



YEAR 11 2023-24 TERM 2

'An ambitious curriculum that meets the needs of all'

Medium Term Planning – Component 3



Curriculum Intent	
Skills/National Curriculum Links	<p>Intent</p> <p>Students will begin their 48 guided learning hours for component 3 and the Pearson-set assignment (40%).</p> <p>Students will revisit styles of personal interest from component 1 and ensure their knowledge and practical understanding of these styles is secure. Students will perform and remix a selection of existing music into other genres such as a heavy metal version of Bob Marley’s Three little birds. Students will review the products they create and set themselves targets to improve on.</p>
Spiritual, moral, social, and cultural development	<p>SMSC: Reflection, comparison, religion, team work.</p> <p>PSHE/British Values: creativity</p> <p>Skills Builder:</p> 
Numeracy	Students will divide and manage guided learning hours, weeks, and set assignment time to successfully achieve their targets.
Literacy	<p>Students will write or record progress at appropriate points.</p> <p>Level 2 vocab: Plan, evaluate, review, discuss, target, listen, decide, practice.</p> <p>Level 3 vocab: Chord, arpeggiator, time signature, melody, input, sequence, quantise, chorus, verse, intro structure, extended chords, projection, enunciation, tuning, intonation, amplifier, lead, EQ, backing track, genre, style, characteristic, bpm, skank, DAW, beat drop.</p>
Becoming future ready	Careers/Employability: Students will employ the professional skills they used in component 2 to ensure successful outcomes including creating safe working spaces, productive creation spaces, and focused use of time.
Adaptation	Voice notes/vlogs are used to record progress and targets. if this is more appropriate for students.
QFT/SEND Provision	<p>Tas will be directed to support students as scribes, prompters and other support.</p> <p>Eligible students will be given the extra 25% assignment time they are entitled to.</p> <p>Instructions are clear, bitesize, and repeated to ensure understanding.</p>
Implementation Curriculum Delivery	<p>To be able to name and identify the stylistic characteristics of three genres.</p> <p>To be able to explain stylistic characteristics.</p> <p>To be able to employ stylistic characteristics to alter a pre-existing song to become a different genre.</p>
Learning Outcomes (Knowledge)	<p>To be able to make creative decisions.</p> <p>To be able to direct other students.</p> <p>To be able to manipulate sound.</p> <p>To be able to rehearse effectively.</p> <p>To be able to respond to a brief.</p> <p>To be able to improve the intonation/pitching/tuning</p> <p>To be able to improve the timing/accuracy of rhythm</p> <p>To be able to use equipment appropriately.</p>

Current learning to be developed in the future within:	The working world.
Assessment	<p>Refer to assessment maps for formative and summative assessment opportunities.</p> <p>Verbal assessment throughout.</p> <p>Written assessment before the Pearson-set assignment begins to guide students to more successful outcomes.</p> <p>Homeworks designed to foster a regular and satisfying habit of practising at home.</p> <p>A guided mock based on sample assignment.</p>
Impact	Attainment and Progress – Refer to assessment results / data review documentation.