New Line Learning Academy
Believe and Achieve

Music Intent	Year 10

The Performing Arts department aims to deliver outstanding lessons that promote confidence, creativity, teamwork, and communication skills. We pride ourselves on promoting the school's ethos of 'believe and achieve' and aim to develop pupils' resilience. As well as focusing on these key life skills, pupils will also develop specialised skills within each discipline of: dance, drama, and music. These skills are mastered through a personalised learning approach for all pupils and a number of performance opportunities the department has to offer.

The Music department aims to deliver a curriculum that enables pupils to experience a wide range of styles of music, and their links to Culture. Pupils can develop their keyboard skills leading to better application of Music technology and production skills. Pupils are encouraged to attend Music clubs to extend their learning outside the classroom, and those interested in learning an instrument can be facilitated with additional music lessons on their chosen instrument. This is encouraged to enable students to access more easily Key Stage 4 music courses, additional music qualifications and post-16 courses in Music and the Performing arts.

Term 1 and Term 2 Topic/Theme/Enquiry

Component 1- Exploring Music Products and Styles

Big Picture
What are the main ideas and big questions in this topic?

In Component 1, students develop an understanding of a range of musical styles and the features that make them distinctive. They will explore how musicians and producers use musical elements, instrumentation, technology and production techniques to create music for different purposes and audiences.
Students will investigate a range of musical genres and styles, considering their origins, key characteristics and how they have developed over time. They will explore features such as instrumentation, rhythm, melody, harmony, structure, texture, timbre and production techniques, identifying how these are used to create a recognisable musical style.
Students will also develop their practical understanding by experimenting with musical ideas and techniques drawn from the styles they have studied. They will consider how existing musical conventions can be used, combined and adapted when creating their own music products.

Key questions include:
How can we recognise different musical styles and genres?
What musical features make a style distinctive?
How do musicians use rhythm, melody, harmony, instrumentation and structure to create a particular sound?

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How have technology and production techniques influenced different styles of music?
How and why have musical styles developed and changed over time?
How can the characteristics of existing musical styles influence our own creative work?

Zoom In
What knowledge, skills and key vocabulary will we learn step by step?

Students will develop knowledge and understanding of:

- a range of musical styles and genres and their key characteristics
- the historical and cultural influences that have shaped different styles of music
- how musical elements such as rhythm, melody, harmony, structure, texture and timbre are used
- the role of instrumentation and technology in creating a distinctive musical sound
- how different music products are created for different purposes and audiences
- how musicians and producers use stylistic conventions within their work
- how musical styles can be combined, adapted and developed
- the role of performers, composers, producers and other music professionals in creating music products.

Through practical workshops, students will explore:

- rhythm, tempo, metre and groove
- melody, pitch and phrasing
- chords, harmony and tonality
- structure and arrangement
- instrumentation, texture and timbre
- stylistic performance techniques
- using music technology and production techniques
- experimenting with features from different musical styles
- developing and refining musical ideas
- recording and evaluating practical exploration.

Key vocabulary

Musical style, genre, musical product, rhythm, tempo, metre, groove, melody, pitch, harmony, chords, tonality, structure, arrangement, texture, timbre, instrumentation, dynamics, phrasing, stylistic features, conventions, performance, composition, production, sequencing, recording, effects, music technology, audience, purpose, development, refinement and evaluation.

Pre-Requisite Knowledge
What have we already learned that will help us with this topic?

Pitch Up
How will we challenge ourselves?

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Students have developed relevant musical knowledge and practical skills throughout KS3. Previous schemes of work have introduced them to a range of musical styles, basic musical elements and different approaches to performing, composing and listening. Students will already have experience of recognising features such as rhythm, melody, harmony, structure, texture, timbre and dynamics. They will also have experience of performing individually and as part of an ensemble, creating and developing musical ideas, and using basic music technology where appropriate. This prior learning will help students identify the characteristics of different musical styles, understand how musicians and producers create particular sounds, and apply these features practically when exploring and developing their own musical ideas.	Students will be challenged to move beyond simply identifying features of a musical style and begin to analyse how and why particular musical choices have been made. Higher-level responses will consistently consider: How does this musical feature help create the style? Why has the artist, composer or producer selected this technique? How do rhythm, melody, harmony and instrumentation work together? How does technology or production influence the overall sound? What effect do these choices have on the listener? Throughout Component 1, students will be challenged to: connect musical elements, instrumentation and production techniques analyse how stylistic features create a recognisable genre or sound use detailed examples from the music they study compare features across different styles and musical products evaluate the effectiveness of musical and production choices use music terminology confidently and accurately apply their understanding through practical exploration refine their own musical ideas using conventions from the styles studied.
Wider Framework *How does this learning connect to future topics and bigger goals?*	**Curriculum Hinterland** *What wider knowledge will deepen our understanding of this topic?*
Component 1 provides the knowledge and understanding that underpin future learning within the BTEC Level 1/2 Tech Award in Music Practice. By exploring a range of musical styles, products and production techniques, students learn how musicians and producers use musical elements and stylistic conventions to create distinctive outcomes. This knowledge will be applied in Component 2, where students develop their own musical skills and techniques through practical work. It will also support Component 3, where they respond to a music brief and apply their understanding of styles, techniques and production processes to create a final music product. Beyond the qualification, students develop creativity, communication, teamwork, listening, research and analytical skills. The component also introduces possible careers in performance, composition, songwriting,	To deepen their understanding, students will explore the historical, social and cultural contexts in which different musical styles developed. They will consider how genres such as rock, pop, hip hop, reggae, electronic music and other contemporary styles have been shaped by technology, culture, place and changes in society. Students will investigate how music can reflect identity, community and social issues, and how artists use musical style to communicate ideas, attitudes and emotions. They will also consider how genres influence one another and how musical styles continue to evolve through fusion, sampling, remixing and advances in music technology. Students will explore the development of recording and production technology and consider how tools such as multitrack recording, synthesisers, sampling,

music production, sound engineering, live sound, artist development and the wider music and creative industries. The learning in Component 1 therefore provides an important foundation for students to understand how music is created, developed and communicated, while preparing them to make more informed and purposeful musical choices in later components.	sequencing, effects and digital audio workstations have changed the way music is created and experienced. Students will also consider the collaborative nature of the music industry. Professional music products may involve performers, composers, songwriters, producers, sound engineers, session musicians and other creative specialists, demonstrating how different roles contribute to the creation of a finished musical product.

Authentic connections
How does this topic connect to real life, careers, other subjects and important values?

The Music curriculum links closely to English, History, Media Studies, Computing and Performing Arts. Students develop their ability to communicate ideas, interpret meaning, understand cultural contexts and use technology creatively.

Students will develop transferable life skills such as creativity, collaboration, communication, organisation, problem solving and the ability to reflect on and improve their own work.

They will explore the historical, social and cultural contexts of different musical styles, helping them understand how music reflects changes in society, identity, technology and popular culture.

Students will work independently and collaboratively through listening, performance, composition and production activities. This develops their confidence, ability to contribute ideas and capacity to work effectively with others towards a shared outcome.

Music can also support social, emotional and mental health by providing students with a creative means of expression. Performing and creating music can develop confidence, resilience, concentration and self-esteem, while collaborative music-making can encourage a sense of belonging and connection with others.

The curriculum also provides meaningful links to the modern music and creative industries. Students gain an understanding of roles including performer, songwriter, composer, producer, sound engineer, session musician and live sound technician, alongside the wider processes involved in creating and distributing music.

Beyond careers directly linked to music, students develop skills that are valuable in many areas of employment, including teamwork, communication, time management, creativity, digital literacy, perseverance and the ability to respond constructively to feedback.

Resources
What books, websites, videos and materials will support our learning?

Assessment
How will we show what we know, remember and can apply?

• https://qualifications.pearson.com/content/dam/pdf/btec-tec-awards/music-practice/2022/specification-and-sample-assessments/btec-tech-award-music-practice-2022-psa1.pdf • https://edu.soundtrap.com/ • https://musictech.com/guides/essential-guide/beginners-guide-music-production/	Component 1 is a Pearson-set, non-exam internal assessment. It is marked by the centre and externally moderated by Pearson. It is worth 60 marks and is completed in approximately 12 hours of supervised assessment. Task 1: Styles Portfolio Students will investigate four contrasting musical styles and demonstrate their understanding of how musical elements and stylistic features are used within each style. Students will explore: the key characteristics of four different musical styles rhythm, tempo and metre melody and pitch harmony and tonality structure and form instrumentation, texture and timbre production and sonic features

	how musical elements combine to create a recognisable style relevant musical examples that demonstrate the features identified. Students will use appropriate musical terminology and support their explanations with examples from the music they have studied. In the current sample PSA, learners explore four styles linked to a given theme, with a maximum of two selected from popular music. Task 2: Music Products Students will apply their understanding of musical styles and techniques by practically experimenting with ideas for music products. Students will: create three short musical examples respond creatively to the theme provided by Pearson apply characteristics from the musical styles they have explored experiment with musical elements and stylistic conventions

	use appropriate performance, composition and/or production techniques explore different ways of realising musical ideas refine their musical ideas to communicate clear stylistic intentions. In the current sample assignment, the three practical examples are approximately 30–60 seconds each. Students will submit an individual multimedia portfolio containing appropriate evidence of their investigation and practical work. This may include written analysis, audio examples, annotated screenshots, photographs, musical notation, DAW project evidence, recordings and video evidence where appropriate.

Term 3, 4 and 5 Topic/Theme/Enquiry		**Component 2: Music Skills Development**

Big Picture
What are the main ideas and big questions in this topic?

In Component 2, students develop their practical musical skills and learn how musicians improve through rehearsal, experimentation, reflection and refinement. They will take part in practical workshops across music performance, creating original music and music production before developing their skills in two chosen disciplines.

Students will consider the professional behaviours required within the music industry, including organisation, time management, self-discipline, collaboration and the safe use of equipment. They will learn how to identify their strengths and areas for development, set realistic targets and use appropriate exercises and strategies to improve.

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Students will document their progress and demonstrate how their musical skills develop over time, applying their improved techniques to practical musical outcomes.

Key questions include:

What skills do successful musicians need?
How can we identify our strengths and areas for improvement?
How does effective practice lead to musical improvement?
Which exercises and techniques will help us develop?
How can feedback and reflection improve our work?
How can we demonstrate professional behaviours when working in music?
How can we show clearly how our musical skills have progressed?

Zoom In
What knowledge, skills and key vocabulary will we learn step by step?

Students will develop knowledge and understanding of:

- professional expectations within the music industry
- time management, organisation and self-discipline
- working independently and collaboratively
- correct and safe use of musical and production equipment
- setting realistic and achievable development targets
- identifying strengths and areas for improvement
- selecting appropriate practice and development strategies
- recording, reviewing and communicating progress
- how musicians share their work and development with others
- how skills are applied within music performance, composition and production.

Through practical workshops, students will explore:

Music performance

- instrumental and/or vocal technique
- tuning and preparation
- learning and rehearsing repertoire
- rhythm, timing and accuracy
- expression, dynamics and phrasing
- stage presence and communication
- developing effective practice routines.

Creating original music

- generating and extending musical ideas
- developing rhythmic and melodic patterns
- using harmony and chords
- creating effective structures
- experimenting with texture and instrumentation
- responding to a creative intention
- refining and developing original material.

Music production

- using DAW software
- using software instruments
- recording and inputting audio
- sequencing and editing
- manipulating musical material
- using effects appropriately
- structuring and arranging music
- refining the overall sound of a production.

Key vocabulary

Skill, technique, discipline, development, rehearsal, practice routine, target, improvement, refinement, reflection, feedback, professional skills, time management, self-discipline, collaboration, performance, repertoire, technique, accuracy, fluency, expression, composition, original music, melody, harmony, structure, production, DAW, sequencing, audio, MIDI, editing, effects, mixing and evaluation.

Pre-Requisite Knowledge

What have we already learned that will help us with this topic?

Students will build on the musical knowledge and practical experience developed throughout KS3 and Component 1.

They will already have experience of performing, composing and/or producing music and will understand musical elements including rhythm, melody, harmony, structure, texture, timbre and dynamics. Students will also have explored different musical styles and considered how musicians use stylistic features and production techniques to create particular outcomes.

This prior learning will support students in identifying the musical skills required within different disciplines and recognising which aspects of their own practice need further development.

Pitch Up

How will we challenge ourselves?

Students will be challenged to move beyond simply practising and begin to make purposeful decisions about **how and why** they develop particular musical skills.

Higher-level responses will consistently consider:

- What specifically needs improving?
- Why is this skill important to the intended musical outcome?
- Which development strategy will be most effective?
- How can progress be demonstrated clearly?
- How has feedback influenced the development process?
- How effectively have professional skills been applied?

Throughout Component 2, students will be challenged to:

- identify precise strengths and areas for development
- set focused and achievable musical targets
- select exercises that directly address identified weaknesses

Students will also have experience of responding to feedback, rehearsing individually and collaboratively and refining practical work. These skills provide the foundation for setting targets, following development plans and demonstrating measurable improvement during Component 2.	• practise consistently and purposefully • demonstrate clear progress over time • explain why particular development strategies have been selected • respond constructively to feedback • refine practical musical outcomes • use appropriate technical vocabulary • demonstrate professional behaviours consistently • evaluate the effectiveness of their own development process. Students working at the highest levels will show a clear relationship between their **initial skills, chosen targets, development activities and final musical outcomes**.
Wider Framework *How does this learning connect to future topics and bigger goals?*	**Curriculum Hinterland** *What wider knowledge will deepen our understanding of this topic?*
Component 2 develops the practical and professional skills students will need for Component 3 and for future study within music. The musical knowledge developed in Component 1 is now applied practically, with students learning how to improve their skills through structured development, rehearsal and reflection. This learning directly supports Component 3: Responding to a Music Brief, where students will need to independently select and apply appropriate musical skills to create a finished musical product in response to a vocational brief. Students will therefore enter Component 3 with greater confidence in their ability to: • select appropriate musical skills • organise their own development • rehearse and refine effectively • make creative decisions • respond to feedback • manage equipment and resources • work independently • evaluate their creative process.	To deepen their understanding, students will explore how professional musicians continually develop their skills throughout their careers. They will consider how performers rehearse, songwriters experiment with musical ideas and producers continually develop their technical knowledge as equipment and technology evolve. Students will investigate the importance of deliberate and focused practice, understanding that musical improvement requires repetition, reflection, feedback and purposeful target setting rather than simply spending time performing or producing. Students will also consider how technology has changed the way musicians develop and share their work. Digital audio workstations, online tutorials, digital portfolios and music-sharing platforms allow musicians to practise, collaborate, record and distribute music in ways that were previously unavailable. Students will explore the increasingly flexible nature of careers within music. A modern musician may combine several roles, for example performing, songwriting, producing, teaching and creating online content. Developing a broad range of practical and professional skills therefore increases opportunities within the industry.

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Beyond the qualification, these skills prepare students for further study in Music, Music Technology and Performing Arts at Level 3 and beyond. Pearson identifies Component 2 as an important opportunity for students to develop both musical and transferable skills that support progression into further education and employment.	Students will also consider the importance of resilience within creative industries, recognising that improvement often involves experimentation, mistakes, feedback and repeated refinement.

Authentic connections

How does this topic connect to real life, careers, other subjects and important values?

The Music curriculum connects closely to English, Computing, Media Studies, Performing Arts and Personal Development. Students develop communication, digital literacy, creativity, organisation and reflective thinking while completing practical musical work.

Students will develop transferable skills including:

independent learning
teamwork
organisation
time management
communication
problem solving
resilience
self-discipline
responding to feedback
evaluating their own progress.

Working towards individual musical targets encourages students to take greater responsibility for their own learning. They learn that improvement is achieved through sustained effort, reflection and the willingness to make changes.

Collaborative rehearsals and production activities develop social skills by requiring students to listen to others, communicate ideas, compromise and work towards shared musical goals.

Music can also support social, emotional and mental health by providing opportunities for creativity, expression and achievement. Developing practical musical skills can increase confidence and self-esteem while giving students constructive ways to express ideas and emotions.

Component 2 also reflects professional practice within the music industry. Students encounter skills relevant to careers including:

performer
singer
songwriter
composer
producer
sound engineer
session musician
live sound technician
music teacher
studio technician
content creator.

The professional behaviours developed through the component — reliability, organisation, collaboration, self-discipline and meeting deadlines — are also valuable across a wide range of careers.

Resources *What books, websites, videos and materials will support our learning?*	**Assessment** *How will we show what we know, remember and can apply?*
https://qualifications.pearson.com/en/qualifications/btec-tech-awards/music-practice-2022.html **https://www.bbc.co.uk/bitesize/subjects/zpf3cdm** **https://edu.soundtrap.com/**	Component 2 is a Pearson-set, non-exam internal assessment. It is marked by the centre and externally moderated by Pearson. The component has 60 marks available. Pearson's sample assignment gives approximately 15 supervised hours for completion. The Pearson-set Assignment consists of one task designed to show how students have developed their musical skills and techniques. Students will develop skills in two of the following musical disciplines: music performance creating original music music production. Students will demonstrate: their initial musical skills and areas for development appropriate personal development targets

	planning and management of their skills development appropriate practice and technical exercises evidence of rehearsal, experimentation and refinement professional skills and behaviours how feedback has influenced development how their musical skills have improved over time the application of those developed skills within practical musical outcomes. Students should provide evidence demonstrating both their development process and their resulting musical work. Evidence may include: audio recordings video recordings DAW project evidence screenshots rehearsal recordings musical notation practice logs development diaries photographs written commentary and reflection. The assessment is designed to reward students who can make clear connections between their targets, development activities and improvements in their musical outcomes.

Term 6 (Year 10) *Term 1 and 2 (Year 11)* Topic/Theme/Enquiry		**Developing a music product from a brief (Comp 3 preparation)**

	Big Picture *What are the main ideas and big questions in this topic?*

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In this unit, students prepare for Component 3 by learning how to create and develop an original music product in response to a brief, theme or stimulus. They will explore how musicians generate, develop, structure and refine musical ideas for a specific purpose and target audience.
Students will experiment with different musical styles, performance approaches, compositional techniques and production methods. They will learn how melody, rhythm, harmony, structure, instrumentation, texture and production can be combined to communicate a clear creative intention.
Key questions include:

- How can a brief or stimulus inspire musical ideas?
- What is the purpose of our music product?
- Who is our target audience?
- Which musical style is most appropriate?
- How can musical elements communicate mood, meaning and intention?
- How can performance and production choices strengthen the final outcome?
- How can feedback improve our work?

How can feedback improve our work?

Zoom In
What knowledge, skills and key vocabulary will we learn step by step?

Students will learn how to:

- interpret a brief, theme or stimulus
- identify purpose, target audience and creative intention
- research a topic and select appropriate musical ideas
- generate ideas through improvisation, composition and practical experimentation
- create and develop melodic and rhythmic motifs
- use repetition, variation, contrast and development
- create effective chord progressions and harmonic ideas
- explore structure, texture, instrumentation and timbre
- apply appropriate stylistic conventions
- select or create sounds that support the intended mood
- use performance and/or production techniques appropriately
- structure a music product with a clear beginning, development and ending
- use DAW software, recording or live performance where appropriate
- collaborate, rehearse and refine musical material
- review progress and evaluate the final music product.

Key vocabulary

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Brief, stimulus, purpose, target audience, creative intention, genre, style, musical product, melody, motif, rhythm, harmony, chords, structure, texture, timbre, instrumentation, arrangement, dynamics, tempo, phrasing, repetition, variation, contrast, development, production, DAW, sequencing, MIDI, recording, effects, mixing, collaboration, refinement and evaluation.

Pre-Requisite Knowledge
What have we already learned that will help us with this topic?

Students will build upon their previous experience of performing, composing and producing music at KS3. They will already have explored musical elements including rhythm, melody, harmony, structure, texture, timbre and dynamics.

Knowledge gained through Components 1 and 2 will also support this unit. Students can draw upon their understanding of musical styles, stylistic conventions, music products, performance skills, composition techniques, production methods and rehearsal processes.

Students will now begin to apply this knowledge more independently when creating their own musical response to a brief.

They will also draw upon previous experience of:

performing individually and collaboratively
creating and developing musical ideas
using music technology
rehearsing and refining work
responding to feedback
setting targets for improvement.

Pitch Up
How will we challenge ourselves?

Students will be challenged to move beyond creating a simple piece of music and produce a musical response that is developed, purposeful and clearly connected to the brief.

Higher-level work will consistently consider:

- Why have we selected this musical idea?
- How does it communicate our creative intention?
- What should the listener think or feel?
- How have we developed our musical material?
- Which musical style or artist has influenced our work?
- How does the music meet the needs of the target audience?
- How can performance or production choices improve the impact of the piece?

Throughout the unit, students will be challenged to:

- explore several musical ideas before selecting the strongest
- develop ideas rather than simply repeating them
- combine musical elements effectively
- create clear contrast, development and climactic moments
- demonstrate accuracy, control and expression
- use stylistic conventions purposefully
- make effective use of instrumentation and texture
- contribute independently to collaborative work
- respond constructively to feedback
- refine technical and creative aspects of the music
- justify and evaluate creative choices using specific musical examples.

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Wider Framework *How does this learning connect to future topics and bigger goals?*	**Curriculum Hinterland** *What wider knowledge will deepen our understanding of this topic?*
This unit prepares students directly for Component 3 by developing the knowledge, skills and independence required to respond to a Pearson-set music brief. Students will practise: • interpreting a vocational brief • researching a theme • identifying a purpose and target audience • generating a musical concept • developing musical material • selecting appropriate styles and techniques • rehearsing and refining • producing a final outcome • evaluating the creative process. It brings together the stylistic knowledge developed in Component 1 and the practical skill development completed in Component 2. Students will become more confident in creating and shaping their own music rather than relying on teacher-led tasks or reproducing existing material. Beyond the qualification, the unit develops creativity, teamwork, communication, resilience, organisation, independence and problem-solving. These skills support progression to further study in Music, Music Technology, Performing Arts and the wider creative industries.	To deepen their understanding of responding to a brief, students will explore how music can be created to entertain, communicate emotion, advertise, support a story, create atmosphere, raise awareness or appeal to a particular audience. Students will investigate a range of musical styles and consider how different genres use melody, harmony, rhythm, instrumentation and production techniques in distinctive ways. Students will also explore how music can be inspired by: images and photographs film and television written text and poetry themes and concepts emotions and personal experiences social and cultural issues historical events locations and environments existing songs or musical material commercial or client briefs. Students will consider how music is created professionally for contexts such as advertising, film, television, gaming, social media, live performance and commercial release. This wider knowledge will help students create informed and purposeful musical responses rather than relying on predictable or underdeveloped ideas.

Authentic connections
How does this topic connect to real life, careers, other subjects and important values?

The Music curriculum links significantly to English, Computing, Media Studies, Performing Arts and Personal Development. Students develop skills in communication, creative thinking, interpretation, digital literacy and evaluation.
Through practical music-making, students will develop transferable life skills such as:

- creativity

- teamwork
- communication
- organisation
- independence
- resilience
- time management
- problem-solving
- responding to feedback.

The music curriculum can also support social, emotional and mental health by providing students with a creative outlet for self-expression. Creating and performing music can help students build confidence, develop resilience and communicate ideas and emotions in constructive ways. Collaborative music-making encourages students to listen to others, respect different creative viewpoints and work towards shared outcomes. This can strengthen confidence, social skills and a sense of belonging.

The unit also provides strong connections to professional practice within the music industry. Musicians are often required to respond to briefs from clients, producers, directors or audiences and work within specific creative or technical requirements.

Possible careers include:

- performer
- singer
- songwriter
- composer
- producer
- sound engineer
- session musician
- arranger
- live sound technician
- studio technician
- media composer
- games composer
- music teacher
- content creator.

Beyond music-specific careers, the skills developed through this unit are valuable in any profession where employees are expected to interpret instructions, solve problems, manage deadlines, communicate ideas and produce work for a particular audience.

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	Resources *What books, websites, videos and materials will support our learning?*		**Assessment** *How will we show what we know, remember and can apply?*
	• https://qualifications.pearson.com/en/qualifications/btec-tech-awards/music-practice-2022.html • https://www.bbc.co.uk/bitesize/subjects/zpf3cdm		Students will complete a series of practical and written activities across the unit. These tasks will mirror the skills required for Component 3 without forming part of the final external assessment. **Task 1: Responding to a Practice Brief** Students will: • research a given theme or topic • identify the purpose of the music product • identify the intended target audience • generate and explain initial musical ideas • select an appropriate musical style or genre • identify relevant artist, genre or production influences • identify musical elements they intend to use • consider performance and/or production techniques • identify equipment and resources required • record ideas in a planning document or PowerPoint. **Task 2: Developing Musical Material** Students will provide: • audio or video evidence of musical experimentation • examples of initial and developed musical ideas • rehearsal or production milestone recordings • screenshots from DAW projects where appropriate • musical notation, chord sheets or structure plans • evidence of their individual contribution • rehearsal or production reviews

	• target-setting and improvement notes. Students will demonstrate how they have developed: • melody • rhythm • harmony • structure • instrumentation • texture • performance techniques • production techniques. **Task 3: Mock Music Product** Students will create and present an original music product in response to a practice brief. Depending on their chosen approach, this may involve live performance, composition, songwriting, sequencing, recording or music production. They will be assessed on: • communication of ideas and creative intention • suitability for the purpose and target audience • application of musical elements • use of stylistic conventions • development of musical material • technical accuracy and control • musicality, expression and fluency • quality of arrangement and structure • effective use of performance and/or production techniques • refinement of the final product • independence, focus and commitment.

	Task 4: Evaluation Students will complete a final evaluation considering: • how successfully the music product responded to the brief • how effectively it met the purpose and target audience • the effectiveness of the creative development process • how musical ideas changed and developed • the success of performance and/or production techniques • how feedback was used • their individual contribution • strengths of the final product • areas for improvement • future musical targets. Students should support their evaluation with specific examples from their own musical work and use appropriate musical terminology throughout.