

REMOTE LEARNING MODULE

Subject: BTEC Music Year 11

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Subject:	Music (BTEC First)	Teacher (if applicable):	Mrs A Mogelmoose		
Year:	11	Ability/Class (if applicable):	Mixed		
Module title:	Unit 2 Assignment 1				
Duration:	2 weeks <input type="checkbox"/>	4 weeks <input checked="" type="checkbox"/>	6 weeks <input type="checkbox"/>	8 weeks <input type="checkbox"/>	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 produce promotional material for a music product.

The powerful knowledge gained in this module would be:

- Awareness of how the industry promotes material.
- Job roles involved in the production of promotional material
- Compare a variety of promotional material and how they suit specific target groups
- Research how to create successful promotional material

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

- Job roles involved in the production of promotional material
- What does successful promotional material look like?
- The impact of target audience and what is suitable
- Create a piece of promotional material that successfully will promote a music product.

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

Ambitious – create promotional material in line with industry standards

Brave – take risks, try something imaginative – different from the norm.

Kind – consider ways to support charities, support and help each other where possible to ensure the promotion of the music product is the best it can be

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

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

Analysing, comparing and creating promotional material.

BTEC First Level 1/Level 2 Music - Unit 2 Managing a Music Product, grading criterion 2 'Create Promotion Material'

Powerful Knowledge - what powerful knowledge is included in this module? 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?

Working to a brief – referring back ensuring you are still on track, fulfilling the requirement set out by your customer
 Working to a deadline – planning/time management, ensuring your work is completed in time to meet the deadline
 Understanding of the use of promotional material

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?
Promotional material. Industry Practice, Target Audience	This is part of the final exam work – students can progress to Level 3 where a larger promotional campaign will be expected.

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?
Discussion of promotional material and how it is laid out Presentation of essential job roles and their responsibilities Discussion of features of specific target audiences	Analysis of Industry examples of promotional material Creation of own material Justifying and comparing own promotional material.

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?
Work can be presented in handwritten/-drawn format Work booklet with examples can be provided if needed.	Share deadline with PT and parents, consistent contact to ensure progress is made – collecting small samples work. 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 2 LA2	2 Weeks	
	4 Weeks	Hand in of Assignment work, marked in accordance with grading criteria set out by BTEC
	6 Weeks	

	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)	
2	Remote (live on MS Teams and remote as study)	<input checked="" type="checkbox"/>	How can you promote a music product? List as many as possible	What	Learning to create promotional material
	Blended (live in classroom and remote as study)	<input type="checkbox"/>		Why	To promote selected Music product
1	Number of lessons in cycle:	4) New Material (previous learning/ new material)	5) Check for Understanding (questioning/checking)	6) Prepare for Practice (model/ scaffold)	
		Study an example of promotional material	Students create a list of features that makes this successful – collate to create a check list.	Use check list as model	
	7) Deliberate Practice (guided/ independent)	8) Feedback (light/deep)	9) Review (daily/monthly)		
	Students research material of their choice	Discuss industry practice shown in their examples	Identify and write down features that is essential to a successful piece of promotional material		
					Synchronous (live)
					Asynchronous (remote)

2	8	1) Lesson Type (remote or blended)		2) DNA (Do Now Activity/Reading)	3) Learning Intentions (what, why & how)		Learn and st Be ab Creat brief/s	
		Remote (live on MS Teams and remote as study)	<input checked="" type="checkbox"/>		Read through Assignment 1	What		Learning to create promotional material
		Blended (live in classroom and remote as study)	<input type="checkbox"/>			Why		To promote selected Music product
			How	Compare and analyse promotional material				
	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)
		Go through the assignment		What is needed to get a good grade? Highlight features		What is needed in the portfolio? (recorded or written)		
		7) Deliberate Practice (guided/ independent)		8) Feedback (light/deep)		9) Review (daily/monthly)		Asynchronous (remote)
		Students research material and create their own		Tutor will discuss work completed so far (light feedback) with students to ensure they are on the right track No formal feedback can be given		Explain what makes your promotional material stand out. (review to be amended once material has been used)		
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)	<input checked="" type="checkbox"/>			What		
		Blended (live in classroom and remote as study)	<input type="checkbox"/>			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)		Asynchronous (remote)

		1) Lesson Type (remote or blended)	2) DNA (Do Now Activity/Reading)	3) Learning Intentions (what, why & how)		
4	Number of lessons in cycle:	Remote (live on MS Teams and remote as study)	<input checked="" type="checkbox"/>		What	
		Blended (live in classroom and remote as study)	<input type="checkbox"/>		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)

		1) Lesson Type (remote or blended)	2) DNA (Do Now Activity/Reading)	3) Learning Intentions (what, why & how)		
5	Number of lessons in cycle:	Remote (live on MS Teams and remote as study)	<input checked="" type="checkbox"/>		What	
		Blended (live in classroom and remote as study)	<input type="checkbox"/>		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)

		1) Lesson Type (remote or blended)	2) DNA (Do Now Activity/Reading)	3) Learning Intentions (what, why & how)		
6	Number of lessons in cycle:	Remote (live on MS Teams and remote as study)	<input checked="" type="checkbox"/>		What	
		Blended (live in classroom and remote as study)	<input type="checkbox"/>		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)

		1) Lesson Type (remote or blended)	2) DNA (Do Now Activity/Reading)	3) Learning Intentions (what, why & how)		
7	Number of lessons in cycle:	Remote (live on MS Teams and remote as study)	<input checked="" type="checkbox"/>		What	
		Blended (live in classroom and remote as study)	<input type="checkbox"/>		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)

		1) Lesson Type (remote or blended)	2) DNA (Do Now Activity/Reading)	3) Learning Intentions (what, why & how)		
8	Number of lessons in cycle:	Remote (live on MS Teams and remote as study)	<input checked="" type="checkbox"/>		What	
		Blended (live in classroom and remote as study)	<input type="checkbox"/>		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)

		1) Lesson Type (remote or blended)	2) DNA (Do Now Activity/Reading)	3) Learning Intentions (what, why & how)		
9	Number of lessons in cycle:	Remote (live on MS Teams and remote as study)	<input checked="" type="checkbox"/>		What	
		Blended (live in classroom and remote as study)	<input type="checkbox"/>		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)

10	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)	<input checked="" type="checkbox"/>			What	
		Blended (live in classroom and remote as study)	<input type="checkbox"/>			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)	