



Music Curriculum Sequencing - Year 11

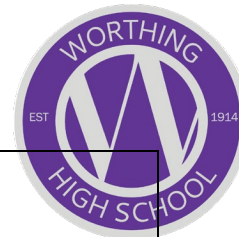
Year 11 Term 1a - PSA Component 2: Music Skills Development		
Topics Covered: Recap of term 3a Year 10 Review draft skills audits and development plans Sample PSA A music management company is looking for artists to develop and have asked you to take part in a new project on the theme of 'Identity'. They have asked you to submit a contribution of two musical outcomes related to the theme and information on your developmental process. They want artists to be able to take control of developing their own skills as it is an important aspect of being a musician. In this assessment you will be asked to demonstrate how you apply: ● professional and commercial skills for the music industry ● processes for developing your music skills and techniques. Task 1 Developing your skills Plan and create two musical outcomes that will develop your music skills. You must show how you have used professional and commercial skills to develop your musical outcomes, including: ● planning and management of development processes ● management of equipment and resources ● strategy and management of skills development. You must show how your musical outcomes have evolved through your development of skills in two of the following areas: ● music performance ● creating original music ● music production.	How it links to what you have studied before: In term 3 of year 10 you made a draft skills audit and development plan. Now all these skills will be used in completing PSA component 2 in which you will create a skills audit, development plan and three milestones in 2 disciplines	How it links to what you will study: In January you will be presented with the Component 3 assignment. Your skills developed in Unit 2 are essential for success in Unit 3
Key words: ➤ Style specific vocabulary ➤ Target audience	Key skills: Performing Production Composing skills Self evaluation	

➤ Commercial brief	Target setting Tracking progress Evaluating success
Assessment focus You should submit: • evidence of key milestones within the development, such as recordings of practice sessions, rehearsals, compositional sketches, drafts, raw audio/recordings, application of effects and initial mixes • supporting material with reflection on progress and development of skills during refinement of outcomes • two musical outcomes, approximately 2-4 minutes in length, linked to your skills development and the given theme.	Preparing for Pearson Set Assignment Choose repertoire that fits the theme Get into the habit of weekly rehearsal Start each session with your technical exercise Keep your rehearsal log up to date
Why we study it: Valuable transferable skills for the music industry and life in the wider world focusing on performing creating and production skills. Inspire students to explore careers in the music industry	
Mastery in this subject Comprehensive planning that demonstrates defined logical progression and iterative sequence for effective improvement of musical skills and technique. • Plans are purposeful and focused, demonstrating an in-depth analysis of developmental needs in line with intentions. • Development processes are applied securely and are effective in improving skills and techniques. • Technical exercises are purposeful and effective in their links to development and intended outcomes. • Effective refinement of musical skills through application to intended musical outcomes. • Perceptive reflections lead to highly effective musical improvements. • Effective development of musical content/material in line with creative intentions. • Musical content is effective and stylistically accurate. Professional skills are purposefully applied and effectively develop musical skills. • Professional skills for the music industry are consistently applied with assurance throughout the development process.	



Year 11 Term 1b - PSA Component 2: Music Skills Development – Continued

Topics Covered: Sample PSA A music management company is looking for artists to develop and have asked you to take part in a new project on the theme of 'Identity'. They have asked you to submit a contribution of two musical outcomes related to the theme and information on your developmental process. They want artists to be able to take control of developing their own skills as it is an important aspect of being a musician. In this assessment you will be asked to demonstrate how you apply: ● professional and commercial skills for the music industry ● processes for developing your music skills and techniques. Task 1 Developing your skills Plan and create two musical outcomes that will develop your music skills. You must show how you have used professional and commercial skills to develop your musical outcomes, including: ● planning and management of development processes ● management of equipment and resources ● strategy and management of skills development. You must show how your musical outcomes have evolved through your development of skills in two of the following areas: ● music performance ● creating original music ● music production.	How it links to what you have studied before: In term 3 of year 10 you made a draft skills audit and development plan. Now all these skills will be used in completing PSA component 2 in which you will create a skills audit, development plan and three milestones in 2 disciplines	How it links to what you will study: In January you will be presented with the Component 3 assignment. Your skills developed in Unit 2 are essential for success in Unit 3
Key words: ➤ Style specific vocabulary ➤ Target audience ➤ Commercial brief	Key skills: Performing Production Composing skills Self evaluation Target setting Tracking progress Evaluating success	



Assessment focus You should submit: • evidence of key milestones within the development, such as recordings of practice sessions, rehearsals, compositional sketches, drafts, raw audio/recordings, application of effects and initial mixes • supporting material with reflection on progress and development of skills during refinement of outcomes • two musical outcomes, approximately 2-4 minutes in length, linked to your skills development and the given theme.	Preparing for Pearson Set Assignment Choose repertoire that fits the theme Get into the habit of weekly rehearsal Start each session with your technical exercise Keep your rehearsal log up to date
Why we study it: Valuable transferable skills for the music industry and life in the wider world focusing on performing creating and production skills. Inspire students to explore careers in the music industry	
Mastery in this subject Comprehensive planning that demonstrates defined logical progression and iterative sequence for effective improvement of musical skills and technique. • Plans are purposeful and focused, demonstrating an in-depth analysis of developmental needs in line with intentions. • Development processes are applied securely and are effective in improving skills and techniques. • Technical exercises are purposeful and effective in their links to development and intended outcomes. • Effective refinement of musical skills through application to intended musical outcomes. • Perceptive reflections lead to highly effective musical improvements. • Effective development of musical content/material in line with creative intentions. • Musical content is effective and stylistically accurate. Professional skills are purposefully applied and effectively develop musical skills. • Professional skills for the music industry are consistently applied with assurance throughout the development process.	



Year 11 Term 2 - Terminal Assessment Component 3: Responding to a Commercial brief (40%)		
Topics Covered: Activity 1 AO1 Understand how to respond to a music brief A1 Features of a music brief A2 Planning to meet the demands of the music brief A3 Considering constraints and intentions Activity 2 B Select and apply musical skills in response to a music brief B1 Develop and produce a response to a brief B2 Refining musical skills for a musical product B3 Refining musical material B4 Personal management C Present a final musical product in response to a music brief C1 Reviewing work based on client needs C2 Quality of outcome .C3 Presenting own work to a client C4 Relation of final product to the brief Activity 3 D Comment on the creative process and outcome in response to a music brief D1 Commentary on the creative process D2 Reflect on the outcome of the musical product	How it links to what you have studied before: In units 1 and 2 you have been exploring and developing your music and professional skills for the Music industry. In unit 1 you learnt how to investigate a style. In unit 2 you learnt how to make a development plan, keep a practice log and evaluate your progress Now all these skills will be used in preparing for component 3 in which you will create a cover version of music	How it links to what you will study: This is the final assignment and will be the last unit you will do at Worthing High School This course will enable you to study music at 6th form college and take further qualifications in music e.g. level 3 BTEC Tech awards and A'level.
Key words:	Key skills:	

➤ Style specific vocabulary ➤ Target audience ➤ Commercial brief	Performing Production Composing skills Self evaluation Target setting Tracking progress Evaluating success
Assessment focus Activity 1: 2 hours exam conditions. 300 words written proposal for product Activity 2: 16 hours to prepare 3 min track in response to the brief. Activity 3: 1 hour 300 words written as evaluation of process	Preparing for Pearson Set Assignment You must make an A4 page of notes You must use these notes in your activity 1 draft The template is very specific. Make sure you use the headings for your four paragraphs
Why we study it: Valuable transferable skills for the music industry and life in the wider world focusing on performing creating and production skills. Inspire students to explore careers in the music industry.	
Mastery in this subject Detailed planning which contains a thoughtful and considered approach in how to respond to the brief. • Detailed explanation with relevant examples of how the proposed musical material will successfully address almost all the aims and requirements of the brief. • Detailed consideration of how relevant musical elements and specific styles and playing/producing techniques will be thoughtfully used to respond to the brief • Detailed consideration of almost all of the resources needed with due consideration of barriers and opportunities linked to an insightful evaluation of the skills required The interpretation perceptively addresses almost all of the creative aims of the music brief by making thoughtful creative choices informed by musical style. • The interpretation demonstrates an assured use of musical elements throughout which are manipulated to achieve a desired effect. • The interpretation is assured in demonstrating the idiomatic characteristics of musical style in an outcome which is successful and creative. The performance demonstrates assured, confident and stylistically accurate techniques throughout, with no significant errors. • The performance demonstrates an assured use of musical expression which adds to the success of the performance. • The final performance is consistent throughout, which enhances the overall quality of the outcome. The product demonstrates assured, confident and stylistically accurate technical recording and production ability (including use of software, editing and effects) throughout, with almost no errors. • The product demonstrates an assured use of musical expression which adds to the success of the final outcome. • The final music product is consistent throughout, which enhances the overall quality of the outcome. The quality of the presentation of the musical product is clear and effective throughout. • The final music product meets the technical requirements of the brief. Thorough and detailed evaluation of how the music was developed through the creative process including reference to what would have happened if other choices had been made. • Thorough and detailed evaluation of	



how musical elements, styles and techniques were manipulated to reinterpret the piece and what would have happened if other choices had been made. • Thorough and detailed evaluation of the strengths and areas for improvement of the final product with insightful references to specific examples.