

Recovery Curriculum Overview for Year 7

Term	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<p>Curriculum Content:</p> <p>Priority Essential knowledge and skills that will be taught.</p>	<p>Body percussion, rhythm and pulse</p> <p>'BBC 10 Pieces-Connect It'</p> <p>On completion of this unit, students should be able to:</p> <ul style="list-style-type: none"> Identify and describe the elements of music Demonstrate a range of body percussion sounds and techniques Perform basic/complex rhythmic patterns as part of an ensemble Demonstrate how elements can be manipulated to enhance a performance/composition Suggest good features of their own and others' work and make refinements <p>Key Skills:</p> <ul style="list-style-type: none"> Timing Accuracy Fluency Rhythm Variety Ensemble Skills Texture through composition Use of expression Performance skills 	<p>Ensemble Skills</p> <p>'Band Skills Project'</p> <p>On completion of this unit, students should be able to:</p> <ul style="list-style-type: none"> Perform the chords on the ukulele and/or keyboard for a band song. Perform the vocal part for the song and how this fits with the chords. Practise the song in time as a band, in class band, then small groups. Use expression in performance-dynamics/texture etc. <p>Key Skills:</p> <ul style="list-style-type: none"> Timing Fluency Accuracy Instrumental Technique Creating Rhythmic interest Adding Expression Warming Up Vocal Technique 	<p>Vocal techniques and texture</p> <p>'Find Your Voice- Musical Futures'</p> <p>On completion of this unit, students should be able to:</p> <ul style="list-style-type: none"> Perform the notes of the accompanying parts for the 4 chord song. Identify and recreate the timbres of a drum kit and layer these to create an accompaniment. Gain confidence to perform and sing. Create imaginative arrangements around the four chord mash up. <p>Key Skills:</p> <ul style="list-style-type: none"> Timing Singing in parts Maintaining a part Chord structure Texture Correct vocal technique Warming up Ensemble skills Composition Leading a group 	<p>Syncopation, Latin American rhythms and melody</p> <p>'BBC 10 Pieces- Mambo'</p> <p>On completion of this unit, students should be able to:</p> <ul style="list-style-type: none"> Perform a variety of different rhythms used in Mambo Compose a group piece using key features of Mambo Demonstrate understanding of key terminology used in Mambo Perform and compose using syncopation <p>Key Skills:</p> <ul style="list-style-type: none"> Syncopated Rhythms Timing Fluency Composition Texture Rhythmic Variety Performance confidence Leadership 	<p>Composing Dance Music</p> <p>'Dance Music Project'</p> <p>On completion of this unit, students should be able to:</p> <ul style="list-style-type: none"> Create a House-style drum beat on Mixcraft Create their own chord sequence and bass line on the software, and sequence this on Mixcraft Quantise parts for accuracy. Identify the BPMs of various dance music styles. Apply the structural devices used in dance music-Breakdown, drop, introduction etc. Apply automation to develop dynamic contrast in Mixcraft <p>Key Skills:</p> <ul style="list-style-type: none"> Quantising/Timing Using technology to compose Looping Composing melodies Developing texture and rhythm Structural devices Adding effects 	
<p>Assessment:</p>	<p>Assessment will be a filmed performance at the end of the half term. Interim videos will be taken throughout to track progress. Terminology will be assessed through mini whiteboard tasks and class discussion throughout.</p> <p>Used as a bassline assessment</p>	<p>Assessment will be a filmed performance at the end of the half term. Interim videos will be taken throughout to track progress. Terminology will be assessed through mini whiteboard tasks and class discussion throughout.</p> <p>Previous terminology and knowledge of beats and timing re-tested.(HT1)</p>	<p>Assessment will be a filmed performance at the end of the half term. Interim videos will be taken throughout to track progress. Terminology will be assessed through mini whiteboard tasks and class discussion throughout.</p> <p>Previous terminology and knowledge of beats and timing re-tested. (HT1&2)</p>	<p>Assessment will be a filmed performance at the end of the half term. Interim videos will be taken throughout to track progress. Terminology will be assessed through mini whiteboard tasks and class discussion throughout.</p> <p>Previous terminology and knowledge of beats and timing re-tested. (HT1, 2 &3)</p>	<p>Assessment will be a completed mixcraft track. These will be monitored throughout to track progress. Terminology will be assessed through mini whiteboard tasks and class discussion throughout.</p> <p>Previous terminology re-tested. Previous knowledge of beats and timing re-tested as well as the notes of a chord and how to find a chord. (HT2)</p>	<p>Assessment will be a filmed performance at the end of the half term. Interim videos will be taken throughout to track progress. Terminology will be assessed through mini whiteboard tasks and class discussion throughout.</p> <p>Previous terminology re-tested. Previous knowledge of beats and timing re-tested as well as the notes of a chord and how to find a chord. Previous knowledge of instrumental techniques. (HT2)</p>

Recovery Curriculum Overview for Year 8

Term	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<p>Curriculum Content:</p> <p>Priority Essential knowledge and skills that will be taught.</p>	<p>Performing and composing music from around the world</p> <p>'Global Traditions' On completion of this unit, students should be able to:</p> <ul style="list-style-type: none"> Identify the key features of a variety of musical styles (Samba, African Drumming, Gamelan, Raga & Folk) from around the world (Call and response, Imitation, Syncopation and cross rhythms, improvisation, Aeolian modes, Rags pentatonic scale) Can play accurately and in time using the stylistic features of each Tradition. Create/Improvise a piece of music from that tradition- eg. A Samba Call, improvisation on a raga, adapt a folk song with new lyrics/melodies. <p>Key Skills:</p> <ul style="list-style-type: none"> Timing Fluency Accuracy Lyric Writing Performing complex rhythms Composition and structure 	<p>Improvisation, chord structures and blues composition</p> <p>'Blues' On completion of this unit, students should be able to:</p> <ul style="list-style-type: none"> Identify the key features of Blues music Perform the key structural parts of blues music- walking bassline, chords, improvisation Apply key techniques to your own composition Rehearse and improvise using the blues scale <p>Key Skills:</p> <ul style="list-style-type: none"> Improvisation Structural understanding Swung rhythms Composition Keyboard skills Timing Fluency 	<p>Grime composition</p> <p>'Grime' On completion of this unit, students should be able to:</p> <ul style="list-style-type: none"> Identify the key features of Grime Create a basic Grime drum track using Charanga Create an effective synth part and structure using Charanga Write effective lyrics and add these to your grime track <p>Key Skills:</p> <ul style="list-style-type: none"> Lyric writing Composition Timing/Quantising Use of complex rhythms Applying effects Use of technology 	<p>Composing for film</p> <p>'Film Music' On completion of this unit, students should be able to:</p> <ul style="list-style-type: none"> Describe 'mickey mousing' and apply it to your composition Describe 'leitmotif' and apply it to composition Describe 'incidental music' and apply it to composition Compose a theme for the start of the movie clip Apply effects to enhance a composition Compose to compliment a film clip <p>Key Skills:</p> <ul style="list-style-type: none"> Mickey Mousing Leitmotif Incidental music Composing to a brief Creating Tension Timing Effective use of effects/technology 	<p>Serialism/Minimalism composition</p> <p>'Serialism/Minimalism' On completion of this unit, students should be able to:</p> <ul style="list-style-type: none"> Identify key features of the two styles Compose using both minimalistic and serial techniques Use texture and structure to compose Form a 12 tone row Effectively use expression to enhance compositions Evaluate and peer assess compositions <p>Key Skills:</p> <ul style="list-style-type: none"> Minimalistic techniques Composing using a 12 tone row Applying expression Editing your own work Applying structure and texture 	<p>Ensemble Skills</p> <p>'Band Skills' On completion of this unit, students should be able to:</p> <ul style="list-style-type: none"> Rehearse the chords on the ukulele and/or keyboard for a band song. Rehearse the vocal part for the song and how this fits with the chords. Rehearse riff/melody if the song has one. Practise the song in time as a band, in class band, then small groups. Develop expression in performance- dynamics/texture etc. <p>Key Skills:</p> <ul style="list-style-type: none"> Timing Fluency Accuracy Instrumental Technique Creating Rhythmic interest Adding Expression Warming Up Vocal Technique
<p>Recovery: Essential Knowledge from previous term that needs revisiting.</p>	<ul style="list-style-type: none"> Pulse and timing Rhythm names- tea, coffee etc to assist with timing Keyboard note names Group work expectations Performance confidence Departmental expectations 	<ul style="list-style-type: none"> Pulse and timing Keyboard note names and how to form a chord (play a note, miss a note, play a note) Playing in time with others Performance confidence 	<ul style="list-style-type: none"> How to use computer software- recap regularly key things to remember Beats in a bar and timing 	<ul style="list-style-type: none"> How to use computer software- recap regularly key things to remember Notes on a keyboard Writing an effective melody 	<ul style="list-style-type: none"> How to use computer software- recap regularly key things to remember Notes on a keyboard 	<ul style="list-style-type: none"> Ukulele chords Piano note names and how to form chords Performance confidence Working in a group and expectations Audience expectations Timing with others

<p>Assessment:</p>	<p>Assessment will be a filmed performance at the end of the each tradition. These will then be assessed holistically. Terminology will be assessed through mini whiteboard tasks and class discussion throughout.</p> <p>Previous terminology from a variety of SOL's revisited. Keyboard skills revisited from Y7 HT 2 and 6. Texture and rhythmic variety revisited from Y7 HT4.</p>	<p>Assessment will be a filmed performance at the end of the half term. Interim videos will be taken throughout to track progress. Terminology will be assessed through mini whiteboard tasks and class discussion throughout.</p> <p>Previous terminology and knowledge of beats tested. Use and knowledge of chords C, F and G re-visited from Y7 HT2 and Y7 HT6. Texture and rhythm revisited from Y7 HT4. Improvisation also revisited from Y8 HT1.</p>	<p>Assessment will be a completed Charanga track. These will be monitored throughout to track progress. These can also be sent off for external feedback to a music producer. Terminology will be assessed through mini whiteboard tasks and class discussion throughout.</p> <p>Previous use of technology revisited from Y7 HT5 as well as use of technology functions, texture and structure.</p>	<p>Assessment will be a completed mixcraft track. These will be monitored throughout to track progress. Terminology will be assessed through mini whiteboard tasks and class discussion throughout.</p> <p>Previous knowledge of melody writing revisited from Y8 HT2 and Y7 HT5. Use of technology re-visited from Y7 HT5 and Y8 HT3</p>	<p>Assessment will be a completed mixcraft track. These will be monitored throughout to track progress. Terminology will be assessed through mini whiteboard tasks and class discussion throughout.</p> <p>Previous knowledge of melody writing revisited from Y8 HT2, HT4 and Y7 HT5.</p>	<p>Assessment will be a filmed performance at the end of the half term. Interim videos will be taken throughout to track progress. Terminology will be assessed through mini whiteboard tasks and class discussion throughout.</p> <p>Previous Band Skills knowledge revisited from Y7 HT2 and HT6</p>
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Recovery Curriculum Overview for Year 9

Term	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1 & 2
<p>Curriculum Content:</p> <p>Priority Essential knowledge and skills that will be taught.</p>	<p>Ensemble Skills On completion of this unit, students should be able to:</p> <ul style="list-style-type: none"> Rehearse the part on their instrument for a band song. Rehearse the vocal part for the song and how this fits with the chords. Rehearse riff/melody if the song has one. Practise the song in time as a band, in class band, then small groups. Develop expression in performance- dynamics/texture etc. LDemonstrate rehearsal techniques <p>Key Skills:</p> <ul style="list-style-type: none"> Timing Accuracy Fluency Instrumental Awareness Communication (both audience and ensemble) Performance confidence TAB/Chord/Notation reading 	<p>Composing to a Brief On completion of this unit, students should be able to:</p> <ul style="list-style-type: none"> Interpret a give brief Compose a chord sequence, drum beat and melody line that represent the brief Use software to effectively compose Regularly evaluate and edit their own work Respond to feedback Write a successful jingle Use software functions to edit your work. <p>Key Skills:</p> <ul style="list-style-type: none"> Timing Accuracy Creativity Rhythmic composition Harmony Melody Writing (Lyric Writing) 	<p>Sequencing On completion of this unit, students should be able to:</p> <ul style="list-style-type: none"> Use Mixcraft competently Use editing functions e.g quantise, velocity Use key terminology to explain what they are doing Use effects to enhance a final composition Mix their tracks together effectively Use a variety of software functions Evaluate their progress throughout the SOL Use a variety of input methods to complete their work <p>Key Skills:</p> <ul style="list-style-type: none"> Timing/Quantising Applying effects Use of technology Editing your own work Using technology to compose Looping Composing melodies Developing texture and rhythm Structural devices 	<p>Skills Audit Performance On completion of this unit, students should be able to:</p> <ul style="list-style-type: none"> Apply different instrumental/Vocal techniques Know how to successfully interpret music in a variety of ways Review work and set SMART targets Use effective rehearsal techniques and how to apply them Demonstrate personal management skills <p>Key Skills:</p> <ul style="list-style-type: none"> Accuracy Timing Fluency Instrumental Technique Effective warm ups Target setting Evaluating progress Interpretation Adding Expression Performance technique Stage presence 	<p>Planning a Concert On completion of this unit, students should be able to:</p> <ul style="list-style-type: none"> Identify H & S requirements Identify the job roles needed and explain their responsibilities Plan a successful concert Effectively market a concert Work as a team to make decision Lead aspects of the concert Evaluate and review the process <p>Key Skills:</p> <ul style="list-style-type: none"> Teamwork Effective Planning Decision Making Individual Contribution Leadership Use of key vocab H&S Auditing
<p>Recovery: Essential Knowledge from previous term that needs revisiting.</p>	<ul style="list-style-type: none"> Working as part of a group How to rehearse effectively Notes on their individual instruments Use of musical terminology Elements of music <p>How to respond to musical feedback</p>	<ul style="list-style-type: none"> How to use mixcraft effectively Notes on a keyboard Notation/Chords Musical Terminology 	<ul style="list-style-type: none"> How to use mixcraft Editing and effects functions <p>Developing music and adding texture</p>	<ul style="list-style-type: none"> Performance confidence Stage presence Setting and responding to targets <p>Instrumental technique</p>	<ul style="list-style-type: none"> Working in a group <p>Giving and responding to feedback</p>
<p>Assessment:</p>	<p>Assessment will be through a final performance and evaluation. Videos will be taken throughout to show progress. Terminology will be assessed through mini whiteboard tasks and class discussion throughout.</p> <p>BTEC Criteria Used</p> <p>Previous Band Skills knowledge revisited from Y7 HT2 and HT6 and Y8 HT6.</p>	<p>Assessment will be through a final track but tracks will be listened to and feedback given throughout. Terminology will be assessed through mini whiteboard tasks and class discussion throughout.</p> <p>BTEC Criteria Used</p> <p>Previous knowledge of mixcraft and use of technology revisited from Y8 HT 3 & 4. Melody writing and composition skills revisited from Y8 HT3, 4 & 5.</p>	<p>Assessment will be through a final track but tracks will be listened to and feedback given throughout. Terminology will be assessed through mini whiteboard tasks and class discussion throughout and through the use of a log book.</p> <p>BTEC Criteria Used</p> <p>Previous knowledge of mixcraft and use of technology revisited from Y8 HT 3 & 4 and Y9 HT2, Knowledge of structure and composition from Y9 HT2.</p>	<p>Assessment will be through a final performance and evaluation. Also a log book where targets will be set and evaluated throughout. Videos will be taken throughout to show progress. Terminology will be assessed through mini whiteboard tasks and class discussion throughout and through the use of a log book.</p> <p>BTEC Criteria Used</p> <p>Previous knowledge of performance and evaluation skills revisited from Y9 HT1 and Y8 HT6.</p>	<p>Assessment will be through a final concert, log book, marketing material and evaluation. The SOL will be assessed holistically. Terminology will be assessed through mini whiteboard tasks and class discussion throughout and through the use of a log book.</p> <p>BTEC Criteria Used</p>

Recovery Curriculum Overview for Year 10

Term	Autumn 1 Autumn 2 Spring 1		Spring 2 Summer 1 Summer 2	
<p>Curriculum Content:</p> <p>Priority Essential knowledge and skills that will be taught.</p>	<p>Double lessons: Unit 2- Managing a Music Product On completion of this unit, students should have an understanding of the following topics:</p> <ul style="list-style-type: none"> • Identify, describe and explain the planning of a music product • Creation of a music product • Creation of marketing materials with awareness of industry practice • Evaluation identifying strengths and weaknesses and explaining these • Completion of the log book <p>Key Skills:</p> <ul style="list-style-type: none"> • Teamwork • Effective Planning • Decision Making • Individual Contribution • Leadership • Use of key vocab • H&S Auditing 	<p>Single Lessons Unit 1- Music Industry Exam On completion of this unit, students should have an understanding of the following topics:</p> <ul style="list-style-type: none"> • Venues and live performance • Health, safety and security at venues • Production and promotion • Service companies and agencies • Unions • How organisations interrelate and why these relationships are important • Performance and creative roles • Management and promotion roles • Recording roles • Media and other roles • How and why workers are employed in the industry • Getting a break and starting out • Importance of individual roles and responsibilities • How individual roles and responsibilities interrelate • How to get paid • How the industry relies on entrepreneurs, the self employed and small enterprises. <p>Key Skills:</p> <ul style="list-style-type: none"> • Identifying • Describing • Explaining • Evaluating • Comparing • Decision Making • Using evidence to inform decisions 	<p>Double lessons Unit 1- Music Industry Exam On completion of this unit, students should have an understanding of the following topics:</p> <ul style="list-style-type: none"> • Venues and live performance • Health, safety and security at venues • Production and promotion • Service companies and agencies • Unions • How organisations interrelate and why these relationships are important • Performance and creative roles • Management and promotion roles • Recording roles • Media and other roles • How and why workers are employed in the industry • Getting a break and starting out • Importance of individual roles and responsibilities • How individual roles and responsibilities interrelate • How to get paid • How the industry relies on entrepreneurs, the self employed and small enterprises. <p>Key Skills:</p> <ul style="list-style-type: none"> • Identifying • Describing • Explaining • Evaluating • Comparing • Decision Making • Using evidence to inform decisions 	<p>Single Lessons Unit 2- Managing a Music Product On completion of this unit, students should have an understanding of the following topics:</p> <ul style="list-style-type: none"> • Identify, describe and explain the planning of a music product • Creation of a music product • Creation of marketing materials with awareness of industry practice • Evaluation identifying strengths and weaknesses and explaining these • Completion of the log book <p>Key Skills:</p> <ul style="list-style-type: none"> • Teamwork • Effective Planning • Decision Making • Individual Contribution • Leadership • Use of key vocab • H&S Auditing
<p>Recovery: Essential Knowledge from previous term that needs revisiting.</p>	<ul style="list-style-type: none"> • Teamwork • Responding to feedback • Target setting <p>Evaluating</p>	<ul style="list-style-type: none"> • Key terminology recall • Explaining key points <p>Extended writing</p>	<ul style="list-style-type: none"> • Key terminology recall • Explaining key points <p>Extended writing</p>	<ul style="list-style-type: none"> • Teamwork • Responding to feedback • Target setting <p>Evaluating</p>

<p>Assessment:</p>	<p>Assessment will be through a final product, log book, marketing material and evaluation. Each criteria will be individually graded and the lowest grade given as the overall grade. Internally moderated and externally sampled.</p> <p>Previous knowledge of planning, teamwork and job roles revisited from Y9 HT6. Job Roles also re-visited from Y10 Unit 1</p>	<p>Assessment will be through an exam in summer which is externally marked. 1 hr paper out of 50 marks. One re-sit is allowed.</p> <p>Scores out of 50 L1 Pass: 16 L2 Pass: 26 Merit: 34 Distinction: 42</p> <p>The examination consists of a variety of question types, including objective questions, short answer questions and one extended writing opportunity at the end of the examination paper.</p> <p>Previous knowledge of job roles revisited from Y9 HT6. also from Y10 Unit 1</p>	<p>Assessment will be through an exam in summer which is externally marked. 1 hr paper out of 50 marks. One re-sit is allowed.</p> <p>Scores out of 50 L1 Pass: 16 L2 Pass: 26 Merit: 34 Distinction: 42</p> <p>The examination consists of a variety of question types, including objective questions, short answer questions and one extended writing opportunity at the end of the examination paper.</p> <p>Previous knowledge of job roles revisited from Y9 HT6. also from Y10 Unit 1</p>	<p>Assessment will be through a final product, log book, marketing material and evaluation. Each criteria will be individually graded and the lowest grade given as the overall grade. Internally moderated and externally sampled.</p> <p>Previous knowledge of planning, teamwork and job roles revisited from Y9 HT6. Job Roles also re-visited from Y10 Unit 1</p>
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Recovery Curriculum Overview for Year 11

Term	Autumn and Spring HT1			Spring HT2 and Summer		
	Optional Unit 1			Optional Unit 2		
<p>Curriculum Content:</p> <p>Priority Essential knowledge and skills that will be taught.</p>	<p>Unit 5- Introducing Music Performance On completion of this unit, students should have an understanding of the following topics:</p> <ul style="list-style-type: none"> Different instrumental/Vocal techniques How to successfully interpret music in a variety of ways How to review work and set SMART targets Effective rehearsal techniques and how to apply them Personal management skills <p>Key Skills:</p> <ul style="list-style-type: none"> Accuracy Timing Fluency Instrumental Technique Effective warm ups Target setting Evaluating progress Interpretation Adding Expression Performance technique Stage presence 	<p>Unit 4- Introducing Music Composition On completion of this unit, students should have an understanding of the following topics:</p> <ul style="list-style-type: none"> Create musical starting points that can for a composition Develop musical starting points into other ideas Select musical ideas and create a shorter, more developed section Compose an extended piece of music Explain why decisions have been made and how the impact on a piece <p>Key Skills:</p> <ul style="list-style-type: none"> Rhythmic composition Harmony Melody Writing Developing compositions Adding expression Effective use of structure Responding to a brief Appropriate Presentation 	<p>Unit 7- Introducing Music sequencing On completion of this unit, students should have an understanding of the following topics:</p> <ul style="list-style-type: none"> Use of note input on mixcraft Use of Note editing How to add structure using a variety of techniques Use of effects such as panning, EQ, reverb, delay and automation Use of mixcraft to create a sequenced piece <p>Key Skills:</p> <ul style="list-style-type: none"> Timing/Quantising Applying effects Use of technology Editing your own work Using technology to compose Looping Composing melodies Developing texture and rhythm Structural devices 	<p>Unit 4- Introducing Music Composition On completion of this unit, students should have an understanding of the following topics:</p> <ul style="list-style-type: none"> Create musical starting points that can for a composition Develop musical starting points into other ideas Select musical ideas and create a shorter, more developed section Compose an extended piece of music Explain why decisions have been made and how the impact on a piece <p>Key Skills:</p> <ul style="list-style-type: none"> Rhythmic composition Harmony Melody Writing Developing compositions Adding expression Effective use of structure Responding to a brief Appropriate Presentation 	<p>Unit 7- Introducing Music sequencing On completion of this unit, students should have an understanding of the following topics:</p> <ul style="list-style-type: none"> Use of note input on mixcraft Use of Note editing How to add structure using a variety of techniques Use of effects such as panning, EQ, reverb, delay and automation Use of mixcraft to create a sequenced piece <p>Key Skills:</p> <ul style="list-style-type: none"> Timing/Quantising Applying effects Use of technology Editing your own work Using technology to compose Looping Composing melodies Developing texture and rhythm Structural devices 	<p>Unit 6- Introducing Music Recording On completion of this unit, students should have an understanding of the following topics:</p> <ul style="list-style-type: none"> How to use equipment safely How to operate a recording studio The difference between microphones How to use music software to mix a final track What is required for a successful recording session <p>Key Skills:</p> <ul style="list-style-type: none"> Completing H&S Audit Safely using equipment Setting up a recording studio Using recording software Effectively mixing tracks <p>Using software</p>
<p>Recovery: Essential Knowledge from previous term that needs revisiting.</p>	<ul style="list-style-type: none"> Stage presence and performance confidence Resilience Independent learning Setting smart targets 	<ul style="list-style-type: none"> Target setting Melody Writing Use of Mixcraft Compositional Devices 	<ul style="list-style-type: none"> Use of mixcraft Notation Mixcraft Functions <p>Target setting</p>	<ul style="list-style-type: none"> Target setting Melody Writing Use of Mixcraft <p>Compositional Devices</p>	<ul style="list-style-type: none"> Use of mixcraft Notation Mixcraft Functions <p>Target setting</p>	<ul style="list-style-type: none"> Team work Target setting Use of software Time management Use of Equipment Instrument set up

<p>Assessment:</p>	<p>Assessment will be through a log book of a skills audit, target setting and evaluating, a final performance and interim rehearsal videos. The unit will be internally moderated and externally sampled.</p> <p>Previous knowledge of performance skills from Y9 HT1 and Y9 HT4</p>	<p>Assessment will be through a log book and recordings demonstrating 4 starting points, 2 developed ideas and a final composition. Students will be assessed on their response to the brief as well as the presentation of their final piece.</p> <p>Previous knowledge of Compositional skills tested from Y9 HT2</p>	<p>Assessment will be through a log book of a description of techniques and their uses, target setting and explaining processes used through weekly logs and a final track. The unit will be internally moderated and externally sampled.</p> <p>Previous knowledge tested from Y9 HT 3</p>	<p>Assessment will be through a log book and recordings demonstrating 4 starting points, 2 developed ideas and a final composition. Students will be assessed on their response to the brief as well as the presentation of their final piece.</p> <p>Previous knowledge of Compositional skills tested from Y9 HT2</p>	<p>Assessment will be through a log book of a description of techniques and their uses, target setting and explaining processes used through weekly logs and a final track. The unit will be internally moderated and externally sampled.</p> <p>Previous knowledge tested from Y9 HT 3</p>	<p>Assessment will be through a log book of a description of techniques and their uses, target setting and explaining processes used through weekly logs and a final track. The unit will be internally moderated and externally sampled.</p> <p>Previous knowledge of mixing a track tested from Y11 Sequencing unit and Y9 HT3</p>
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