




# YEAR 11 2023-24 TERM 1

## 'An ambitious curriculum that meets the needs of all' Medium Term Planning – Component 2



<b>Curriculum Intent</b>	
<b>Skills/National Curriculum Links</b>	<p><b>Intent</b></p> <p>Students are halfway through the 36 guided learning hours. Students will begin the Pearson-set assignment for Component 2 (30%) at the start of October and complete the recommended 16 hours by the end of November. Students will then receive recommendations on their portfolio and be given 2 weeks to implement feedback before submission to exam board.</p> <p>Students will focus on developing two of the following skills: performing, composing, producing. They will set themselves 3 SMART targets for each skill and practicing reviewing their progress and planning for success.</p>
<b>Spiritual, moral, social, and cultural development</b>	<p><b>SMSC: Reflection, comparison, religion, team work.</b></p> <p><b>PSHE/British Values:</b> creativity</p> <p><b>Skills Builder:</b></p> 
<b>Numeracy</b>	Students will divide and manage guided learning hours, weeks, and set assignment time to successfully achieve their targets.
<b>Literacy</b>	<p>Students will write or record progress at appropriate points.</p> <p>Level 2 vocab: Plan, evaluate, review, discuss, target.</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,</p>
<b>Becoming future ready</b>	<b>Careers/Employability:</b> One of the five marking criteria is about successfully applying professional skills to their working practice including time management, creating safe working environments and creating successful work habits.
<b>Adaptation</b>	Voice notes/vlogs are used to record progress and targets. if this is more appropriate for students.
<b>QFT/SEND Provision</b>	<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>
<b>Implementation Curriculum Delivery</b>	<p>To be able to identify hazards in a working space.</p> <p>To be able to identify good working practice.</p> <p>To be able to set specific, measure, achievable, relevant and time-bound targets.</p> <p>To be able to record progress.</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 improve the quality of melody.</p> <p>To be able to choose effective chords with an appropriate arpeggiator.</p>
<b>Learning Outcomes (Knowledge)</b>	
<b>Current learning to be developed in the future within:</b>	Component 3

Assessment	Refer to assessment maps for formative and summative assessment opportunities. Verbal assessment throughout. Written assessment before the Pearson-set assignment begins to guide students to more successful outcomes. Homeworks designed to foster a regular and satisfying habit of practising at home. A guided mock based on sample assignment.
Impact	Attainment and Progress – Refer to assessment results / data review documentation.