

Music – Year 12 (RSL Level 3)			
	Autumn Term (Cycle 1)	Spring Term (Cycle 2)	Summer Term (Cycle 3)
THEME	“362 – Lead Performer”	“363 – Session Musician”	“355 – Leading A Music Making Activity”
Students will know and remember...	<p>Performance Understanding audience expectations of image and presentation in relation to stylistic/genre idioms Appropriate knowledge of repertoire for performance Understanding the nature of the performance and the performance environment Understanding of the relevant personal, musical and peripheral equipment required for performance Strategies for overcoming nerves Techniques for communicating with other musicians and the audience</p> <p>Health & Safety Understanding the physiological impact of performing as the lead performer and implementing strategies to minimise impact Understanding personal Health & Safety considerations in relation to performing as a lead performer with an instrument and/or voice and associated equipment, in the context of the performance environment</p>	<p>Performance in a Range of Performance Environments Knowledge of the characteristics of a range of musical styles/genres Techniques for performing as a member of an ensemble</p> <p>Vocal/Instrumental Understanding of relevant stylistic and genre characteristics in relation to the instrument/voice</p>	<p>Leadership Presentation methods appropriate to a range of music leading contexts Communication methods appropriate to a range of music leading contexts Differentiation skills and techniques Techniques for developing resources appropriate to a range of music leading environments Techniques for effective use of resources Methods for assessing and evaluating learning formatively and summatively Methods for providing effective verbal and written feedback in a range of contexts Methods for setting targets appropriate to the needs and aspirations of learners</p> <p>The Music Business Market research techniques How to make a funding application Methods for effective liaison with external parties (venues, funders etc.) Promote a product or service Record keeping How to evaluate strengths and weaknesses of a musical product or service and plan for ongoing improvement and refinement</p>

	<p>Communication The capacity to constructively peer review the work of others</p>		
<p>Students will revisit and remember...</p>		<p>Performance in a Range of Performance Environments Knowledge of a broad repertoire across a range of styles/genres Understanding of the nature of the performance and the performance environment Understanding of the relevant personal, musical and peripheral equipment required for live and studio performance Strategies for overcoming nerves and performing effectively when being filmed</p> <p>Health & Safety Understanding of the physiological impact of performing with an instrument/as a vocalist in a range of performance environments and implementing strategies to minimise impact Understanding of personal Health & Safety considerations in relation to performing with an instrument and/or voice and associated equipment, and in the context of a range of performance environments generally</p> <p>Communication The capacity to constructively peer review the work of others</p>	<p>Health & Safety Understanding of the physiological impact of leading a music making activity relevant to context, implementing strategies to minimise impact Understanding of personal Health & Safety considerations in relation to leading a music making activity, relevant to context</p> <p>Communication The capacity to peer review the work of others constructively</p>
<p>So that they can...</p>	<p>Performance Perform repertoire as required Safely and efficiently set up personal equipment for performance as required Develop and demonstrate stage persona and presentation skills</p>	<p>Performance in a Range of Performance Environments Perform a repertoire as required in a range of environments Use a variety of techniques for communicating with other musicians and the audience as required</p> <p>Vocal/Instrumental Use instrumental/vocal</p>	<p>Health & Safety Set up personal equipment for the purposes of leading a music making activity as required, safely and efficiently</p> <p>Communication Use verbal and non-verbal communication, as appropriate Give and respond to musical direction</p>

	<p>Develop and demonstrate vocal/Instrumental Skills</p> <p>Perform with stylistic and genre awareness in relation to image and presentation</p> <p>Use instrumental/vocal techniques appropriate to being the lead performer/point of focus</p> <p>Health & Safety Safely and efficiently set up personal equipment for performance as required</p> <p>Communication Develop, identify and respond to musical/visual cues Use verbal and non-verbal communication on stage with band members and/or technical/support staff, as appropriate Give and respond to musical direction</p> <p>Analytical Analyse and assess own skills and personal aims Assess and evaluate their own work and develop strategies for improvement in performance Respond positively to tutor comments and evaluations Assess and evaluate audience response Assess and act upon Health & Safety considerations</p>	<p>techniques appropriate to the context of the live performance</p>	
--	--	--	--

	<p>Organisational Plan and prepare effectively for rehearsal</p> <p>Access relevant personal, musical and peripheral equipment required for performance</p> <p>Time management Work to a given time frame Work to deadlines</p>		
<p>Students will secure their ability to...</p>		<p>Performance in a Range of Performance Environments Safely and efficiently set up personal equipment for performance as required</p> <p>Develop and demonstrate stage persona and presentation skills as required</p> <p>Health & Safety Safely and efficiently set up personal equipment for performance as required</p> <p>Communication Develop, identify and respond to musical/visual cues</p> <p>Use of verbal and non-verbal communication on stage and in a studio environment (with band members and/or technical/support staff), as appropriate</p> <p>Give and respond to musical direction</p> <p>Analytical Respond positively to tutor comments and evaluations</p> <p>Assess and evaluate audience response</p> <p>Analyse and assess own skills and personal aims</p> <p>Assess and evaluate own work and develop strategies for improvement in performance</p> <p>Assess and act upon Health & Safety considerations</p>	<p>Analytical Analyse and assess own skills and personal aims</p> <p>Assess and evaluate own work and develop strategies for improving own performance when leading music making activity</p> <p>Respond positively to tutor comments and evaluations</p> <p>Assess and utilise peer evaluation</p> <p>Assess and act upon Health & Safety considerations</p> <p>Organisational Plan and prepare effectively for leading music leading activity</p> <p>Access the personal, musical and peripheral equipment required for leading music making activity</p> <p>Time management Work to a given time frame Work to deadlines</p>

		<p>Organisational Plan and prepare effectively for rehearsal</p> <p>Access the relevant personal, musical and peripheral equipment required for performance</p> <p>Time management Work to a given time frame Work to deadlines</p>	
--	--	---	--

Music – Year 13 (RSL Level 3)

	Autumn Term (Cycle 1)	Spring Term (Cycle 2)	Summer Term (Cycle 3)
	“365 – Auditioning for Music” & “349 – Planning for a Career in Music”	“387e – Rehearsal Skills & Live Music Performance” – External Summative Exam	
Students will know and remember...	<p>Auditioning The purpose of auditions The audition process. Roles and relationships in auditions. How to assess repertoire appropriate for performance in an audition situation Appropriate knowledge of repertoire for performance in an audition situation The personal musical and peripheral equipment required for audition, relevant to a range of potential audition scenarios</p> <p>Personal Presentation Techniques for creating a favourable first impression in a range of contexts</p> <p>Goal Setting & Strategy Development Techniques for developing relevant strategies for auditioning for an identified role</p> <p>Analytical The nature and expectations of a range of musical roles</p> <p align="center">-----</p>		

	<p>The Music Industry Range of jobs and careers Sectors and sub-sectors Creative and non-creative roles Roles of organisations, institutions and individuals within the industry Employment in the industry: <i>Interviews</i>; <i>C.V.s</i> Self-employment in the industry: <i>Taxation and responsibilities</i>; <i>Selling oneself for work</i>; <i>Website development</i> Personal skills and traits analysis Action planning for career development</p> <p>Planning Understanding the professional context Understanding the personal journey in context Analysing and evaluating own knowledge and skills Identifying requisite knowledge and skills in context Defining and clarifying personal aims and objectives in context Measuring progress and success</p>		
<p>Students will revisit and remember...</p>	<p>Auditioning Strategies for overcoming nerves and handling mistakes/technical issues</p> <p>Vocal/Instrumental Relevant stylistic and genre characteristics in relation to the instrument/voice</p>	<p>Produce a rehearsal plan for the performance of a short set of material</p> <p>Describe the purpose and benefits of the rehearsal process, drawing on experience gained through optional units taken that required a rehearsal process</p> <p>Explain the rationale for the choice of repertoire</p> <p>Describe Health & Safety implications of rehearsing the</p>	

	<p>Health & Safety Personal Health & Safety considerations in relation to performing with an instrument and/or voice and associated equipment, and in the context of the audition environment</p> <p>Communication The capacity to peer review the work of others constructively</p>	<p>chosen repertoire in the chosen rehearsal space</p> <p>Maintain a record of developments and ideas arising throughout rehearsals</p> <p>Evaluate the success of the performance, identifying strengths and areas for further development and explaining how skills, knowledge and understanding developed in optional units were demonstrated in rehearsal and performance</p>	
<p>So that they can...</p>	<p>Communication Respond effectively and with clarity to questioning</p> <p>Organisational Plan and prepare effectively for an audition</p> <p>-----</p> <p>The Music Industry Develop personal skills and traits.</p> <p>Planning Review aims and objectives</p> <p>Organisational Plan for learning Resource management Time management</p>		
<p>Students will secure their ability to...</p>	<p>Auditioning Set up personal equipment for performance as required, safely and efficiently</p> <p>Perform repertoire as required in an audition situation</p> <p>Vocal/Instrumental Instrumental/vocal</p>	<p>Rehearse planned material for the performance</p> <p>Use feedback from peers/tutors to improve their performance</p> <p>Evaluate their skills development throughout the process</p> <p>Perform the set of music in a live music environment</p>	

	<p>techniques appropriate to the requirements of the audition</p> <p>Health & Safety Set up personal equipment for audition as required, safely and efficiently</p> <p>Analytical Analyse and assess own skills and personal aims Assess and evaluate their own work and develop strategies for improvement in audition technique Assess and utilise peer/professional evaluation Assess and act upon Health & Safety considerations</p> <p>Organisational The means to access the personal, musical and peripheral equipment</p>		
--	--	--	--