

# **RECOVERY CURRICULUM**

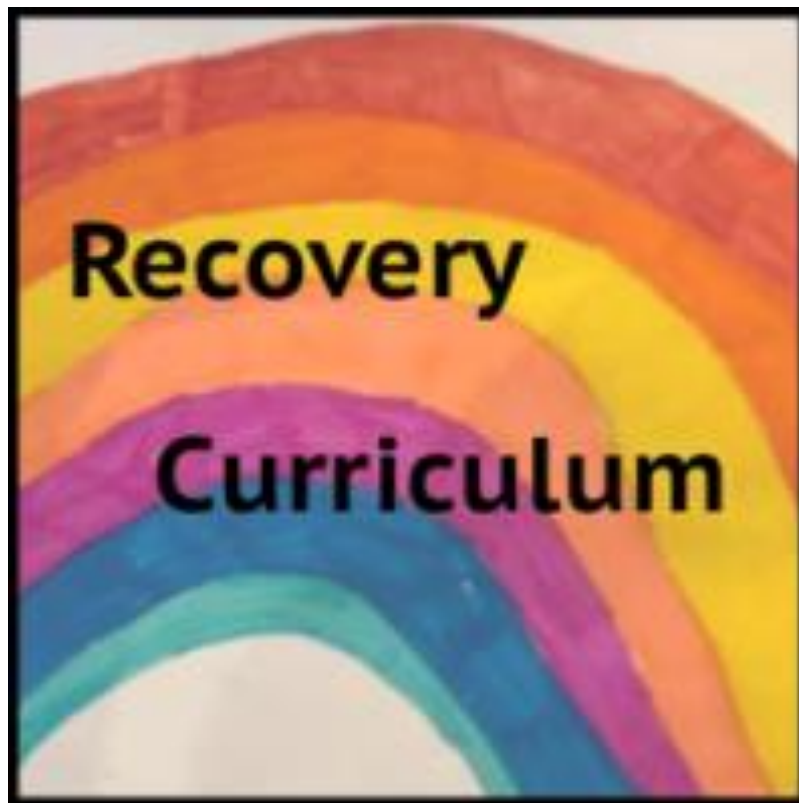
## **Year 11**

Subject: Performing Arts - Music

Author: Mrs A Mogelmose

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Subject:	Music	Teacher:	Mrs A Mogelmoose
Year:	Year 11	Class:	11D/Mu1a
Unit title:	Unit 2 Managing a Music Product – recap Promotion		
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?

During Lockdown students were introduced to the concept of creating promotional material. 3 session of recapping information and discussing research ideas before assignment is set. Students will also need to decide which music product they find realistic for them to create at the moment (in line with industry practice)

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

Ambitious – planning to create a music product following industry guideline

Brave – breaking boundaries as previous work is not available to them, working independently and trusting each other

Kind – being supportive of other students who may need help, trusting each other and listening/considering each other's ideas

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

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

Promotional material used in the Music industry

How to do meaningful research

Production Meeting – how to run a meeting + expectations

Unit 2 – planning, promoting and developing a music product

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?

Understanding of working practise in the industry (if possible AHM will organise a visit/meeting from the industry)

Working independently, setting up a production company

Responsibilities of being part of a team and how to convey expectations in a productive way.

Deadlines

Implementation	
GAPS	
<b>Identification</b> – how are you going to identify the gaps in knowledge/skills?	<b>Triage</b> – how are you going to rank order these gaps in knowledge/skills and 'fill' them, in order of importance?
Through discussions and short pieces of work based on/using work already given/completed during lockdown Missing research work for portfolio Unable to participate in discussion, showing lack of background knowledge	<ol style="list-style-type: none"> <li>1) Understand what promotional material is</li> <li>2) Create material with basic information</li> <li>3) Contribute to discussions and be willing to come up with new ideas or solutions.</li> <li>4) Able to research and compare different material options</li> <li>5) Justify decisions made</li> </ol>
KEY CONCEPTS	
<b>Key Concepts</b> – what are the key concepts being taught?	<b>Progression</b> – how will studying these key concepts support progression to the traditional curriculum that has been planned?
How to promote a Music Product What makes a Music Product successful? What kind of limitations have we got at the moment?	Student will be able to meet and create their own Musical product based on shared skills and knowledge. Following this revisit they should be able to work independently using tutor as a reference.
WELLBEING	
<b>Lockdown</b> – how will students share their experiences of lockdown?	<b>Social and Emotional</b> – how will student social and emotional health be supported?
Access of Music Products – compare and discuss what made them successful?	Discuss the impact lack of Music products have on people and how they can help themselves/others by doing this?
RE-ESTABLISH	
<b>Learning Skills</b> – how are you going to re-establish the skills for learning?	<b>Relationships</b> – how are you going to re-establish classroom relationships?
Short tasks expected to be completed after each session to get students used to deadlines and handing work in.	This unit has to be completed as a team so it is ideal for students to get back to working together and talking to each other.

OPPORTUNITIES	
<b>Discussion</b> – what are the discussion-based opportunities?	<b>Group</b> – what are the group work-based opportunities (while still ensuring social distancing)?
Meetings as a production team Meeting with PR company currently working in the industry (if possible, to set up)	Production meetings leading to individual or paired work.

## Delivery

1		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"/>	PR material – annotate and compare Prepare contributions/questions for meeting Identify job roles and their responsibility	What	How to plan and promote a Music product (prepare for Unit 2 Assignment)	
		Blended (live and remote as independent study)	<input type="checkbox"/>		Why	Unit 2 requires you to set up a production company and manage a music product	
	How				Identify suitable music products and how to promote them. Learn how to research and compare as well as run a production meeting.		
	Number of lessons in cycle: 5	4) New Material (previous learning/ new material)		5) Check for Understanding (questioning/checking)	6) Prepare for Practice (model/ scaffold)		Synchronous (live)
		What is promotional materials? Share examples Research and compare How to host a meeting and contribute in a useful manner		Identify how essential information is displayed, how the material fits a target audience. List roles in a meeting Definition of keyterms	Recap work set on comparing a set piece of promotional material – work through the example Run part of lesson as a meeting hosted by AHM – students identify features		
		7) Deliberate Practice (guided/ independent)		8) Feedback (light/deep)	9) Review (daily/monthly)		Asynchronous (remote)
Create own portfolio selecting and annotating 3 piece of promotional material from the music industry. Host first Production meeting (online?)		Light feedback as part of discussion Portfolio work marked as deep feedback	Students are given feedback based on grading criteria – they are made aware this will be last written feedback before assignment is issued.				
Resource needed due to Covid: Online meeting for production company and PR visit access to mobile phones to record minutes/discussions own headphones (letter home) extended access to upload finished work – will be identified during meeting and discussed with IT when decision is to be made.				Resource used normally: Meeting hosted in classroom (circle) recorded by PA technician Guest coming to present 'real life' promotion protocol Practice rooms used for small group discussion, recorded using video			