will be a challenge to collaborate freely

OPPORTUNITIES	
Discussion – what are the discussion-based opportunities?	Group – what are the group work-based opportunities (while still ensuring social distancing)?
Discussion what the music is conveying to the audience and how we can this across – have we got any experiences that will support us in this.	Ensemble work – both rehearsal and performance

Delivery								
1	Number of lessons in cycle: 5	1) Lesson Type (classroom or blended for remote homework)		2) DNA (Do Now Activity/Reading)		3) Learning Intentions (what, why & how)		
		Classroom (whole sequence completed)	<input checked="" type="checkbox"/>	My expectations Skills Audit Log Book – review work	What	To create an ensemble performance for a recording		
		Blended (live and remote as independent study)	<input type="checkbox"/>		Why	Learn part, listen to details in music, collaborate with others, help Y11, review rehearsal work and set target for improvement		
					How	Learn individual parts and learn how to play them together in groups		
		4) New Material (previous learning/ new material)		5) Check for Understanding (questioning/checking)		6) Prepare for Practice (model/ scaffold)		Synchronous (live)
		Individual parts arranged for the class		Students explain which part suits them and further help they may need		Listen to original and discuss style used Divide music into manageable chunks Specific instrument groups given time to work together and support each other		
		7) Deliberate Practice (guided/ independent)		8) Feedback (light/deep)		9) Review (daily/monthly)		Asynchronous (remote)
	Individual practise learning section of own part Ensemble rehearsal working on specific part		Light feedback given to individuals and ensemble during the rehearsal process enabling them to set SMART targets		5 lessons in – how far are we? What do we need to do to make it something worth recording?			
Resource needed due to Covid: Only one student in practice room each session Limit to equipment available to use – setup/pack away by one student Access to mobile phones, Own headphones (letter home), Individual rehearsal booklets + plastic wallet to keep work in.				Resource used normally: Practice rooms for smaller ensemble groups Tech interested students able to set up for others to strengthen knowledge.				