



Overview	<p>In Year 11 Learners will complete PSA Component 2: Music Skills Development followed by the externally moderated, synoptic PSA - Component 3: Responding to a Music Brief.</p> <p>Learning time is focussed on developing learners' skills, such as using musical elements, music creation, performance and music production, using realistic vocational contexts, and their personal skills - self-development, responding to a brief, planning and time management through a practical and skills-based approach to learning and assessment.</p> <p>Both PSAs have clear vocational contexts and are focussed on the creation of musical products (music performance /creating original music / music production.) Learners will complete assessments using the knowledge, skills and understanding developed in both KS3 and Year 10, and it is anticipated that learners will be able to explore their own areas of strength, interest and expertise.</p>
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Autumn Term	Component 2: Music Skills Development – set October for submission Dec (36 GLH)	Assessment
	<p>The key purpose of this assessment is for learners to apply their knowledge of musical skills and processes of development to improve their musical techniques. Learners must demonstrate they have used professional and commercial skills to develop their musical outcomes, including:</p> <ul style="list-style-type: none"> ■ planning and management of development processes ■ management of equipment and resources ■ strategy and management of skills development. <p>Learners must show how musical outcomes have evolved through your development of skills in TWO of the following areas:</p> <ul style="list-style-type: none"> ■ music performance ■ creating original music ■ music production. 	<p>The assignment for this component consists of one task. Learners will plan and create two musical products in different musical areas in response to a theme that will develop professional and musical skills.</p> <p>15 hours of supervised assessment.</p> <p>The assessment evidence is produced under formal supervision to ensure that learners' work is authentic and that all learners have had the same assessment opportunity.</p>

Spring Term	Component 3: Responding to a Music brief (48 GLH). PSA set in Jan and submitted for external assessment May.	Assessment
	<p>Component 3 builds directly on Components 1 and 2 and enables learning to be brought together and related to a real-life scenario. Component 3 requires learners to apply musical skills and techniques in response to a brief to produce a music product.</p> <p>Students will have 10 songs and 4 musical styles. For Activity 1 they must create a plan and resource their product (4 Hours). They have to complete Activity 1 (a written task lasting 2 hours) explaining their plan and the process they will undergo. For Activity 2 (16 Hours) they create their remix project via performing and creating OR production and creating. They will evidence their progress documenting research, starting points, techniques and skills used and submitting a final product which they then have to appraise in Activity 3.</p> <p>Workshops covering the key skills required will be offered although the final submission is independent work completed under supervision.</p>	<p>Assessment objectives - mixture of formal and informal supervision periods</p> <p>AO1 Understand how to respond to a music brief</p> <p>AO2 Select and apply musical skills in response to a music brief</p> <p>AO3 Present a final musical product in response to a music brief</p> <p>AO4 Comment on the creative process and outcome in response to a music brief</p>

Summer Term	Completion and submission of Component 3 to finish the course.	Assessment
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Useful Resources for Supporting Your Child at Home:	Homework:
<p>TEAMS – all lesson PowerPoint and resources are posted on the Year 10 Tech page</p> <p>There are useful research websites / links posted to enable your child to deepen their knowledge and understanding</p> <p>GCSE Bitesize – for development of understanding of music theory / genres of music</p>	<p>Homework Quizzes on Teams set weekly</p> <p>Use of YuStudio – a web-based sequencing package for further development of their compositional techniques</p> <p>KS4 Music intervention available after school.</p>