New Line Learning Academy
Believe and Achieve

Music Intent	Year 11

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 2 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?

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?

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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

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.

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?

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<td>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.</td>
<td>• 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?</td>
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Curriculum Hinterland
What wider knowledge will deepen our understanding of this topic?</td>
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<td>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</td>
<td>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:</td>
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• 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.	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.

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

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	• future musical targets. Students should support their evaluation with specific examples from their own musical work and use appropriate musical terminology throughout.

Term 3, 4 and 5 Topic/Theme/Enquiry		**Component 3: Responding to a Music Brief**

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

In Component 3, students bring together the knowledge and practical skills developed throughout Components 1 and 2 to respond creatively to a professional music brief. They will consider the purpose, audience and requirements of the brief before planning, developing and producing a final musical product.

Students will make independent creative decisions about musical style, structure, instrumentation, performance and production. They will consider how their chosen ideas meet the needs of the brief and how musical elements and techniques can be used effectively to communicate with a target audience.

Throughout the component, students will develop their ideas through experimentation, rehearsal, recording and refinement before presenting a completed musical outcome. They will also reflect on the creative process, explaining the decisions they have made and identifying strengths and areas for future improvement.

Key questions include:

What is the purpose of the music brief?
Who is the intended audience?
How can musical style be adapted to meet a particular purpose?
Which musical elements and techniques will communicate our ideas most effectively?
How can performance and production skills support the final outcome?
How can we refine our ideas to improve the quality of the final product?
How successfully does the final music product respond to the brief?

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

Students will develop knowledge and understanding of:

- the purpose and requirements of a music brief
- target audiences and their expectations
- creative intentions
- commercial and vocational contexts
- selecting appropriate musical styles and influences
- how investigation and research can inform creative choices
- planning an effective response to a brief
- available resources and technical requirements
- time management and organisation
- health and safety within rehearsal, recording and production environments
- how musical ideas can be developed and refined
- how a final music product should relate clearly to its intended purpose and audience.

Through practical workshops, students will explore:

- interpreting different types of music briefs
- generating initial musical ideas
- selecting appropriate genres and stylistic features
- developing melodic and rhythmic material
- using chords and chord progressions
- selecting instrumentation and sound palettes
- creating appropriate structures and arrangements
- applying performance techniques
- using DAWs, recording and production techniques where appropriate
- rehearsing and refining musical material
- managing studio and rehearsal time
- recording and presenting a final musical product
- reviewing creative decisions
- evaluating strengths and areas for improvement.

Pearson specifically expects students to consider issues such as the audience, purpose, resources, feasibility and technical requirements when planning their response.

Key vocabulary

Brief, response, client, target audience, purpose, creative intention, commercial, requirements, constraints, proposal, planning, resources, feasibility, musical elements, genre, style, reinterpretation, arrangement, melody, rhythm, harmony, chords, structure, instrumentation, texture, timbre, production, DAW, sequencing, recording, editing, effects, rehearsal, refinement, creative process, final product, presentation, evaluation and reflection.

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Pre-Requisite Knowledge *What have we already learned that will help us with this topic?*	**Pitch Up** *How will we challenge ourselves?*
Students will build directly on the knowledge and skills developed during Components 1 and 2. Through Component 1, students will already understand how different musical styles are created and recognised. They will have explored musical elements including rhythm, melody, harmony, structure, texture, timbre and instrumentation, alongside performance and production techniques. Through Component 2, students will have developed their own practical musical skills. They will have experience of setting targets, practising, rehearsing, creating, producing and refining musical work. They will also understand how feedback and reflection can support improvement. This prior learning will allow students to make informed and independent creative choices when responding to the Component 3 brief. They will be able to select relevant styles, techniques and resources and apply them purposefully to a final musical product. Component 3 is the qualification's **synoptic assessment**, meaning that it intentionally draws together learning from Components 1 and 2.	Students will be challenged to move beyond simply producing a piece of music and demonstrate that every creative decision has been made purposefully in response to the brief. Higher-level responses will consistently consider: Why is this musical style appropriate for the brief? How does this creative decision address the target audience? Why have particular musical elements been selected? How have performance or production techniques improved the outcome? How has the product changed during the creative process? How effectively does the finished piece meet the client's requirements? What could be improved further and why? Throughout Component 3, students will be challenged to: interpret the brief accurately make purposeful and justified creative decisions demonstrate secure understanding of musical styles and conventions select musical material appropriate to the audience and purpose develop ideas rather than accepting the first solution use rehearsal and production time efficiently demonstrate technical accuracy and musical expression experiment with different creative possibilities refine musical material in response to problems and emerging ideas

	produce a coherent and stylistically convincing outcome use detailed musical terminology when explaining decisions evaluate their work critically and identify meaningful improvements. Students working at the highest levels will demonstrate a clear connection between the brief, their creative intentions, the development process and the quality of the finished musical product.
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 3 brings together all of the learning developed across the qualification. Students apply their understanding of musical styles from Component 1 and the practical skills developed during Component 2 to an independent creative project. They must make decisions about style, musical elements, performance, production and presentation while working within the requirements of an externally set brief. This reflects the way musicians work within professional environments, where artists, producers and performers are frequently required to respond to commissions, clients, audiences and specific creative requirements. The component prepares students for further study in subjects including Music, Music Technology, Performing Arts and Creative Media. It also introduces approaches to project-based work that students may encounter at Level 3, university and within the creative industries. Students develop the ability to: • interpret a professional brief • manage a creative project • solve practical and creative problems • meet deadlines • make independent decisions • communicate creative intentions • produce a finished outcome • evaluate their own work. These skills are transferable beyond music and provide valuable preparation for further education and employment.	To deepen their understanding, students will investigate how professional musicians regularly work to briefs within the music and wider creative industries. They will consider how music may be created for films, television, advertising, games, social media, live events and commercial releases, recognising that musicians often need to balance their own creative ideas with the needs of a client or audience. Students will explore how existing music can be reinterpreted through changes to genre, instrumentation, tempo, harmony, arrangement and production. This will develop their understanding that the same musical material can communicate very different moods and meanings depending on the creative choices made. Students will also consider how advances in music technology have changed professional workflows. DAWs, digital recording, virtual instruments, sampling and editing software allow musicians to experiment rapidly and refine ideas throughout the creative process. Students will develop an understanding of project management within the creative industries, including working to deadlines, organising resources, backing up work, preparing equipment and having contingency plans when technical or practical problems occur. Pearson specifically includes organisation, safeguarding

	work, contingency planning and meeting deadlines within the essential content of Component 3.

Authentic connections

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

Component 3 has strong links to the professional music and creative industries because students are responding to a vocational-style brief rather than simply completing an isolated classroom task.

Students will develop transferable life skills including:

- independence
- organisation
- time management
- communication
- creativity
- problem solving
- resilience
- digital literacy
- decision making
- critical reflection
- meeting deadlines.

Students will learn to take responsibility for a creative project from initial planning through to final presentation. They will need to manage resources, organise their time and respond constructively when ideas or technical approaches do not work as originally intended.

The component connects to Computing and Media Studies through the use of digital technology and production software. It connects to English through written communication, explanation and evaluation, while links to Business can be made through consideration of clients, audiences and commercial purposes.

Students will also develop resilience by experiencing the creative process as something that involves experimentation, revision and problem solving rather than expecting an immediate successful outcome.

Component 3 provides direct links to careers including:

- performer
- singer
- songwriter
- composer
- music producer
- sound engineer
- session musician
- arranger
- live sound technician

- media composer
- studio technician
- music content creator
- games or film music creator.

More broadly, responding successfully to a brief reflects a common expectation across many industries: understanding what a client or employer requires and producing appropriate work within an agreed timeframe.

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	Component 3 is called Responding to a Music Brief and is the externally assessed, synoptic component of the qualification. It has 48 guided learning hours and is worth 40% of the overall qualification. It is marked by Pearson rather than by the centre. The assessment is worth 60 marks and is completed during the assessment period specified by Pearson. The sample Pearson assessment is divided into three main activities. Activity 1: Initial Response to the Music Brief – 8 marks Students analyse the brief and prepare a proposed musical response.

	They will consider: what they intend to create how their idea meets the aims of the brief the genre or musical style they intend to use musical elements they intend to manipulate performance and/or production techniques resources required areas of their musical skills that may need development practical considerations such as time, space and equipment. In Pearson's sample assessment, students receive four hours of preparatory work under informal supervision followed by two hours of formal supervision to complete their initial response. Activity 2: Create a Music Product – 44 marks Students practically develop and produce their response to the brief.

	They will: experiment with musical ideas reinterpret musical material where required apply appropriate musical elements use relevant stylistic features apply performance and/or production techniques develop and refine their ideas rehearse or edit their work make creative decisions throughout the process produce a complete musical outcome suitable for the intended audience and purpose. In Pearson's sample assessment, Activity 2 is completed during 16 hours of informal supervision.

	Students submit a video and/or audio recording of their final musical material as evidence of their practical outcome. Activity 3: Individual Commentary on the Creative Process – 8 marks Students reflect on how they developed their response and evaluate the final musical product. They will explain: how their musical ideas developed how musical elements were used how genre and style influenced the outcome how performance and/or production techniques were applied key creative decisions made during development strengths of the final product areas that could be improved.

	In Pearson's sample assessment, students complete this activity during one hour of formal supervision. Students submit three main pieces of evidence: Activity 1: Initial response to the music brief Activity 2: Audio/video recording of the musical product Activity 3: Individual commentary on the creative process. Component 3 therefore assesses not only the quality of the final piece of music, but also students' ability to understand a brief, make purposeful musical choices, apply practical skills and explain and evaluate their creative process.