

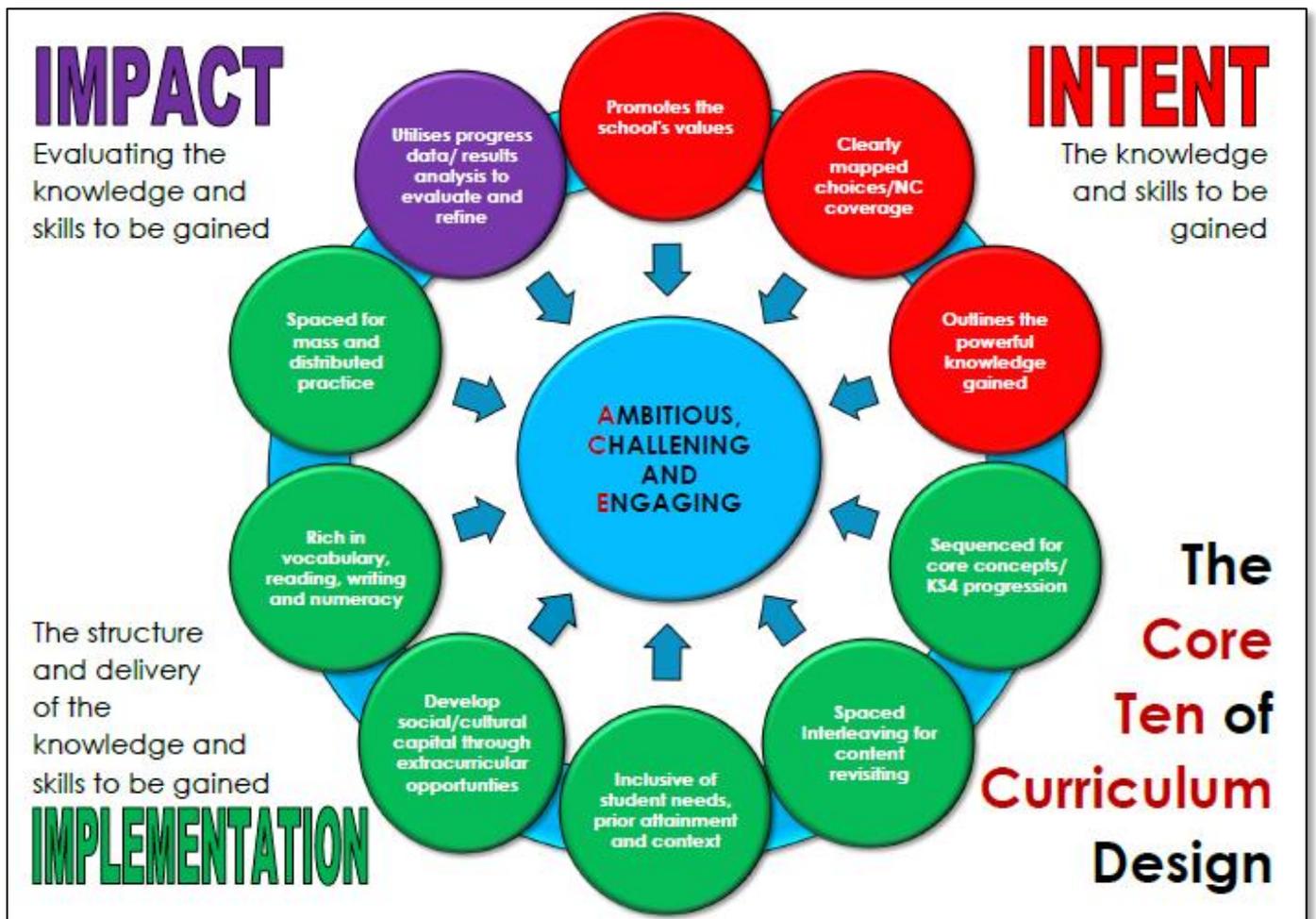
1. CURRICULUM INTENT OVERVIEW PLAN Key Stage 4

Subject: KS4 Music – BTEC First Award in Music

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THINKING PROCESS - CURRICULUM INTENT OVERVIEW PLAN (KS4)

<p>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 Programme of Study (PoS)?</p>
<p>DEFINITION: Powerful Knowledge is described as knowledge which enriches students' lives and creates a fairer society by providing students with intellectual power. It is knowledge which support students in engaging with the world and communicating with people regardless of background or social standing.</p>
<p>The course is based on introducing students to the Music Industry and how they are expected to work/contribute within this industry. All assignments set are written around scenarios from 'real life' with a vocational context and a clear deadline. Students are encouraged to be independent, take responsibility and think out of the box/make their contribution unique/stand out when completing their work.</p>
<p>Aims – what do you want pupils to be able to know and do by the time they finish this Programme of Study (PoS)?</p>
<p>I want the students to feel they have been given an insight into working life that they can transfer to their future life. I want them to have build their confidence and ability to develop skills independently through focused rehearsals and assignment work. They will have experienced that dedicated, focus work leads to improvement in skills and are able to set and review achievable targets. They have experienced being part of managing a music product, composing music using acoustic and digital resources, performing music and setting up a simple PA system. It will prepare learner for the further study at performing Arts, Music or Music Technology courses as well as developing transferable skills desired by feurhter education, higher education and employers in all sections of industry.</p>
<p>Academy Values – at Landau Forte Amington, we want students to be ambitious, brave and kind. How are these values promoted in this PoS?</p>
<p>Throughout the course the students will be encouraged to be ambitious in their responses to assignment briefs, work through difficulties and support each other. The Music room becomes a place where you have to lay down your façade and expose your weaknesses in order to develop. This is evident both during composing, rehearsing, performing as well as working with technical equipment. Level 2 grades are expected of all students and they are all given the opportunity to achieve Distinction through dedicated work.</p> <p>The students are given opportunities to perform in front of a variety of audiences which requires them to be both brave and ambitious. They are expected to work in teams and support each other through rehearsal as well as give constructive feedback that can be used to inform new targets. They will only be successful in these tasks if they are able to be kind towards each other.</p>

KS4 Specification Choices – what topics are taught and does it ensure breadth and depth, as well as meet the requirements of the exam specification? (Please note - the sequencing of topics will be explored in the implementation overview, the main purpose at this stage is to know what is taught)

YEAR		Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
10	Unit/Topic	Unit 5 Introducing Music Performance Wider Listening	Unit 5 Introducing Music Performance Unit 4 Introducing Music Composition	Unit 4 Introducing music composition Unit 1 The Music Industry	Unit 4 Introducing Music Composition Unit 1The Music Industry	Unit 1 The Music Industry Unit 2 Managing a Music product	Unit 2 Managing a Music Product
	Specification/ Assessment Objective	Learning repertoire Expand musical knowledge and vocabulary through discussion	Assessment of performance skills Study and explore different composition techniques	Assignment 1 Create 4 contrasting Ideas 1 st attempt of an exam paper (baseline)	Introduce development techniques Job Roles and Responsibility Organisations	Exam paper techniques <u>EXAM</u> Helping out with organisation of a summer showcase to develop insight and own skills	Assessment + Review summer showcase and relate to own skills and interest. Unit 4 - Assignment 2
11	Unit/Topic	Unit 2 Managing a music product Unit 4 Introducing Music Composition	Unit 2 Managing a music product Unit 1 Music Industry	Unit 5 Music performance Unit 3 Live Sound	Unit 5 Music performance Unit 3 Live Sound	Opportunity to resubmit Unit 2, 5, 3	
	Specification/ Assessment Objective	Assignment 1 PR Assignment 2 Show Assignment 3 Present your composition	Assignment 2 Show Assignment 3 Review Resitting in January	ASSIGNMENT WORK Students are working on individual assignment based on their skill base	ASSIGNMENT WORK Students are working on individual assignment based on their skill base	A window to resubmit assignments of the year before end of school.	

Exam specification content missing from this PoS and why?	Content taught in addition to the exam specification and why?
N/A	Wider Listening has been included to give the students a broader knowledge of music and develop their ability to discuss using musical vocabulary and justify opinions using references. Giving students opportunity to try out skills related to industry such as budgeting, PR, photography, video recording, lighting – these all fit into Unit 2 but are not music specific.

Powerful Knowledge Choices – what powerful knowledge is included in this PoS? 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? (Please note - the sequencing of topics will be explored in the implementation overview, the main purpose at this stage is to know what powerful knowledge is gained)

YEAR		Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
10	Powerful Knowledge	<p>Know how to work as part of an ensemble</p> <p>Knowledge of a variety of musical styles as well as 'classic' pieces of music from a range of periods</p>	<p>Target setting and how to review own skills</p> <p>Dare to commit to strange ideas and thought and find ways to make them work</p>	<p>Work to a brief and a deadline</p> <p>Employment rules/regulations and organisations creating these</p>	<p>Exploring ways to develop initial ideas</p> <p>Job roles and responsibilities</p>	<p>Problem solving in the exam (Section B + C)</p> <p>Assist in planning and hosting an event learning what is required</p>	<p>Assist in planning and hosting an event learning what is required</p>
	Why it is important to know	<p>Being a valuable team member is a vital skill in the world today</p> <p>General knowledge help them make informed choices as well as participate in informed conversations</p>	<p>Being able to set and review own targets is a vital part of developing as an independent learner</p> <p>Students learn to think out of the box and develop their confidence</p>	<p>How to plan your time and have product ready on time.</p> <p>Develop understanding of 'the real world'</p>	<p>Be responsible for realising initial ideas while meeting a deadline</p> <p>Relating interest to job opportunities outside school.</p>	<p>Being able to find solutions to issues they may encounter</p> <p>Being able to realise ideas and be responsible for tasks that are needed to create a successful event</p>	<p>Being able to realise ideas and be responsible for tasks that are needed to create a successful event</p>
11	Powerful Knowledge	<p>Show they can plan, develop and run an event as a team</p>	<p>Using knowledge: plan, develop and run an event as a team. Afterwards they review their contribution</p>	<p>How to rehearse, develop and perform music</p> <p>Learn how to set up a PA system and provide live sound for performers</p>	<p>Rehearse, develop and perform music</p> <p>Learn how to set up a PA system and provide live sound for performers</p>		
	Why it is important to know	<p>Being able to realise ideas and be responsible for tasks that are needed to create a successful event</p>	<p>Give them an opportunity to use the knowledge in practice and gives an insight to how tasks are executed outside school.</p>	<p>Students are given responsibility to work independently as they would in a real-life situation. This builds their confidence and gives them purpose.</p>	<p>Students are given responsibility to work independently as they would in a real-life situation. This builds their confidence and gives them purpose.</p>		

How does the Curriculum Intent meet the ACE curriculum design?	
Ambitious	Students are encouraged to take risks and follow them through to create a successful outcome. They are given the opportunity to take on job roles in a manner expected of a professional.
Challenging	Students are pushed out of their comfort zone and has to rely on their own skill set as well as the skills of their fellow students. During Assignments the tutor will take on the role of a facilitator leaving students with the responsibility to ask questions and make the right decisions.
Engaging	The Assignments are written to suit the skill set of each group of students. Students are being given responsibility for gaining the skills needed and their opinion is valued both in discussions and decision making.
What are the current strengths of the Curriculum Intent?	
<p>The main strength is the close relation to work life as well as the opportunity to make the Assignments fit the students taking the course. Non-musicians are able to follow a Music Tech route instead of a focus on performance. Students are not required to play music at a specific level which means self-taught students are able to succeed as musicians on this course as well.</p> <p>Students are empowered and feel they are responsible for the outcome. They are not being lectured but encouraged to engage in discussion, conversations as well as model their own ideas both when composing, performing and planning events.</p> <p>This is an active course which informs the future choices of our students even if they choose not to work in the music industry.</p>	
What specific actions have to be taken in response to the above? Please consider:	
<ul style="list-style-type: none"> • KS4 Curriculum content changes; • Powerful knowledge changes; • Modifications to ensure an ACE curriculum design; • CPD for teachers in your subject area; • Additional research you have to consider as part of this review. 	
<p>New Tech Award may be the only option for BTEC Music from September 2022. This will mean a rethink of what will be offered as it is less industry focused and more performance based. This will impact non-musicians with an interest in Music Technology. (AHM will sign up to do online training in 2020/2021 to ensure an informed decision is made for next year)</p> <p>Ensure tutor and PA technician stay up to date with changes and develop ways to ensure the course is in line with current working practises in the Industry.</p> <p>Explore how well this course informs KS5 options.</p>	