REMOTE LEARNING MODULE

Subject: BTEC Music Year 10
Author: Mrs A Mogelmose
Created: 14/07/2020
Updated: 28/08/2020

Subject:	Music (BTEC First)		Teacher (if applicable):	Mrs A Mogelmose	
Year:	10		Ability/Class (if applicable):	Mixed	
Module title:	Unit 4 Assignment 1				
Duration:	2 weeks ☐	4 weeks ☒	6 weeks ☐	8 weeks ☐	Other:

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 module?

As part of their exam work students have to create 4 short ideas for a composition.
The powerful knowledge gained in this module would be:
- Create work based on a brief with a vocational context
- Work to a deadline
- Work independently, justifying ideas/concepts used as part of the final presentation.

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

- Create 4 short ideas (10-20 sec)
- Select and use the instrument/s best suited to their style of music, this includes use of ICT where applicable.
- Understand techniques used for the chosen instrumentation and utilise it to some extent in the initial idea
- Be able to vocalise how the ideas fits the original brief set out in the assignment

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

Ambitious – aim to create music that can be used in the 'real' world, nothing is done to fit into an exam, using professional compositions as their benchmark.
Brave – take risks, try out techniques and instrumentation that may push their original skill set
Kind – support and help each other where possible to ensure all get good experience and outcome. This could involve showing another student how to use an instrument or play/record a part need for the final hand in.

Content – what is being covered, ensuring breadth & depth?	National Curriculum/Exam Specification - how does the Content link to the NC or Exam Spec?
Composition techniques Students are introduced to a variety of styles leading up to this assignment and they should be able to discuss and justify choices made in the process. Notation or Realisation of idea	BTEC First Level 1/Level 2 Music Unit 4 Introducing Musical Composition Composition Notation/Realisation

Recorded or written evidence of progress and how it is achieved.	

Working to a brief – referring back ensuring you are still on track, fulfilling the requirement set out by your costumer
Working to a deadline – planning/time management, ensuring your work is completed in time to meet the deadline
Structure and realise musical ideas and reflect on how it compares to professional pieces of music being Western Art or Popular Music.

Implementation

KEY CONCEPTS

Key Concepts – what are the key concepts being taught?	Progression – how will studying these key concepts support progression to the next academic year, or key stage?
Compositional techniques Brief Deadline Musical idea	Students will use these initial ideas to develop their music into longer piece and finalise one of these pieces as it would have been presented by a professional composer.

LEARNING

Synchronous – what are the synchronous aspects of the module, including new material taught?	Asynchronous – what are the asynchronous aspects of the module, including deliberate practice?
Introduce music styles and specific features of each style Introduce compositional techniques Introduce software for composing – Noteflight/Soundtrap	Students will work on their ideas independently, utilising tehcniques and features to create music for their chosen instrument/s. The work can be done using software or instruments.

ENGAGEMENT

Accessibility – how are you going to ensure students without ICT can engage with this module?	Disengagement – how are you going to ensure students who are not engaging with this module are identified and supported?
Students can chose to work without ICT but it can be a disadvantage for less able musicians.	Share deadline with PT and parents, consistent contact to ensure progress is made – collecting small samples of each idea. Offer individual support where ICT/parents make this a possibility.

FEEDBACK

End of Module – what is the end of module assessment, which will be used to evaluate the knowledge and skills gained?		**Review Points** – what takes place at the review points, to monitor the progress of learners and provide feedback, or support?	
Grading Criteria set out by BTEC First for Unit 4 LA1		**2 Weeks**	
		4 Weeks	
		6 Weeks	Four initial ideas are handed in for assessment. A Feedback sheet will be given to each student and if needed resubmission can be offered.
		8 Weeks	
		Other	

Delivery *(please note - a two week remote learning module may only take one lesson cycle)*

		1) Lesson Type (remote or blended)		2) DNA (Do Now Activity/Reading)	3) Learning Intentions (what, why & how)		
1	3	Remote (live on MS Teams and remote as study)	☒	**What is the meaning of the terms below: Elements of Music Compositional techniques**	What	Identifying, discussing and playing specific features from a variety of styles	
		Blended (live in classroom and remote as study)	☐		Why	Develop an understanding of a variety of musical styles and how initial ideas form a reference point for compositions.	
					How	By listening and playing specific sections of different pieces of music	
	Number of lessons in cycle:	4) New Material (previous learning/ new material)		5) Check for Understanding (questioning/checking)	6) Prepare for Practice (model/ scaffold)		Synchronous (live)
		Introduce a piece of music x 2		**Discuss what they hear – initial response Follow up questions based on Elements of Music and Compositional Techniques**	3 initial ideas to play on chosen instrument.		
		7) Deliberate Practice (guided/ independent)		8) Feedback (light/deep)	9) Review (daily/monthly)		Asynchronous (remote)
		Practise playing the initial ideas		**Discuss how the idea is constructed**	Identify and write down compositional techniques used in each composition.		

Cycle 2

1) Lesson Type (remote or blended)		2) DNA (Do Now Activity/Reading)	3) Learning Intentions (what, why & how)	
Remote (live on MS Teams and remote as study)	☒	Definitions of compositional techniques	What	Learn how to compose in a specific key and style
Blended (live in classroom and remote as study)	☐		Why	Be able to work in contrasting style
			How	Create a short piece based on a brief/stimuli

4) New Material (previous learning/ new material)	5) Check for Understanding (questioning/checking)	6) Prepare for Practice (model/ scaffold)	
Hand out stimuli X 2	What have I given you? How to use it?	Discuss how this could be turned into a piece of music/initial idea	Synchronous (live)

7) Deliberate Practice (guided/ independent)	8) Feedback (light/deep)	9) Review (daily/monthly)	
Students work independently on chosen instrument/ICT	**Tutor will discuss work (light feedback) with students to ensure contrast as well as technicality.**	Explain how you changed from stimulus to initial idea – which techniques were used.	Asynchronous (remote)

Number of lessons in cycle: 3

Cycle 3

1) Lesson Type (remote or blended)		2) DNA (Do Now Activity/Reading)	3) Learning Intentions (what, why & how)	
Remote (live on MS Teams and remote as study)	☒	**Hand out Assignment Brief – read through it.**	What	Create 4 initial ideas
Blended (live in classroom and remote as study)	☐		Why	Assignment Brief
			How	Using Software or instrument + Assignment brief

2

4) New Material (previous learning/ new material)	5) Check for Understanding (questioning/checking)	6) Prepare for Practice (model/ scaffold)	
Assignment Brief – a brief introduction.	**What are the key requirement to get a good mark?**	Discuss with students how to 'attack' the brief and what they would like to do. Emphasise deadline.	Synchronous (live)

7) Deliberate Practice (guided/ independent)	8) Feedback (light/deep)	9) Review (daily/monthly)	
			Asyn chro

Number of lessons in cycle: 4

		Students work on assignment brief asking for support where needed	**Tutor check progress but not a allowed to give formal feedback**	Final deadline – hand in the work for marking Mark based on Grading Criteria.	

4	Number of lessons in cycle:	1) Lesson Type (remote or blended)		2) DNA (Do Now Activity/Reading)	3) Learning Intentions (what, why & how)	
		Remote (live on MS Teams and remote as study) ⊠			What / Why / How	
		Blended (live in classroom and remote as study) ☐				
		4) New Material (previous learning/ new material)		5) Check for Understanding (questioning/checking)	6) Prepare for Practice (model/ scaffold)	Synchronous (live)
		7) Deliberate Practice (guided/ independent)		8) Feedback (light/deep)	9) Review (daily/monthly)	Asynchronous (remote)

5	Number of lessons in cycle:	1) Lesson Type (remote or blended)		2) DNA (Do Now Activity/Reading)	3) Learning Intentions (what, why & how)	
		Remote (live on MS Teams and remote as study) ⊠			What / Why / How	
		Blended (live in classroom and remote as study) ☐				
		4) New Material (previous learning/ new material)		5) Check for Understanding (questioning/checking)	6) Prepare for Practice (model/ scaffold)	Synchronous (live)
		7) Deliberate Practice (guided/ independent)		8) Feedback (light/deep)	9) Review (daily/monthly)	Asyn chro

		6			

<table>
<tr><td colspan="2" style="background:#29ABE2"></td></tr>
</table>

Cycle 6

1) Lesson Type (remote or blended)	2) DNA (Do Now Activity/Reading)	3) Learning Intentions (what, why & how)
Remote (live on MS Teams and remote as study) ☒ / Blended (live in classroom and remote as study) ☐		What / Why / How

6 — Number of lessons in cycle:

4) New Material (previous learning/ new material)	5) Check for Understanding (questioning/checking)	6) Prepare for Practice (model/ scaffold)	Synchronous (live)
7) Deliberate Practice (guided/ independent)	8) Feedback (light/deep)	9) Review (daily/monthly)	Asynchronous (remote)

7

1) Lesson Type (remote or blended)	2) DNA (Do Now Activity/Reading)	3) Learning Intentions (what, why & how)
Remote (live on MS Teams and remote as study) ☒ / Blended (live in classroom and remote as study) ☐		What / Why / How

Number of lessons in cycle:

4) New Material (previous learning/ new material)	5) Check for Understanding (questioning/checking)	6) Prepare for Practice (model/ scaffold)	Synchronous (live)
7) Deliberate Practice (guided/ independent)	8) Feedback (light/deep)	9) Review (daily/monthly)	Asyn chro

Cycle 8

8	Number of lessons in cycle:	1) Lesson Type (remote or blended)		2) DNA (Do Now Activity/Reading)	3) Learning Intentions (what, why & how)	
		Remote (live on MS Teams and remote as study)	☒		What	
					Why	
		Blended (live in classroom and remote as study)	☐		How	
		4) New Material (previous learning/ new material)		5) Check for Understanding (questioning/checking)	6) Prepare for Practice (model/ scaffold)	Synchronous (live)
		7) Deliberate Practice (guided/ independent)		8) Feedback (light/deep)	9) Review (daily/monthly)	Asynchronous (remote)

Cycle 9

9	Number of lessons in cycle:	1) Lesson Type (remote or blended)		2) DNA (Do Now Activity/Reading)	3) Learning Intentions (what, why & how)	
		Remote (live on MS Teams and remote as study)	☒		What	
					Why	
		Blended (live in classroom and remote as study)	☐		How	
		4) New Material (previous learning/ new material)		5) Check for Understanding (questioning/checking)	6) Prepare for Practice (model/ scaffold)	Synchronous (live)
		7) Deliberate Practice (guided/ independent)		8) Feedback (light/deep)	9) Review (daily/monthly)	Asyn chro

		1) Lesson Type (remote or blended)		2) DNA (Do Now Activity/Reading)	3) Learning Intentions (what, why & how)	
10	Number of lessons in cycle:	Remote (live on MS Teams and remote as study) ☒			What	
		Blended (live in classroom and remote as study) ☐			Why	
					How	
		4) New Material (previous learning/ new material)		5) Check for Understanding (questioning/checking)	6) Prepare for Practice (model/ scaffold)	Synchronous (live)
		7) Deliberate Practice (guided/ independent)		8) Feedback (light/deep)	9) Review (daily/monthly)	Asynchronous (remote)