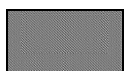# Delivery guide

NCFE Level 3 Applied General Certificate in Music Technology
QN: 601/6779/8

Delivery and Assessment Plan

1. This plan is based on 2-year delivery. This will change with school timetable, festivals and holidays, training days, school events, study leave arrangements, which day lessons occur on etc.
2. This is only an example – centres may choose to deliver and assess units in a different order, taking into account the timings of the external assessment.
3. Guided Learning Hours (GLH) for each unit is 30 GLH.
4. External assessment dates vary –please check here for details www.ncfe.org.uk/v-certs/assessment-windows/
5. It's advised the that grading of each unit takes place as soon as possible after the learner has completed their Internal Assessment Tasks and that this is closely followed by Internal Quality Assurance and submission of grades. The first External Quality Assurance visit should then take place – also as soon as possible after the first round of Internal Quality Assurance in order to allow your External Quality Assurer to offer support and guidance on your delivery and assessment (please note this will need to be scheduled in advance with the External Quality Assurer to ensure availability).
6. Once the agreed grades have been 'banked' by the External Quality Assurer (first attempt) the learners should be provided with an opportunity to add to their assessed evidence to improve their grade as soon as is practicable (second attempt). This will ensure the unit is still fresh in their minds and the additional evidence should then be assessed and Internally Quality Assured in preparation for External Quality Assurance.

	Year 1						Year 2					
	Autumn 1st half term	Autumn 2nd half term	Spring 1st half term	Spring 2nd half term	Summer 1st half term	Summer 2nd half term	Autumn 1st half term	Autumn 2nd half term	Spring 1st half term	Spring 2nd half term	Summer 1st half term	Summer 2nd half term
Unit 01	▓	▓	▓	▓	▓				▒(external)	▒(external)	▒(external)	▒(external)
Unit 02	▓		▓	▓	▓				▒(external)	▒(external)	▒(external)	▒(external)
Unit 03		▓	▓		▓	▓		▓	▓(dark)	▒(external)	▒(external)	▒(external)
Unit 04				▓	▓				▒(external)	▓	▓	▒(external)
Unit 05							▓	▓	▒(external)	▓	▓	▓
Unit 06							▓	▓	▓	▒(external)	▓	▓

▒ Indicates external assessment availability

Unit 01	Unit 02	Unit 03	Unit 04	Unit 05	Unit 06	Teaching and learning	Assessment	Quality assurance
all						**Year 1 Autumn term – 1st half term**		
						Course Induction. This will provide a foundation for the course including the structure of the qualification and the assessment process. It will develop an understanding of the assessment criteria and the range of grading descriptors. Learners will be introduced to learning environment's rules eg health and safety aspects regarding electricity and SPL exposure. Opportunity to assess prior learning and suitability of learners for the course	Induction	
▓	▓					Unit 01 LO1 delivery Unit 02 LO1 delivery Unit 02 LO1 internal assessment brief set.	Internal assessment of U02 LO1	IQA of U02 LO1
						Year 1 Autumn term – 2nd half term		
▓		▓				Unit 03 LO1 delivery Unit 01 LO1 internal assessment brief set. Unit 03 LO1 internal assessment brief set.	Internal assessment of U03 LO1	IQA of U03 LO1
▓		▓				Unit 03 LO2/3 delivery Unit 01 LO1 internal assessment cont'd.	Internal assessment of U01 LO1	IQA of U01 LO1
		▓				Unit 03 LO2/3/4 delivery		
						Year 1 Spring term – 1st half term		

						Teaching and learning	Assessment	Quality assurance
						Unit 03 LO2/3/4 delivery		
						Unit 02 LO2/3 delivery		
						Unit 01 LO2/3 delivery Unit 02 LO2/3 internal assessment brief set.		

Unit 01	Unit 02	Unit 03	Unit 04	Unit 05	Unit 06	Teaching and learning	Assessment	Quality assurance
						Year 1 Spring Term – 2nd half Term		
						Unit 02 LO2/3 internal assessment brief cont'd. Unit 01 LO2/3 internal assessment brief set.		
						Year 1 Summer term – 1st half term		
						Unit 02 LO2/3 internal assessment brief cont'd. Unit 01 LO2/3 internal assessment cont'd.	Internal assessment of U02 LO2/3 **Unit 02 complete** Internal assessment of U01 LO2/3 **Unit 01 complete**	IQA U01 LO2/3 IQA U02 LO2/3 Submission of U01 & U02 grades for EQA.

Unit 01	Unit 02	Unit 03	Unit 04	Unit 05	Unit 06	Teaching and learning	Assessment	Quality assurance
			▨			Unit 04 LO1/2/3 delivery		1st EQA Visit
		▨	▨			Unit 04 LO1/2/3/4 delivery Unit 03 LO2/3 internal assessment brief set.		
Year 1 Summer term – 2nd half term								
		▨	▨			Unit 03 LO2/3 internal assessment cont'd. Unit 04 LO1/2/3/4 delivery		IQA U03 LO2/3

Unit 01	Unit 02	Unit 03	Unit 04	Unit 05	Unit 06	Teaching and learning	Assessment	Quality assurance
Year 2 Autumn term – 1st half term								
				▨	▨	Unit 05 LO1/2/3 delivery Unit 06 LO1/2/3 delivery		
Year 2 Autumn term – 2nd half term								
				▨	▨	Unit 05 LO1/2/3 delivery Unit 06 LO1 internal assessment brief set.	Internal assessment of U06 LO1	IQA of U06 LO1
		▨				Unit 03 LO2/3 internal assessment cont'd.	Internal Assessment of U03 LO2/3	IQA of U03 LO2/3
Year 2 Spring term – 1st half term								

						Teaching and learning	Assessment	Quality assurance
						External assessment opportunity: visit www.ncfe.org.uk/schools/v-certs/assessmentwindows for current dates/times.	**Practical (10 hours)**	Externally marked and assessed by NCFE.
						Unit 03 LO4/5 internal assessment brief set. Unit 06 LO2 internal assessment brief set.	Internal assessment of U03 LO4/5 U03 complete	IQA U3 LO4/5 Submission of Unit 03 grades

Unit 01	Unit 02	Unit 03	Unit 04	Unit 05	Unit 06	Teaching and learning	Assessment	Quality assurance
						Year 2 Spring half term – 2nd half term		
							Internal assessment of U05 LO1 Internal assessment of u04 LO1	IQA of U05 LO1 IQA of U04 LO1
						External assessment opportunity: visit www.ncfe.org.uk/schools/v-certs/assessmentwindows for current dates/times.	**Written (2 hours)**	Externally marked and assessed by NCFE.

						Year 2 Summer half term – 1st half term		
						Unit 06 LO2 internal assessment cont'd.	Internal assessment of U04 LO2/3/4 U04 complete	IQA of U04 LO2/3/4 Submission of U04 grades
						Unit 06 LO2 internal assessment cont'd.	Internal assessment of U05 LO2	IQA of U05 LO2
						External assessment opportunity: visit www.ncfe.org.uk/schools/v-certs/assessmentwindows for current dates/times.	**Practical (10 hours)**	Externally marked and assessed by NCFE

Unit 01	Unit 02	Unit 03	Unit 04	Unit 05	Unit 06	**Teaching and learning**	**Assessment**	**Quality assurance**
						Year 2 Summer half term – 2nd half term		
						Unit 06 LO2 internal assessment cont'd. Unit 05 LO3 internal assessment brief set.	Internal assessment of U06 LO2	IQA of U6 LO2

							Unit 06 LO3 internal assessment brief set. Unit 05 LO3 internal assessment brief set.	Internal assessment of U06 LO3 Internal assessment of U05 LO3	IQA of U06 LO2 IQA of U05 LO3 Submission of U05 grades Submission of U06 grades 1st EQA visit
							External assessment opportunity: visit www.ncfe.org.uk/schools/v-certs/assessmentwindows for current dates/times.	**Written (2 hours)**	Externally marked and assessed by NCFE

Scheme of work

Below is a scheme of work that you may choose to follow when delivering the NCFE Level 3 Applied General Certificate in Music Technology (601/6779/8).

- It should be read alongside the Sample Delivery and Assessment Plan.
- Internal Sample Assessment tasks to support this Scheme of Work are available on the website.
- It's designed to offer centres some ideas for delivery of the qualification; it does not represent the detail of lesson planning necessary in many schools eg starter/plenary activities, homework tasks, literacy and numeracy.
- All activities are examples only and can be substituted to suit the individual situation of the school, Teacher and learners.
- The assessment shown is only that required for the qualification and does not include formative assessment and marking as these will be according to the school policy.

This Scheme of Work is based on delivery over 2 years, allowing flexibility with 2 opportunities to sit the external assessment on 4 possible occasions. The 360 GLH is split up over 69 weeks with 2 hours delivery each week with an additional 2 weeks timetabled in for the external assessments.

Unit number	Learning outcome(s)	Teaching and learning activities	Assessment	Notes
**Year 1 Autumn term – 1st half term**			
N/A	N/A	Induction activities should be centred on establishing learners' pre-existing knowledge regarding the subject. It is also an opportunity to introduce the course structure, units, delivery and assessment methods. A couple of Teacher-supported practical 'taster' tasks would be beneficial at this stage for both establishing prior-knowledge and assessing learners' suitability for the course.		Taster activities could consist of: • Basic composition task on a DAW using audio-loops. • Teacher-led recording activity; going through the basics of operating an audio interface recording a short performance. • Setting up a small PA system in a school/college internal venue (eg canteen) and conducting a short lunchtime performance.

| Unit 01 Unit 02 | LO1 LO1 | Learners to develop understanding of computer hardware and peripherals including connection types and functions.

Teacher-led breakdown of a desktop computer; learners to identify the components on a computer motherboard, including memory, processing, data storage etc.

Teacher-led demonstration of the functions of audio and MIDI interfaces including practical use. | Teacher to introduce unit and discuss assessment tasks and content.

Teacher to provide introduction to musical structures.

Learners to complete listening tests; identifying musical structures from different musical examples.

Teacher to introduce melody including descriptions of melodies, scales and modes. | | There is a good opportunity for learners to combine the hardware element of the practical task with the configuring of their computer accounts (if required). It would be useful to provide some induction to the computer operating system (especially if learners are new users of the OS). Learners can create their own folders to save work to etc. |

Unit number	Learning outcome(s)	Teaching and learning activities		Assessment	Notes
Unit 01 (cont'd) Unit 02 (cont'd)	LO1 (cont'd) LO1 (cont'd)	Identification of the different connection types available including MIDI, USB, FireWire, Thunderbolt, SPDIF/ADAT. **Practical activities:** Learners to set up and configure their own DAW including connecting the relevant components. Learners to be introduced to MIDI controllers. The Teacher should guide learners through the use of keyboards to input note information into a DAW. Teacher to introduce the basic transport and recording functions of a DAW. This will be expanded upon in future sessions, but it would be desirable for learners to be able to do the following at this stage: • create a new session and 'save as' to a folder • create new software instrument/external MIDI tracks • arm tracks for recording of MIDI information.	Opportunity for more confident/able learners to demonstrate different musical modes and scales. Teacher to deliver session on rhythm, including tempo, time signatures, syncopation, triplets, rhythmic motifs. Practical activities can follow initial discussion with learners performing simple rhythmic examples. Link rhythmic concepts with musical styles eg syncopation and reggae Teacher to cover the use of harmony and different classifications of chords. Pair work – learners to resolve diatonic and extended chords on the keyboard.		Unit 02 - Different musical styles play an integral role within the scope of this unit. This delivery guide will not specify which styles should be covered, or used as examples; however it is envisioned that Teachers will tailor musical styles to the relevant interests of the learners based on musical styles and developments from 1950 onwards. It is expected that the representation of pitch, rhythm and chords will be delivered alongside the theory in the form of practical examples. Unit 02 assessment: learners undertaking independent research and development to produce response to brief.

		Practical activities: Learners to create a 30 second composition in any style. Composition should have 2 tracks with keyboard generated content and 1 track with another MIDI input source.	Teacher to relate the following aspects to different styles. • historical events impacting upon music • social developments impacting upon music • influence of technology on the development of music.		Learners choose 3 styles; identify the key musical elements that define those styles and the cultural and technological developments that have influenced them.

Unit number	Learning outcome(s)	Teaching and learning activities	Assessment	Notes
Unit 01 (cont'd) Unit 02 (cont'd)	LO1 (cont'd) LO1 (cont'd)	Teacher presentation on the history of sequencing hardware and software: Pair work – learners to conduct research on musical styles that have developed (or benefited) from developments in DAW technology: key producers, musicians. **MIDI data.** Teacher to introduce basic principles of MIDI channels; IN, OUT, THRU connections; local control. Group work (3 or 4) – each group to follow an instruction to link 3 pieces of MIDI equipment together. This will normally consist of: • interface • MIDI Keyboard • another MIDI device with MIDI OUT. Teacher to guide learners through the MIDI message formats. There is a good opportunity to integrate some	**Assignment Unit 02 LO1 set.** Use the sample internal assessment tasks from the qualification page on the NCFE website or write your own (an Assessment Checking Service is available from NCFE). Learners working to evidence assignment. **Assignment submission Unit 02 LO1.**	Internal assessment Unit 02 LO1.	Learners could be given prompts to research eg • Trevor Horn, the Fairlight CMI and Frankie Goes to Hollywood • the development of house music. It is desirable to demonstrate the use of a different or less conventional type of controller; examples such as guitar-MIDI systems, pad controllers and wind controllers. Furthermore, this will provide some differentiation for learners without keyboard skills. Opportunity to develop numeracy skills by demonstrating binary>hexadecimal>

		numeracy skill building within this session. Teacher to demonstrate the MIDI message format including binary; status and data bytes; MSB LSB.		decimal (and vice versa) conversion. Learners to complete task sheet: binary>hexadecimal> decimal alongside MIDI implementation chart

Unit number	Learning outcome(s)	Teaching and learning activities	Assessment	Notes
Unit 01 (cont'd) Unit 02 (cont'd)	LO1 (cont'd) LO1 (cont'd)	**Practical activities:** Learners to follow tutorials demonstrating the process of using a DAW to create a short piece of music. This task sheet should introduce the following aspects: • MIDI input • MIDI editing • automation • recording audio • audio editing • DAW arranging features • software instruments • plugins • exporting to stereo audio. •			
Year 1 Autumn term – 2ⁿᵈ half term				
Unit 01 Unit 03	LO1 LO1	**Assignment Unit 01 LO1 set** Learners working to evidence assignment. **Assignment submission Unit 01 LO1.**	Unit 03 Teacher to introduce unit content and outcomes. Teacher-led workshops exploring the recording facilities and spaces. How room acoustics and materials	Internal assessment Unit 01 LO1.	Unit 01 learners undertaking independent work to produce response to brief. Learners describe the hardware and software features of a DAW in

| | | | have a profound effect on recorded sound.

Practical demonstration of microphone distance and reverberation balance. | | relation to the production of music. Demonstrate how developments in hardware and software technology over time have impacted upon working practices. |
|---|---|---|---|---|---|

Unit number	Learning outcome(s)	Teaching and learning activities		Assessment	Notes
Unit 01 (cont'd) Unit 03 (cont'd)	LO1 (cont'd) LO1 (cont'd)		**Practical activities** Generation of standing waves with a sine wave oscillator Teacher to provide lecture linking acoustics theory to the practical workshops run the previous week. This should include basic acoustic theory, contextualising absorption coefficients and standing waves. Learners to discuss the implications of acoustics theory and the effect on live room and control room usage (eg listening position/placement). Health and safety aspects of the recording environment could be reviewed with use of risk assessments. Teacher to provide example plan for a studio session; this could include		Unit 03 levels of equipment will vary across different centres, however it is important that learners understand a variety of approaches and the outcomes of each approach (eg magnetic tape vs DAW-based recording). This could be completed through demonstrations if the equipment is available. Alternatively, a more theory-based lesson could be suitable where learners listen to examples of recordings that use a variety of recording techniques, using their listening skills to reverse engineer the recording methodology.

			timescales, logistical aspects and process planning.		

Unit number	Learning outcome(s)	Teaching and learning activities		Assessment	Notes
Unit 01 (cont'd) Unit 03 (cont'd)	LO1 (cont'd) LO1 (cont'd)		Teacher-led demonstrations and explanations of the following sub-topics: • microphone choice and placement; encourage learners to evaluate the suitability of different options (eg dynamics, condensers) in different circumstances • microphone placement (including close & stereo microphone techniques) • use of direct input. Teacher-led demonstrations and explanations of the following sub-topics: • audio interfaces • preamps • multi-track recorders • monitoring. Discussion of the development of technology and practices:		

			• changing recording formats over time • how the development of technology over time has affected the practice of sound recording • changing end consumer formats.		

Unit number	Learning outcome(s)	Teaching and learning activities		Assessment	Notes
Unit 01 (cont'd) Unit 03 (cont'd)	LO1 (cont'd) LO1 (cont'd)		**Assignment Unit 03 LO1 set.** Use the sample internal assessment tasks from the qualification page on the NCFE website or write your own (an Assessment Checking Service is available from NCFE). Learners working to evidence assignment **Assignment submission Unit 03. LO1.**	Internal assessment Unit 03 LO1.	
Unit 03	LO2/3/4	Undertake a multitrack recording session (LO2): • **use of equipment** • **awareness of health and safety** • **optimisation of gain** • **over-dubbing.**	Teacher to provide short tutorials and demonstrations. LO2 – tracking: • microphone choice & placement • di • pre-amps/audio interface • multitrack recording • monitoring for engineer & artist.		These demonstrations should be conducted at the beginning of any sessions and generally not in response to in-session learner demand. It is important that the learners are provided with the knowledge before they independently complete their tasks.

Unit number	Learning outcome(s)	Teaching and learning activities	Assessment	Notes
		Year 1 Spring term – 1st half term		
Unit 03 (cont'd)	LO2/3/4 (cont'd)	Demonstrate mixing of a multitrack audio recording (LO3): • **preparation of audio for a mix** • **use of processing and mixing techniques.** Demonstrate relevant mastering processes (LO4): • **application of an effective mastering chain** • **saving final mastered audio file in an appropriate format.**	LO3 – mixing: • EQ • effects • dynamics • balance • stereo field • monitoring • automation. LO4 – mastering: • audio editing • gain • EQ • stereo image • compression • limiting • file-formatting.		It is quite likely that some of these concepts will have been covered in varying detail over the course of the last year, and in such cases the Teacher will be providing a recap to ensure all learners have the same knowledge base in order to proceed with their work. It could be useful to conduct short listening tests identifying the artefacts present in low bit-rate compressed formats. Can learners tell the difference between a 96kbps MP3 and an uncompressed equivalent? Expand this listening activity to discuss what a suitable compromise between accessibility and quality is. What are the implications for the

Unit number	Learning outcome(s)	Teaching and learning activities		Assessment	Notes
					mastering of their own material?
Unit 02	LO2/3	Composition workshops Short DAW based workshops looking at key musical ideas and stylistic traits.	Teacher-led workshops looking at stylistic musical ideas and generation of process evidence in preparation for learners to undertake compositions based on LO1 assignment.		It may be useful at this stage to encourage learners to be mindful of the evidence they need to generate for LO3: this may mean that learners document different stages of their composition

Unit number	Learning outcome(s)	Teaching and learning activities		Assessment	Notes
Unit 02 (cont'd)	LO2/3 (cont'd)				development. It is always valuable to reflect back upon what worked and what didn't. By having snapshots of draft ideas and works-in-progress, learners will be able to approach LO3 with confidence.

| Unit 02 Unit 01 | LO2/3 LO2/3 | **Assignment Unit 02 LO2/3 set**

Use the sample internal assessment tasks from the qualification page on the NCFE website or write your own (an Assessment Checking Service is available from NCFE).

Learners working to evidence assignment. | Unit 01 workshops. Software functions:

• configuration
• arranging features
• MIDI input
• MIDI editing.

Unit 01 workshops. Software functions

• automation
• software instruments
• plug-ins.

Unit 01 workshops. Software functions

• audio recording
• audio editing
• routing
• exporting. | | Musical material generated to meet Unit 02 LO2 can be used to meet Unit 01 LO2.

Learners should apply software functions of a DAW to compositional work.

Unit 02 requires 3 stylistic compositions with an approximate portfolio time of 10 minutes.

Unit 01 requires 1 musical piece between 3-5 minutes which makes use of software functions as described in the specification. |

Unit number	Learning outcome(s)	Teaching and learning activities		Assessment	Notes
Year 1 Spring term – 2nd half term					
Unit 02 (cont'd) Unit 01 (cont'd)	LO2/3 (cont'd) LO2/3 (cont'd)	Learners working to evidence assignment.	**Assignment Unit 01 LO2/3 set** Use the sample internal assessment tasks from the qualification page on the NCFE website or write your own (an Assessment Checking Service is available from NCFE). Learners working to evidence assignment.		

Unit number	Learning outcome(s)	Teaching and learning activities		Assessment	Notes
Year 1 Summer term – 1st half term					
Unit 02 (cont'd) Unit 01 (cont'd)	LO2/3 (cont'd) LO2/3 (cont'd)	Learners working to evidence assignment. **Assignment submission Unit 02 LO2/3.**	Learners working to evidence assignment. **Assignment submission Unit 01 LO2/3.**	Internal assessment Unit 02 LO2/3. Internal assessment Unit 01 LO2/3.	.

| Unit 04 Unit 03 | LO1/2/3/4 LO2/3 | Teacher lecture on the properties of sound including:

• sound wave propagation and how it is represented graphically
• the harmonic series and timbre.

Teacher lecture on the properties of sound including:

• measurement of sound and psychoacoustics.

Teacher-led demonstration of a sampler. This should include a live demonstration of how the sampler operates including:

• sampling rate and frequency content
• bit-depth
• creating sampled instruments. | **Learners to understand basic properties of sound:**

• **frequency**
• **wavelength**
• **amplitude**
• **phase**

• **fundamental**
• **harmonics**
• **partials**

Assignment Unit 03 LO2/3/4/5 set

Learners working on recording and mixing projects.

Use the sample internal assessment tasks from the qualification page on the NCFE website or write your own (an Assessment Checking Service is available from NCFE). | | A good introduction to the harmonic series could be to compare 2 instruments (eg guitar and piano) playing sustained concertA notes: What happens when you use a LPF to strip away the upper harmonics? Furthermore, what happens when you apply a filter that only allows the first harmonic (fundamental frequency) to be heard?

This can be expanded into a practical task where learners experiment with EQ to try and isolate some of the harmonic elements. Learners can then discuss the timbre and definition of each instrument and relate this to mixing work.

An engaging way to introduce sampling is to rig a sampler ready to go before the session starts, and then as a starter activity, get each learner |

Unit number	Learning outcome(s)	Teaching and learning activities		Assessment	Notes
Unit 04 (cont'd) Unit 03 (cont'd)	LO1/2/3/4 (cont'd) LO2/3 (cont'd)				to (attempt) say their name backwards. These could then be mapped to the keys and reversed to see if they pronounced their names correctly.
Year 1 Summer term – 2ⁿᵈ half term					
Unit 04 (cont'd) Unit 03 (cont'd)	LO1/2/3/4 (cont'd) LO2/3 (cont'd)	Learners to follow a tutorial sheet that guides them around the functions of a subtractive synthesiser Some of the functions could be left blank and learners could use their listening skills to describe the effect of a specific controller (eg ADSR).

Lecture regarding or demonstration of different types of sampling and synthesis technology.

Workshop - creation of synth patches making use of contrasting synthesis techniques eg subtractive, FM, Wavetable. | Learners working on recording and mixing projects. | | Ensure that the synthesiser has the following functions:

• different oscillator waveforms
• filters
• envelope
• modulation.

Session content will vary dependant on hardware/software availability. It would be desirable to have learners explore a variety of different synthesis/sampling types. |

		Workshop - creation of sampler patches from original material and use of audio editing and sampler functions to create sampler patches. Workshop - placing synth and sampler patches in context of musical work. Example of review strategies as applied to process and tools. Discussion of evidence types and analytical language.			May be useful here to introduce visual media for learners to work to in sound creation.

Unit number	Learning outcome(s)	Teaching and learning activities		Assessment	Notes
Year 2 Autumn term – 1st half term
Unit 05 Unit 06	LO1/2/3 LO1/2/3	Plan for a live performance that uses music technology (Unit 05 - LO1). **Roles of personnel in live performance** Teacher to introduce the roles associated with live performance. This will include explaining the two pathways for assessment including performing and sound engineering. Learners are encouraged to discuss their thoughts on how performers can use technology live to enhance performance. Video footage of artists performing live could be used to facilitate discussion.	**Development of music distribution and retail in the 21st century.** Teacher to oversee the discussion of the development of music distribution and retail in the 21st century. Learners to discuss how they access music; there may be learners who are already releasing content on free or paid-for platforms. This is an excellent opportunity for learners to share any experiences of work outside education.		Learner-provided discussion will vary but it is important that the Teacher ensures that the following points are discussed in detail: • record label release compared to DIY release model • distribution of physical product (CD, vinyl) compared to digital product (audio downloads, streaming audio) • music streaming services (eg Spotify, Apple Music, Deezer, Tidal) and how they collect and distribute revenue.

		Teaching and learning activities			
Unit 05 (cont'd) Unit 06 (cont'd)	LO1/2/3 (cont'd) LO1/2/3 (cont'd)	**The role of technology used in live performance** Learners invited to share some of their performance technologies with their peers. Learners encouraged to discuss how these performance technologies affect performance.	**Planning a digital release** Teacher to discuss the planning implications of a digital release including: • timeline of release • digital music formats		Visiting practitioners and representatives of organisations would be useful in providing discussion and insight.

Unit number	Learning outcome(s)	Teaching and learning activities		Assessment	Notes
Unit 05 (cont'd) Unit 06 (cont'd)	LO1/2/3 (cont'd) LO1/2/3 (cont'd)	Teacher to provide a practical workshop to introduce learners to the basic components of a sound reinforcement system. **The role of technology used in live performance.** **Health and safety practices** Teachers should go through the various hazards and risks involved in using music performance technology including: • lifting • electrical hazards	appropriate for downloading or streaming • types of online retail outlets • role of aggregators in the preparation of a digital release • legalities • income and expenditure. At all stages, learners should be encouraged to discuss how they view aspects of a digital-release model. Some open questions that could be asked:		Use of SPL dB sound metres in sessions would be an excellent addition to assessing H&S aspects, especially as not all learners may have a good awareness of what constitutes a risk and what doesn't. Teacher could discuss temporary and permanent

| | | • trip hazards
• sound pressure level.

This could be done during the setting up of a sound reinforcement system, with appropriate pauses in set-up to discuss the risks present.

Technical specifications Teacher to provide a variety of hypothetical live sound performance scenarios, learners to discuss and decide on the appropriate deployment of equipment for each case. | • Why do you access Apple Music over for example, Tidal?

• How important is quality to you, does that affect which service you would be prepared to pay for?

Effective marketing and promotional strategies Learners to explore how social media is used for promotion. Learners put into small groups (3-4) and given a different web 2.0 company to analyse. Learners then feedback to the rest of the class on how | | threshold shift and the anatomy of the human ear.

This would provide a good opportunity for an external contractor (or internal, competently trained person) to demonstrate (or conduct a short course on) manual handling techniques. |

Unit number	Learning outcome(s)	Teaching and learning activities		Assessment	Notes
Unit 05 (cont'd) Unit 06 (cont'd)	LO1/2/3 (cont'd) LO1/2/3 (cont'd)	**Rehearsal and sound check processes** Practical workshop: setting up a sound reinforcement system. (These should ideally continue every week with a different small group setting up a system with progressing levels of independence). Teacher to introduce the rehearsal and sound check processes that need to be implemented over the coming weeks including: • planning a set list and timings • planning a technical rehearsal • planning a sound check.	musical content is marketed/distributed on each platform. **Creating a plan** Examples of planning strategies - learners to analyse income/outgoings and plan structures. Examples of formatting - explore links to potential performance event for Unit 05. Teacher to discuss the planning implications of a digital release including: • legalities • income and expenditure **Assignment Unit 06 LO1 set** Intro to brief.		

			Discussion of scenario and links to other units (eg Unit 05, Unit 03, Unit 02). Learners working to evidence assignment.		

Unit number	Learning outcome(s)	Teaching and learning activities	Assessment	Notes
**Year 2 Autumn term – 2nd half term**
Unit 05 Unit 06	LO1/2/3 LO1	Practical workshops Learners working in roles as performer/sound engineer. Exploration of performance technology.	Learners working to evidence assignment. **Assignment submission Unit 06 LO1.**	Internal assessment Unit 06 LO1.	Visiting practitioners would be useful in providing discussion and insight in workshops.

Unit 03	LO2/3	Practical Unit 03 workshop Preparing work for master.	Learners working on recording/mix. **Assignment submission. Unit 03 LO2/3.**	Internal assessment Unit 03 LO2/3	
Year 2 Spring term – 1st half term					
All	Synoptic assessment	**External assessment** **Practical assessment (10 Hours)**		**External assessment opportunity**	
Unit 03 Unit 06	LO4/5 LO2	Learners working on master/review evidence. Assignment submission Unit 03 LO4/5.	**Assignment Unit 06 LO2/3 Set** Intro to brief. Learners working to evidence assignment – implementation of digital release.	Internal assessment Unit 03 LO4/5.	
Unit 06 Unit 04	LO2 LO1	**Assignment Unit 04 LO1 set** Learners working to evidence assignment.	Learners working to evidence assignment. Implementation of digital release.		

Unit number	Learning outcome(s)	Teaching and learning activities		Assessment	Notes
**Year 2 Spring term – 2nd half term**				
All	Synoptic assessment	**External assessment** **Written assessment (2 Hours)**		**External assessment opportunity**	
Unit 05 Unit 04	LO1 LO1	Learners working to evidence assignment.	**Assignment Unit 05 LO1. Set.** Learners working to evidence assignment.		
Unit 05 Unit 04	LO2 LO2/3/4	**Assignment Unit 04 LO2/3/4 set** Learners working to evidence assignment.	**Assignment Unit 05 LO2. set** Learners working to evidence assignment.		
**Year 2 Summer term – 1st half term**				
All	Synoptic assessment	**External assessment** **Practical assessment (10 Hours)**		**External assessment opportunity**	Potential re-sit opportunity
Unit 06 Unit 04	LO2 LO2/3/4	Learners working to evidence assignment. **Assignment submission Unit 04 LO2/3/4.**	Learners working to evidence assignment.	Internal assessment Unit 04 LO2/3/4.	

Unit 05 Unit 06	LO2 LO2	**Learners to take part in planned live performance** (Unit 05 LO2)	Learners working to evidence assignment.	Internal assessment Unit 05 LO2	Performances could be undertaken over a number of sessions or as one event according to local needs. Performances provide opportunities for promotional marketing/audience feedback.

Unit number	Learning outcome(s)	Teaching and learning activities		Assessment	Notes
Year 2 Summer term – 2nd half term					
Unit 05 Unit 06	LO3 LO2	Learners to review their live performance including: • effectiveness of planning • the success of the performance. **Assignment submission Unit 05 LO3.**	Learners working to evidence assignment. Review the success of their planning and implementation (Unit 06 LO3). Learners will review the success of their planning and implementation: • effectiveness of planning and implementation • plans for future development collected data **Assignment submission Unit 06 LO2/3.**	Internal assessment Unit 05 LO3 Internal assessment Unit 06 LO2/3.	This would be a good opportunity for the Teacher to recap the live performance by playing live video footage. This can then be combined with the feedback from peers, Teachers, other performers and the audience.
All	Synoptic assessment	**External assessment** **Written assessment (2 Hours)**		**External assessment opportunity**	Potential re-sit opportunity