

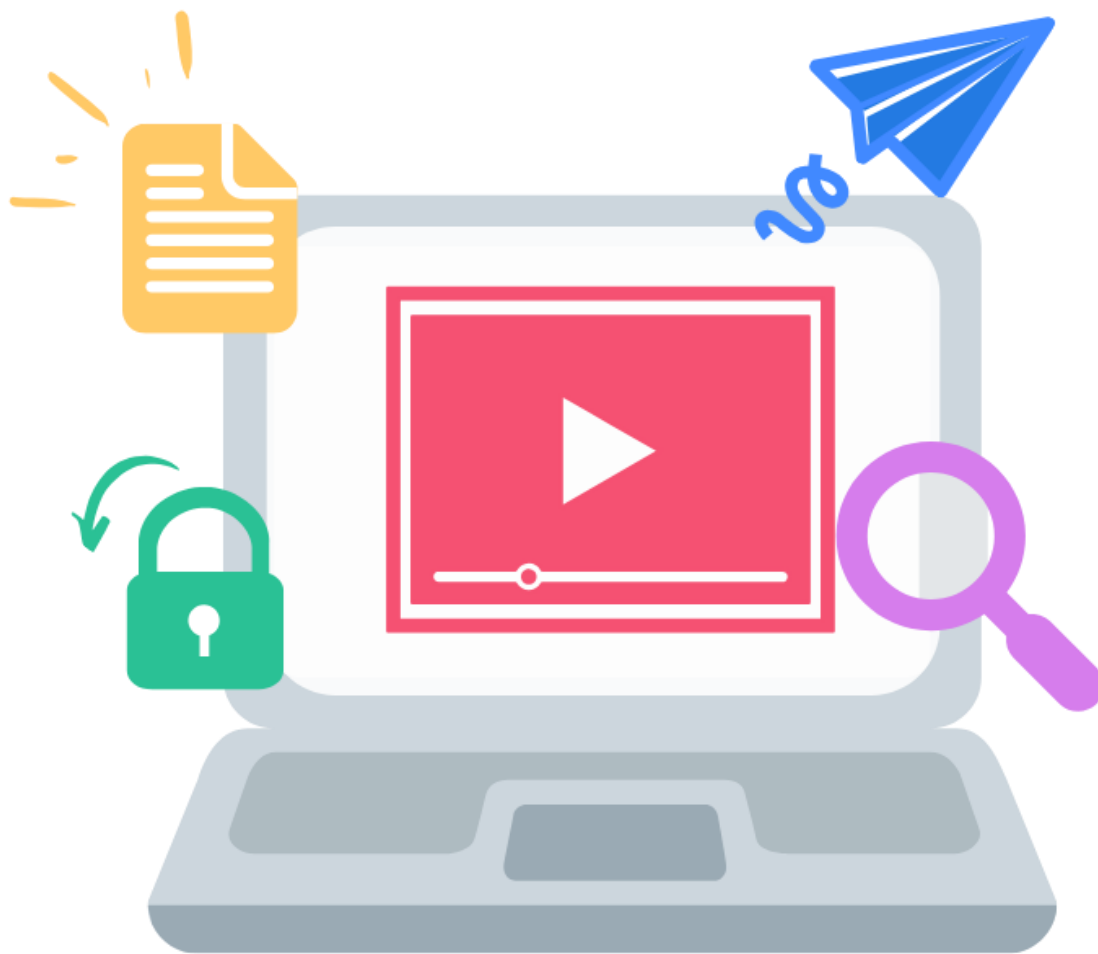
REMOTE LEARNING MODULE

Subject: Performing Arts - Music

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Subject:	Music	Teacher (if applicable):	Mrs A Mogelmosse		
Year:	8 + 9	Ability/Class (if applicable):	Mixed		
Module title:	Music Industry – Album covers				
Duration:	2 weeks <input type="checkbox"/>	4 weeks <input type="checkbox"/>	6 weeks <input checked="" 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?

Students are given the opportunity to study how the music industry uses non-verbal communication such as imagery to convey information from or about musicians/bands.

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

- Know what an album cover is and the job roles involved.
- Be able to do a simple analysis of an album cover
- Be able to recreate an album cover

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 a final product that attempts to convey an opinion

Brave – take risks when creating their own cover

Kind – show ability to give constructive feedback.

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

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

Simple analysis of album cover

Job roles in the industry

Job roles and responsibilities in the Music Industry.

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?

Gain a better understanding of:

- how imagery such as album covers are used to convey opinions and views
- how imagery can be used to manipulate the audience
- Job roles in the industry and skills needed to succeed in these careers.

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?
What is an album cover? How are they created and by who? How to read an album cover	Students can move from creating a pretty picture/poster in Y7 to incorporating hidden meanings in their chosen imagery.
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?
Identify aspects of Album Covers to notice Present students to a variety of 'classic' album covers.	Students analyse album covers independently using tools provided Students create own album cover incorporating hidden meanings where appropriately
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?
A booklet containing images to study and how to analyse Students can create the album cover in hand using paper and pencil	Contact PT and home to identify reasoning for not participating. Encourage parents to be involved by sharing favourite albums with their child.
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?
Completed album cover + justification of work returned using Teams or postage	2 Weeks
	4 Weeks
	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)	
1	Number of lessons in cycle: 3	Remote (live on MS Teams and remote as study)	<input checked="" type="checkbox"/> What is an album? <input type="checkbox"/> Have you got a favourite? <input type="checkbox"/> Identify features of this album cover	What	How to create an album cover
		Blended (live in classroom and remote as study)		Why	Better understanding of job roles in the industry and how album covers can be used
				How	Analyse and create album covers.
		4) New Material (previous learning/ new material)	5) Check for Understanding (questioning/checking)	6) Prepare for Practice (model/ scaffold)	
	Look at a variety of album cover and discuss what stands out.	Identify position and use of specific features on these covers.	Analyse a cover together using template Discuss who does what to make it reality Discuss how it is used today (icon)		
	7) Deliberate Practice (guided/ independent)	8) Feedback (light/deep)	9) Review (daily/monthly)		Asynchronous (remote)
	Analyse album cover of choice Recreate the album cover STRETCH: Design a new album cover	Light: feedback on the analysis Deep: Mark cover using grading criteria from BTEC Music	Which job role would be of interest in the whole production chain?		
		1) Lesson Type (remote or blended)	2) DNA (Do Now Activity/Reading)	3) Learning Intentions (what, why & how)	
2	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)	
	7) Deliberate Practice (guided/ independent)	8) Feedback (light/deep)	9) Review (daily/monthly)		Asynchronous (remote)

