

Key Stage 4 Programme of Study – Eduqas Vocational Award in Performing Arts (Music Tech Route)



| Year Group | Term 1 | Term 2 | Term 3 | Term 4 | Term 5 | Term 6 |
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| 10 | <p>Topic/Enquiry: Unit 2 - Composing</p> <ul style="list-style-type: none"> Introduce garage band and its features Discuss how different briefs could affect the outcome – what would make a good/bad response to a brief in terms of content? Why? How might the theme be interpreted? Make a mind map or similar of the theme to draw out the possibilities for creative potential. What do learners need to research or consider before they come up with their creative brief? Learners should be taught about purpose, effect, performance space, audience, ideas, required performers, resources available, any relevant social or historical factors and at least two named practitioners, and should also consider their own interests and experience. (Refer to the task details.) <p>Assessment: Learners should write a creative brief, then complete Task 1</p> <p>Unit 2 Task 1: Outline the components that you considered when writing your creative brief</p> | <p>Topic/Enquiry: Unit 2 -composing</p> <p>Now that the creative brief has been set, learners should begin creating their piece for presentation</p> <ul style="list-style-type: none"> Task 2 should be completed over time as a log of the process of creating the original piece of work. In order to complete this, learners should be taught about the elements of the discipline they have chosen, including the appropriate technical language. Learners should also have opportunities to take part in workshops to develop their skills or to undertake teacher set exercises to develop particular discipline-specific skills which need to be taught. These could be, for example, drama devising workshops, learning how to sew a costume together, or music composing exercises as well as how to use equipment and software. These can occur regularly through the learning as required. <p>Learners should produce an appropriate template or decide on a format for their log and begin to make entries in it as they work on their original piece.</p> <p>Assessment:</p> <p>Task 2: Produce a development log that records the exploration and development of your ideas in response to the creative brief. (3.5 hours)</p> | <p>Topic/Enquiry: Unit 2</p> <p>Learners should present their created piece to an audience (which could be the other members of the class.) They should have the opportunity to demonstrate that they have explored communication, creativity, development of ideas, appropriate health and safety and discipline specific ideas and techniques.</p> <p>Assessment: Unit 2 Task 3: Present your final piece(s) to an audience. (2 hours) This should be recorded in an appropriate format – either audio or video – and accompanied by any relevant documents or other materials e.g. a score, script, diagrams, photographs.</p> <p>Learners will now have performed or presented their created piece(s) in front of an audience. • The final task for the unit is an evaluation. Learners should be taught how to write a thorough and evidence-based evaluation of an originally created piece, perhaps by completing class tasks evaluating pre-recorded materials e.g. from talent shows, live or recorded performances of original work.</p> <ul style="list-style-type: none"> Learners should be encouraged to focus on the bullet points identified in the task they will be completing whilst learning how to write this type of piece of work. They should be allowed to view/listen to the recording made of their performance or presentation and refer to their work completed for the other Tasks to complete their own self-evaluation. | <p>Topic/Enquiry: Unit 1 – Performing</p> <p>Introduce Unit 1.</p> <ul style="list-style-type: none"> Discuss how different briefs could affect the outcome – what would make a good/bad response to a brief in terms of content? Why? What do learners need to research before deciding on the repertoire they will perform? (refer to the task details) Consider repertoire which could be selected. Some learners may be more experienced and will have several suggestions, but others will require resources such as scripts, music scores etc. A selection of materials should be made available so that learners can play an active role in the decision making. Learners should be taught about purpose, impact, space, resources, audience etc. as well as undertaking background research on the selected performance repertoire, covering the original creator, the style/genre, the social/historical context, themes etc. <p>Assessment: Unit 1 Task 1a: Outline the findings of the research you have undertaken for your chosen piece(s). (1 hour) Unit 1 Task 1b: Discuss how this research.</p> | <p>Topic/Enquiry: Unit 1 – Performing</p> <p>Unit 1 and 2 • What is the importance of rehearsal and practice? What different types of rehearsal are there? How do you practise effectively? What is the point of a rehearsal plan? What can you learn from practising, and how can you use this to improve both your performance and your creative work? Explore rehearsal and practice so that learners can complete Unit 1 Task 2.</p> <p>Assessment: Unit 1 Task 2: Outline a rehearsal schedule that will enable you to be fully prepared for the performance required in the brief. (1 hour)</p> <p>Once repertoire has been chosen and a rehearsal schedule set, learners should begin to prepare for their performance.</p> <ul style="list-style-type: none"> Task 3 should be completed over time as a diary of the process of preparation. In order to complete this, learners should be taught about the importance of planning, personal practice away from group rehearsals, how to give and respond to direction as appropriate to the chosen discipline, how to make useful notes during rehearsal time, the importance of improving and refining their work and also relevant Health and Safety requirements including safe movement, use of electrical and other equipment, hearing protection, general hazards etc. Learners can then produce an appropriate template to complete over time as they prepare for their performance. Learners should also be given the opportunity to take part in workshops, or work with | <p>Topic/Enquiry: Unit 1 – Performing</p> <p>Learners should perform their chosen piece(s) in front of an audience (which could be the other members of the class). They should have the opportunity to demonstrate evidence of discipline specific ideas and techniques.</p> <p>Assessment: Unit 1 Task 4: Perform/present your chosen piece(s) to an audience. (2 hours) This should be recorded in an appropriate format – either audio or video – and accompanied by a copy of the original published piece(s) e.g., a music score, script.</p> <p>Learners will now have performed their chosen piece(s) in front of an audience.</p> <ul style="list-style-type: none"> The final task for the unit is an evaluation. Learners should be taught how to write a thorough and evidence-based evaluation of a performance, perhaps by completing class tasks evaluating pre-recorded materials e.g., from talent shows such as the X Factor and Britain’s Got Talent. Learners should be encouraged to focus on the bullet points identified in the task they will be completing whilst learning how to write this type of piece of work. Learners should be allowed to view/listen to the recording made of their own performance and refer to their work completed for the other Tasks to complete their own self-evaluation. Part of the task is to respond to feedback, so there should be opportunities to receive feedback formally and informally from the teacher, |

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| | | | <ul style="list-style-type: none"> Part of the task is to respond to feedback, so there should be opportunities to receive feedback formally and informally from the teacher, tutors, any other relevant professionals and/or peers. <p>Assessment: Unit 2 Task 4: Evaluate the success of your creative process and final creation. Discuss the areas of your work that need improving/developing and explain how you would make the improvements or justify why particular feedback has not been acted upon. (2.5 hours)</p> | | <p>specialist tutors (such as a ballet teacher, DJ etc.) to develop discipline-specific skills or to learn how to use specialist equipment, methods of notation etc.</p> <p>Assessment - Unit 1 Task 3: Produce a reflective journal that records the rehearsal process required to ensure you are fully prepared for the performance required in the brief. (3 hours)</p> | <p>tutors, any other relevant professionals and/or peers.</p> <p>Assessment: Unit 1 Task 5: Evaluate the success of your performance including what you have learned from undertaking this work and how it will inform your future performances. (2 hours).</p> |
| 11 | <p>Topic/Enquiry: Unit 1</p> <p>Completion of all assessment tasks ready for the December hand in date.</p> | <p>Topic/Enquiry: Unit 3 –</p> <p>Before starting new unit, make sure unit 1 is complete.</p> <p>Introduce Unit 3.</p> <ul style="list-style-type: none"> In advance of the publication of the brief, there are a number of topics which should be taught. The overall aim of Unit 3 is to plan and pitch an event around a given theme. The following topics should be taught so that learners can refer to them in their proposals: <ul style="list-style-type: none"> Job roles in performing arts – this could link with work experience or invited speakers who work in different roles. Named practitioners who have created performance work. Again, workshops or visiting speakers would add to this. Named organisations which create or commission performance work. Performance spaces and venues. Consider visiting local venues or looking at the school hall as a performance space. Target audience. The process of putting on an event: planning, resources, timelines, what is viable. Budgeting. Promotion, advertising, and marketing including using social media. <p>When the brief is published:</p> | <p>Topic/Enquiry: Unit 3</p> <p>Learners should be taught how to present and pitch an idea and given opportunities to practise.</p> <ul style="list-style-type: none"> They could review pre-recorded presentations and pitches (such as in The Apprentice) and practise by giving a short presentation to the class on a hobby or interest, or reviewing a film/TV show, then discussing what was successful in the presentation and what needed to be improved. Learners should focus on presentation skills and communication, including pace, clarity and use of tone. It would be beneficial for learners if a panel who would be able to ask thoughtful questions and give meaningful feedback could be assembled for the Task 6 presentations. <p>Assessment: Unit 3 Task 6: Produce and pitch your creative proposal, including your practical examples, to an audience and gain feedback. (2.5 hours) These should be recorded in an appropriate format – either audio or video – and accompanied by any relevant documents or other materials e.g., a score, script, diagrams, photographs.</p> | <p>Topic/Enquiry: Unit 3</p> <p>Learners will now have presented their proposal to an audience.</p> <ul style="list-style-type: none"> The final task for Unit 3 is an evaluation. They have already completed similar tasks in Unit 1 and Unit 2 but should be reminded of the qualities of a thorough, evidence based evaluation before they complete the final task. Learners should be allowed to view/listen to the recording made of their presentation and refer to their work completed for the other tasks to complete their own self-evaluation. Part of the task is to respond to feedback, so there should be opportunities to receive feedback formally and informally from the teacher, tutors, any other relevant professionals and/or peers, which could be in addition to that referred to in Task 6. <p>Assessment: Unit 3 Task 7: Evaluate the success of your creative proposal. Discuss what you have learnt from undertaking this work and how it will inform your future planning of events. (2.5 hours) This can be presented in any appropriate format. This completes unit 3.</p> | | |

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| | | <ul style="list-style-type: none">• Discuss the brief in general terms, to ensure the learners fully understand, and can consider how this could affect the outcome – what would make a good/bad response to the brief in terms of content? Why?• Are there specific social/political/historical context which need to be considered thoughtfully? Learners should each devise their own proposed performance piece, then go on to complete <p>Assessment: Unit 3 Task 1: Outline the factors that have influenced the creation of your proposed performance work. Unit 3 Task 2: Produce your plans and ideas for your proposed event. (2 hours)</p> <p>At this point candidates could begin work towards Task 5, which requires learners to produce practical examples from the proposed event. This will not be completed yet but could help to inform Task 3 and Task 4, which will also refer to previous learning.</p> <p>Assessment: Unit 3 Task 3: Outline the timeline, personnel and resources required for the implementation of your creative proposal. (1.5 hours) Unit 3 Task 4: Outline how you could use marketing and public relations to promote your event. (1.5 hours)</p> <p>Continuing from the previous term, learners should devise and practise as necessary to complete Task 5, making recordings and rehearsing if they plan to present their examples live in Task 6. (Candidates can utilise others as part of this work if necessary, as unassessed participants. However, unassessed participants must not contribute any ideas or direction to the piece.)</p> | | | | |
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| | | Assessment: Unit 3 Task 5: Produce practical examples from your proposed event connected to one or more disciplines listed in task 2 (see task for full details). (8 hours) | | | | |
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