

Curriculum Assessment Map

Year: Year 12

Subject: RSL Music Practitioner: Technology Pathway

				testing the system and rectify any problems that may occur.	
2	Unit 349: Planning a Career in Music.	<p>1.1 Carry out a personal knowledge and skills analysis focusing on current, specialist knowledge and skills, employability and study skills. This should incorporate all skills, knowledge and understanding developed through completion of optional units</p> <p>1.2 Use professional (tutor, mentor, industry specialist etc.) feedback and guidance in relation to 1.1, to create a learning and skills development plan that contains the following:</p> <ul style="list-style-type: none"> a. An assessment of current knowledge and skills b. An overview of current aspirations and goals c. An assessment of knowledge and skills required to attain the goals d. An assessment of how current music and education activity will contribute to the attainment of the identified goals e. A schedule for 	<p>Summative Assessment.</p> <p>Formative Assessment - Research task with the given external assessment assignment brief.</p>	<p>1.1 Carry out a rigorous and insightful personal knowledge and skills analysis focusing on current, specialist knowledge and skills, employability and study skills. This should incorporate all skills, knowledge and understanding developed through completion of optional units</p> <p>1.2 Use professional (tutor, mentor, industry specialist etc.) feedback and guidance in relation to 1.1, to create a comprehensive learning and skills development plan that contains the following:</p> <ul style="list-style-type: none"> a. An assessment of current knowledge and skills b. An overview of current aspirations and goals c. An assessment of knowledge and skills required to attain the goals d. An assessment of how current music and education activity will contribute to the 	<p>Career test: Skills audit Careersmart</p> <p>Skills assessment National Careers Service</p> <p>How to Create Your Career Action Plan in 4 Easy Steps Shorelight</p>

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	<p>Unit 388: Live Sound Recording and Sound Reinforcement (External Assessment)</p>	<p>ongoing review of progress towards goals 1.3 Using the information gathered for 1.2 to inform the process, assess the potential for progress into two music industry roles (agreed as relevant to their identified goals), evaluating their suitability for each role through an analysis of: a. Current skills and required skills for the role b. Accepted routes into the role c. Availability of the role d. Competition for the role 1.4 Based on the findings in 1.1–1.3, analyse what has been learned from the process and create an aspirational career action plan</p> <p>Research task for planning and recording a live band with the given scenario.</p>		<p>attainment of the identified goals e. A schedule for ongoing review of progress towards goals 1.3 Using the information gathered for 1.2 to inform the process, give a thorough incisive assessment of the potential for progress into two music industry roles (agreed as relevant to their identified goals), comprehensively evaluating their suitability for each role through an analysis of: a. Current skills and required skills for the role b. Accepted routes into the role c. Availability of the role d. Competition for the role 1.4 Based on the findings in 1.1–1.3, give a rigorous analysis of what has been learned from the process and create an aspirational career action plan</p>	
<p>3</p>	<p>Unit 388: Live Sound Recording and Sound Reinforcement (External Assessment)</p>	<p>Create: 1.1 Recording plan 1.2 Track labelling 2.1 Description of sound reinforcement requirements</p>	<p>Summative Assessment (External Assignment Brief) - Core.</p>	<p>Produce a comprehensive recording plan that includes: a. The piece of music to be recorded, its instrumentation and</p>	<p>Session Planning How To Label Your Mixing Board</p>

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		2.2 Set up a PA system 2.3 Test the PA system		required personnel b. Accommodation, location and accessibility c. Resources required for recording d. Schedule, date and timescale e. Creation of track sheet/plan 1.2 Correctly and clearly label desk and/or Digital Audio Workstation tracks. 2.1 Give a comprehensive description of the sound reinforcement requirements for a specified live music performance including: a. Venue accommodation and acoustics b. Power supply c. Health and safety and risk Assessment 2.2: Show a high degree of efficiency in setting up a performance PA system, placing and correctly connecting the components of the rig. 2.3:	Live Sound 101: Sound Reinforcement Systems How to Set Up a PA System Sweetwater
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				Show a high degree of efficiency in testing the system and rectify any problems that may occur.	
4	Unit 388: Live Sound Recording and Sound Reinforcement (External Assessment)	2.4 Conduct a sound check 2.5 Observe health and safety requirements 3.1 Create a multitrack live recording 3.2 Use a variety of mic'ing techniques 3.3 Make adjustments to the live recording process 3.4 Create a stereo track guide mix 3.5 Dismantle the PA system 4.1 Evaluate your recording	Summative Assessment (External Assessment Complete) - Core.	2.4: Conduct a rigorous and efficient full sound check of an ensemble. 2.5: Meticulously observe health and safety requirements. 3.1: Create a multi-track live recording of three instruments/voices including at least five simultaneously recorded audio tracks. 3.2 Show confidence and a high degree of skill in the use of a variety of mic'ing techniques. 3.3 Make highly effective adjustments to the live recording process. 3.4 Create a clear and confident stereo track guide mix demonstrating correct gain structure.	How To Set Up A PA System - 3 Easy Steps For Bands, Singers & DJ's

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				<p>3.5 Meticulously dismantle the system and coil all cables.</p> <p>4.1: Give a comprehensive evaluation of the success of the finished recording in relation to choices made regarding sound reinforcement and recording techniques, identifying strengths and areas for improvement.</p>	
5	Unit 385 Improving Instrumental Performance	<p>Through completion of this unit, the learner will be able to:</p> <ol style="list-style-type: none"> 1. Critique own instrument and associated equipment with regard to effective, safe operation, current selection and future personal development 2. Understand how to develop instrument-specific techniques appropriate to performance at this level 3. Know how to review progress in instrumental techniques and identify strengths and areas for development 	Formative Assessment - Practice Assignment Optional unit.	<p>1.1 Undertake activities relating to the efficient operation of their instrument in context, including an analysis of personal Health & Safety issues and risks in relation to the demands of their instrumental playing and performance</p> <p>1.2 Demonstrate an analytical understanding of personal instrument and equipment choice</p> <p>2.1 Analyse own current instrumental skills in relation to personal goals and devise an action plan (to be agreed with the tutor) relating to the</p>	<p><i>Health and safety advice for musicians - SHP</i></p> <p><i>Health & Safety for Working Musicians The MU</i></p> <p><i>How to Practice a Musical Instrument</i></p>

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				<p>achievement of the personal goals. This should include:</p> <ul style="list-style-type: none"> a. A personalised practice plan, detailing strategies for the improvement of specific skill sets, for example, technical development, sight reading, ear training etc. b. Regular opportunities to evaluate progress through peer/tutor critique to inform their ongoing review of the practice plan <p>3.1 Over an agreed study period, demonstrate developmental progression as an instrumentalist in:</p> <ul style="list-style-type: none"> a. Technical ability b. Dexterity c. Stamina d. Control of the instrument <p>3.2 Review the progression in 3.1, citing at least two areas for development, revising the timeframe for achievement</p>	
<p>6</p>	<p>Optional unit selection and preparation on skills for next year based on the unit selection.</p>				

½ TERM	TAUGHT CURRICULUM	TAUGHT SKILLS	SUMMATIVE ASSESSMENT TITLE/TYPE	ASSESSMENT CRITERIA	LEARNED CURRICULUM
TOPIC					
1	Unit 385 Improving Instrumental Performance	<p>Through completion of this unit, the learner will be able to:</p> <ol style="list-style-type: none"> 1. Critique own instrument and associated equipment with regard to effective, safe operation, current selection and future personal development 2. Understand how to develop instrument-specific techniques appropriate to performance at this level 3. Know how to review progress in instrumental techniques and identify strengths and areas for development 	Summative Assessment - Assignment Brief	<p>1.1 Undertake activities relating to the efficient operation of their instrument in context, including an analysis of personal Health & Safety issues and risks in relation to the demands of their instrumental playing and performance</p> <p>1.2 Demonstrate an analytical understanding of personal instrument and equipment choice</p> <p>2.1 Analyse own current instrumental skills in relation to personal goals and devise an action plan (to be agreed with the tutor) relating to the achievement of the personal goals. This should include:</p> <ol style="list-style-type: none"> a. A personalised practice plan, detailing strategies for the improvement of specific skill sets, for example, technical development, sight reading, ear training etc. 	<p><u>Health and safety advice for musicians - SHP</u></p> <p><u>Health & Safety for Working Musicians The MU</u></p> <p><u>How to Practice a Musical Instrument</u></p>

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	Unit 308 Composing for Interactive Media	Please see the taught skills in half term 2.	Formative - practice assignments.	<p>b. Regular opportunities to evaluate progress through peer/tutor critique to inform their ongoing review of the practice plan</p> <p>3.1 Over an agreed study period, demonstrate developmental progression as an instrumentalist in:</p> <ul style="list-style-type: none"> a. Technical ability b. Dexterity c. Stamina d. Control of the instrument <p>3.2 Review the progression in 3.1, citing at least two areas for development, revising the timeframe for achievement</p>	
2	Unit 308 Composing for Interactive Media	<p>The function of music across a range of interactive media</p> <p>Composing music for interactive media</p> <p>Music theory knowledge and skills</p> <p>Instrumentation and arrangement skills</p> <p>Production skills, relative to context</p>	Formative Assessment Composition Practice.	<p>1.1 Evaluate the use of music in interactive media, citing two contrasting examples. Assess the following in each example:</p> <ul style="list-style-type: none"> a. Target audience b. Musical style c. The impact of the music on the user experience <p>1.2 Create music for two</p>	<p>Breaking Into Media Composition</p> <p>What does a composer for media do? (article) Khan Academy</p> <p>10 Skills you Need to Be a Media Composer – soundtrack.academy</p>

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		<p>Score production skills Listening skills Practical understanding of technical language Knowledge of a range of genres and styles Methods to realise composition – live/recorded/DAW etc.</p>		<p>contrasting media types, responding to separate client briefs, meeting the following requirements: a. Creation of a proposal, outlining how the brief will be fulfilled b. Development of a recognisable aesthetic c. Appropriate use of hit-points d. Creative and appropriate use of instrumentation e. Creative use of sound and sound effects where appropriate 1.3 Discuss the structure of the two compositions produced in 1.2, using at least two the following: a. Graphic diagrams b. Chord charts c. Annotated sequencer screen shots d. Musical score 1.4 Assess the success of the two compositions in relation to the given client briefs, evaluating strengths and areas for development</p>	<p>100 Greatest Movie Songs - playlist by Topsyf US Spotify Video Game Soundtracks Spotify Playlist</p>
3	Unit 308 Composing for Interactive Media	<p>The function of music across a range of interactive media Composing music for interactive media Music theory knowledge</p>	Summative Assessment Composition Practice.	The same as half term 2.	

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		<p>and skills Instrumentation and arrangement skills Production skills, relative to context Score production skills Listening skills Practical understanding of technical language Knowledge of a range of genres and styles Methods to realise composition – live/recorded/DAW etc.</p>			
4	Unit 359 Live performance skills	<p>Through completion of this unit, the learner will be able to: 1. Demonstrate the skills to perform a set in a specific live environment and identify strengths and areas requiring development.</p>	Formative Assessment - Practice assignments and performance development opportunities.	<p>1.1 Analyse personal aims in relation to the live performance of a musical set, to include: a. Image portrayal b. Performance persona c. Repertoire for performance d. Preparation process e. Relationships with other musicians f. Stage show g. Audience expectation 1.2 Reference personal aims as a basis to identify an appropriate performance opportunity, having analysed a range of suitable and available performance situations, assessing the following: a. Venue b. Audience c. Personal equipment</p>	<p>How Much Should You Practice Your Instrument? — Musicnotes Now https://www.npr.org/sections/deceptivecadence/2013/09/03/216906386/10-easy-ways-to-optimize-your-music-practice?t=1658393624263 Practice tips to become a better Musician - Liberty Park Music</p>

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				<p>needs</p> <p>d. Communication with technical staff and other musicians, where appropriate</p> <p>e. Health & Safety implications</p> <p>f. Promotional media</p> <p>1.3 Undertake the live music performance relevant to aims identified in 1.1</p> <p>1.4 Draw conclusions on the success of the performance by analysing tutor comments made in relation to it, distinguishing between strengths and areas requiring further development, to inform strategies for effective live performance in the future</p>	
5	Unit 359 Live performance skills	The same as above.	Summative Assignment - Assignment brief submission and performance.	The same as above.	