Calendar	Topic	Assessment	Sequencing and Coherence *concepts - themes - skills*	Literacy *reading - vocabulary - oracy - writing*
Autumn Half Term 1 **and** **Autumn Half Term 2**	**Component 2 PSA Window: Music Skills Development** Pupils will plan and create two musical outcomes based on a theme that will develop their music skills in the two disciplines of: • music performance or music production • creating original music **They need to document and track their progress through** • skills audit • individual development routines • technical exercises for development • setting goals • monitoring and tracking of progress	LA A: Demonstrate professional and commercial skills for the music industry LA B: Apply development processes for music skills and techniques Pupils will prepare a portfolio that contains a variety of written and audio-visual evidence of their development. This will include milestone performances and a final performance. It will also include regular screenshots and audio clips from composition creation. This portfolio will be internally marked according to the BTEC criteria, then sent to the exam board for moderation. Feedback will be given in line with BTEC regulations..	Previous Y10 summer term unit (C2 walking talking mock) prepared pupils for this unit. This builds on the skills developed in C1 – performance/ creation skills. Solo performance unit in Y9 prepares pupils well for this as they explore professional skills such as writing skills audits/ practice diaries/ self-reflections. <u>**Knowledge:**</u> **Declarative:** Develop knowledge of what good rehearsals look like, how to maintain and work with equipment/ instruments safely. **Procedural:** Developing instrumental skills and creation/ DAW skills. Developing professional skill such as time management. **Disciplinary:** Ongoing self reflection and evaluation of musical development. Pupils will learn how to devise technical exercises appropriate to their own musical needs and why it helps them.	**Reading:** Pupils will research case studies/ examples of performers/ producers/ composers through reading articles/ research online. ==**Oracy:**== ==Pupils will verbally discuss/ analyse what if effective practice/ what is a safe working environment etc…== ==Pupils will verbally reflect and give feedback to each other following performances== **Literacy:** Glossaries given – used in lessons and revised at home Written diaries/ reflections/ audits produced in portfolio.

Spring Half Term 3 **and** **Spring Half Term 4**	**Component 3 PSA Window: Responding to a music brief.** Pupils will be given four music genres, and 10 songs, and they must mix and match to create and perform/ produce a cover song in one of the new genres. It must be a new genre to the original. **Performers should consider how to adapt:** • structure • tempo • tonality • time signature • instrumentation • playing/vocal techniques • effects **Producers should consider:** • changes in structure • changes in tempo • various editing techniques • effects and processing • audio recording techniques • microphone techniques	Pupils are assessed on • Activity 1 - their planning (written exam) • Activity 2 - their final music product (recorded video/ audio) • Activity 3- a final review and reflection of their experience and final product (written exam) This portfolio will be externally marked by Pearson.	Component 1 and Component 2 are designed to provide the skills and knowledge required to succeed in Component 3 – Styles and genres from comp 1, and practical creation/ performance/ production skills from comp 2.	**Reading:** Pupils may research the genre they have chosen by reading articles/ research online. **Oracy:** Pupils will be encouraged to verbally describe their processes out loud – as they are marked on how they present their process of creating the music product "if you can say it – you can write it". Pupils will be encouraged to give each other verbal feedback during practical time. **Literacy:** Pupils complete two pieces of extended writing using the framework provided by Pearson. One to plan their initial ideas, and one to reflect on the final product and creation processes.