

Version number	Date of change	Summary of changes made between previous version and this current version
2	14/09/2018	Changes have been made to the structure of assignments for Components 1 and 2 to reflect the Authorised Assignment Briefs.

## Two-year course planner

This course planner provides a possible two-year course model. The planner covers the 120 recommended Guided Learning Hours and includes time spent preparing for and completing assessments but does not include students' unsupervised study time.

These are suggestions only and there are a number of valid ways of structuring courses.

The example course planner below is based on the following assumptions.

- There are 39 weeks per academic year.
- There are three terms per academic year, split into 14 weeks, 12 weeks and 13 weeks.
- There are two hours of lesson time per week.
- Some time will be lost due to, for example, visits out and other enhancement activities, so the last three weeks of Year 1 are left blank to allow some leeway.
- Each component will be taught in order; however, this planner can be adapted depending on the number of teachers delivering the course and access to resources.
- Term 3 of Year 2 is to be used for preparation and completion of the externally set task (23 hours, which are included in the guided learning hours).

## Year 1

Week	Component	Teaching/Essential content	Teaching content or assignment work
<b>Term 1</b>			
1	1: Exploring Music Products and Styles	A: Develop appreciation of styles and genres of music A1 Genres of music A2 Development of music A3 Stylistic features and characteristics (music theory)	60s to 70s. Examine examples of music from iconic artists/bands/producers from the era, choosing a range of genres. Particular focus on instruments, sonic features and combination of instruments used.  Explore short extracts of pieces of music in practical workshops to investigate and demonstrate instrumental techniques.
2	1: Exploring Music Products and Styles	A: Develop appreciation of styles and genres of music A1 Genres of music A2 Development of music A3 Stylistic features and characteristics (music theory)	80s to 90s. Examine examples of music from iconic artists/bands/producers from the era, choosing a range of genres. Particular focus on instruments, sonic features and combination of instruments used.  Explore short extracts of pieces of music in practical workshops to investigate and demonstrate instrumental techniques.
3	1: Exploring Music Products and Styles	A: Develop appreciation of styles and genres of music A1 Genres of music A2 Development of music A3 Stylistic features and characteristics (music theory)	00s to present day. Examine examples of music from iconic artists/bands/producers from the era, choosing a range of genres. Particular focus on instruments, sonic features and combination of instruments used.  Explore short extracts of pieces of music in practical workshops to investigate and demonstrate instrumental techniques.
4	1: Exploring Music Products and Styles	A: Develop appreciation of styles and genres of music A1 Genres of music A2 Development of music A3 Stylistic features and characteristics (music theory)	World music and fusion. Examine examples of music from iconic composers/artists/bands/producers, choosing a range of countries and genres. Particular focus on instruments, sonic features and combination of instruments used.  Explore short extracts of pieces of music in practical workshops to investigate and demonstrate instrumental techniques.

5	1: Exploring Music Products and Styles	<p>A: Develop appreciation of styles and genres of music</p> <p>A1 Genres of music</p> <p>A2 Development of music</p> <p>A3 Stylistic features and characteristics (music theory)</p>	<p>Music for media and Western classical music. Examine examples of music from iconic composers/artists/bands/producers, choosing a range of genres. Particular focus on instruments, sonic features and combination of instruments used.</p> <p>Explore short extracts of pieces of music in practical workshops to investigate and demonstrate instrumental techniques.</p>
6	1: Exploring Music Products and Styles	<p>A: Develop appreciation of styles and genres of music</p> <p>A1 Genres of music</p> <p>A2 Development of music</p> <p>A3 Stylistic features and characteristics (music theory)</p>	<p>Jazz and blues. Examine examples of music from iconic artists/bands/producers, choosing a range of genres. Particular focus on instruments, sonic features and combination of instruments used.</p> <p>Explore short extracts of pieces of music in practical workshops to investigate and demonstrate instrumental techniques.</p>
7	1: Exploring Music Products and Styles	<p>A: Develop appreciation of styles and genres of music</p> <p>A3 Stylistic features and characteristics (music theory)</p>	<p>Explore rhythmic techniques, including:</p> <ul style="list-style-type: none"> <li>• metre/beats in a bar</li> <li>• note values</li> <li>• tempo/bpm</li> <li>• phasing</li> <li>• swing.</li> </ul> <p>Practical workshops such as clapping exercises to investigate rhythmic techniques.</p>
8	1: Exploring Music Products and Styles	<p>A: Develop appreciation of styles and genres of music</p> <p>A3 Stylistic features and characteristics (music theory)</p>	<p>Explore scales and modes, including:</p> <ul style="list-style-type: none"> <li>• musical alphabet</li> <li>• clefs</li> <li>• semi-tones and tones</li> <li>• major scales</li> <li>• minor scales</li> <li>• intervals</li> <li>• blues scale</li> <li>• pentatonic scales</li> </ul>

			<ul style="list-style-type: none"> <li>• modes.</li> </ul> <p>Practical workshops to perform/create scales and modes to investigate the relationship between pitches.</p>
9	1: Exploring Music Products and Styles	<p>A: Develop appreciation of styles and genres of music</p> <p>A3 Stylistic features and characteristics (music theory)</p>	<p>Explore harmony, including:</p> <ul style="list-style-type: none"> <li>• major triads</li> <li>• minor triads</li> <li>• harmonising scales</li> <li>• 7th chords</li> <li>• sus chords</li> <li>• common progressions.</li> </ul> <p>Practical workshops to perform/create harmonic progressions from different genres.</p>
10	1: Exploring Music Products and Styles	<p>A: Develop appreciation of styles and genres of music</p> <p>A3 Stylistic features and characteristics (music theory)</p>	<p>Explore melodic techniques, including:</p> <ul style="list-style-type: none"> <li>• conjunct</li> <li>• disjunct</li> <li>• riff</li> <li>• hook</li> <li>• improvisation.</li> </ul> <p>Practical workshops to perform/create melodies in different genres.</p> <p>Explore production, including:</p> <ul style="list-style-type: none"> <li>• sampling</li> <li>• looping</li> <li>• sequencing</li> <li>• turntablism.</li> </ul>
11	1: Exploring Music Products and Styles	<p>A: Develop appreciation of styles and genres of music</p> <p>A2 Development of music</p>	<p>Impact of technology on musical styles, including:</p> <ul style="list-style-type: none"> <li>• instrumental techniques</li> <li>• audio recording developments</li> <li>• sampling and synthesis.</li> </ul>

			Practical workshops to perform/create music in the style of different eras using only the technology from that genre and era.
12	1: Exploring Music Products and Styles	A: Develop appreciation of styles and genres of music A2 Development of music	Impact of technology on musical styles, including: <ul style="list-style-type: none"> <li>• instrumental techniques</li> <li>• audio recording developments</li> <li>• sampling and synthesis.</li> </ul> Practical workshops to perform/create music in the style of different eras using only the technology from that genre and era.
13	1: Exploring Music Products and Styles	B: Explore techniques used to create music products B1 Music industry products	Explore types of music product: <ul style="list-style-type: none"> <li>• live performance</li> <li>• audio recording</li> <li>• composition for media</li> <li>• original song or composition</li> <li>• digital audio workstation (DAW) project.</li> </ul> Investigate the purpose and impact of intended audience and purpose.
14	1: Exploring Music Products and Styles	B: Explore techniques used to create music products B2 Music realisation techniques	Explore music performance: <ul style="list-style-type: none"> <li>• instrumentation</li> <li>• roles and functions of instruments</li> <li>• arrangement</li> <li>• orchestration</li> <li>• timbre</li> <li>• ensemble skills.</li> </ul> Workshops to realise music using performance techniques in different genres.
<b>Term 2</b>			
1	1: Exploring Music Products and Styles	B: Explore techniques used to create music products B2 Music realisation techniques	Explore creating original music: <ul style="list-style-type: none"> <li>• starting points and stimuli</li> <li>• repetition and contrast</li> </ul>

			<ul style="list-style-type: none"> <li>developing and extending.</li> </ul> <p>Workshops to realise music using music creation techniques in different genres.</p>
2	1: Exploring Music Products and Styles	<p>B: Explore techniques used to create music products</p> <p>B2 Music realisation techniques</p>	<p>Explore producing music:</p> <ul style="list-style-type: none"> <li>software instruments such as digital audio workstation (DAW)</li> <li>virtual instruments</li> <li>microphone selection and placement</li> <li>MIDI and audio editing.</li> </ul> <p>Workshops to realise music using production techniques in different genres.</p> <p>Assignment start date (example assignment is on page 12 of the specification)</p>
3	1: Exploring Music Products and Styles	<p>A: Develop appreciation of styles and genres of music</p> <p>B: Explore techniques used to create music products</p>	Support for assignment – Component 1, Learning aims A and B
4	1: Exploring Music Products and Styles	<p>A: Develop appreciation of styles and genres of music</p> <p>B: Explore techniques used to create music products</p>	Support for assignment – Component 1, Learning aims A and B
5	1: Exploring Music Products and Styles	<p>A: Develop appreciation of styles and genres of music</p> <p>B: Explore techniques used to create music products</p>	Support for assignment – Component 1, Learning aims A and B
6	1: Exploring Music Products and Styles	<p>A: Develop appreciation of styles and genres of music</p> <p>B: Explore techniques used to create music products</p>	<p>Support for assignment – Component 1, Learning aims A and B</p> <p>Assignment submission – Component 1, Learning aims A and B</p>
7	2: Music Skills Development	<p>A: Exploring professional and commercial skills for the music industry</p> <p>A1 Personal and professional skills for the music industry</p>	<p>Feedback on assignment – Component 1, Learning aims A and B</p> <p>Investigate expectations and personal skills required, including:</p> <ul style="list-style-type: none"> <li>time management</li> </ul>

			<ul style="list-style-type: none"> <li>• self-discipline</li> <li>• working with others</li> <li>• safe use of equipment</li> <li>• identifying resources required</li> <li>• auditing existing skills.</li> </ul>
8	2: Music Skills Development	<p>A: Exploring professional and commercial skills for the music industry</p> <p>A1 Personal and professional skills for the music industry</p>	<p>Investigate expectations and personal skills required, including:</p> <ul style="list-style-type: none"> <li>• time management</li> <li>• self-discipline</li> <li>• working with others</li> <li>• safe use of equipment</li> <li>• identifying resources required</li> <li>• auditing existing skills.</li> </ul>
9	2: Music Skills Development	<p>A: Exploring professional and commercial skills for the music industry</p> <p>A2 Communicating music skills development</p>	<p>Explore methods of capturing music skills development:</p> <ul style="list-style-type: none"> <li>• digital or traditional portfolio: <ul style="list-style-type: none"> <li>○ track sheets</li> <li>○ production notes</li> <li>○ rehearsal diaries/video/audio</li> <li>○ screenshots</li> <li>○ milestone performances</li> </ul> </li> <li>• recorded auditions</li> <li>• compositional sketches</li> <li>• rough cuts and initial mixes.</li> </ul>
10	2: Music Skills Development	<p>A: Exploring professional and commercial skills for the music industry</p> <p>A2 Communicating music skills development</p>	<p>Identify clear and organised approaches to communicating music skills development:</p> <ul style="list-style-type: none"> <li>• key reference points</li> <li>• logical ordering</li> <li>• clear images/recordings/videos</li> <li>• commentary supporting quality of work.</li> </ul>

			<p>Investigate ways of sharing and commenting on work:</p> <ul style="list-style-type: none"> <li>• social media – SoundCloud®, Facebook®, YouTube™</li> <li>• jam sessions</li> <li>• improvisation</li> <li>• mixtapes</li> <li>• demos</li> <li>• sharing samples</li> <li>• remixing/reworking</li> <li>• white label</li> <li>• remote collaboration.</li> </ul>
11	2: Music Skills Development	A: Exploring professional and commercial skills for the music industry	Support for assignment – Component 2, Learning aim A
12	2: Music Skills Development	A: Exploring professional and commercial skills for the music industry	Support for assignment – Component 2, Learning aim A Assignment submission – Component 2, Learning aim A
<b>Term 2</b>			
1	2: Music Skills Development	B: Applying and developing individual musical skills and techniques B2 Development of music skills and techniques	<p>Develop music performance skills, including:</p> <ul style="list-style-type: none"> <li>• tuning</li> <li>• learning repertoire</li> <li>• physical preparation</li> <li>• instrumental or vocal technique</li> <li>• practising routines</li> <li>• following accompaniment</li> <li>• stage presence</li> <li>• skills appropriate to style and context.</li> </ul> <p>Practical workshops to investigate development of performance skills.</p>
2	2: Music Skills Development	B: Applying and developing individual musical skills and techniques	<p>Develop music performance skills, including:</p> <ul style="list-style-type: none"> <li>• tuning</li> </ul>



		B2 Development of music skills and techniques	<ul style="list-style-type: none"> <li>• learning repertoire</li> <li>• physical preparation</li> <li>• instrumental or vocal technique</li> <li>• practising routines</li> <li>• following accompaniment</li> <li>• stage presence</li> <li>• skills appropriate to style and context.</li> </ul> <p>Practical workshops to investigate development of performance skills.</p>
3	2: Music Skills Development	B: Applying and developing individual musical skills and techniques B2 Development of music skills and techniques	<p>Develop music performance skills, including:</p> <ul style="list-style-type: none"> <li>• tuning</li> <li>• learning repertoire</li> <li>• physical preparation</li> <li>• instrumental or vocal technique</li> <li>• practising routines</li> <li>• following accompaniment</li> <li>• stage presence</li> <li>• skills appropriate to style and context.</li> </ul> <p>Practical workshops to investigate development of performance skills.</p>
4	2: Music Skills Development	B: Applying and developing individual musical skills and techniques B2 Development of music skills and techniques	<p>Develop music creation skills, including:</p> <ul style="list-style-type: none"> <li>• exploring and extending ideas</li> <li>• structure</li> <li>• rhythmic and melodic patterns</li> <li>• development of harmony</li> <li>• skills appropriate to style and context.</li> </ul> <p>Practical workshops to investigate development of music creation skills.</p>
5	2: Music Skills Development	B: Applying and developing individual musical skills and techniques	<p>Develop music creation skills, including:</p> <ul style="list-style-type: none"> <li>• exploring and extending ideas</li> </ul>

		B2 Development of music skills and techniques	<ul style="list-style-type: none"> <li>• structure</li> <li>• rhythmic and melodic patterns</li> <li>• development of harmony</li> <li>• skills appropriate to style and context.</li> </ul> <p>Practical workshops to investigate development of music creation skills.</p>
6	2: Music Skills Development	B: Applying and developing individual musical skills and techniques B2 Development of music skills and techniques	<p>Develop music creation skills, including:</p> <ul style="list-style-type: none"> <li>• exploring and extending ideas</li> <li>• structure</li> <li>• rhythmic and melodic patterns</li> <li>• development of harmony</li> <li>• skills appropriate to style and context.</li> </ul> <p>Practical workshops to investigate development of music creation skills.</p>
7	2: Music Skills Development	B: Applying and developing individual musical skills and techniques B2 Development of music skills and techniques	<p>Develop music production skills, including:</p> <ul style="list-style-type: none"> <li>• using software instruments</li> <li>• audio and software tools</li> <li>• manipulation techniques</li> <li>• inputting and editing audio</li> <li>• using effects</li> <li>• structuring music</li> <li>• skills appropriate to style and context.</li> </ul> <p>Practical workshops to investigate development of music production skills.</p>
8	2: Music Skills Development	B: Applying and developing individual musical skills and techniques B2 Development of music skills and techniques	<p>Develop music production skills, including:</p> <ul style="list-style-type: none"> <li>• using software instruments</li> <li>• audio and software tools</li> <li>• manipulation techniques</li> <li>• inputting and editing audio</li> <li>• using effects</li> </ul>

			<ul style="list-style-type: none"> <li>structuring music</li> <li>skills appropriate to style and context.</li> </ul> <p>Practical workshops to investigate development of music production skills.</p>
9	2: Music Skills Development	<p>B: Applying and developing individual musical skills and techniques</p> <p>B2 Development of music skills and techniques</p>	<p>Develop music production skills, including:</p> <ul style="list-style-type: none"> <li>using software instruments</li> <li>audio and software tools</li> <li>manipulation techniques</li> <li>inputting and editing audio</li> <li>using effects</li> <li>structuring music</li> <li>skills appropriate to style and context.</li> </ul> <p>Practical workshops to investigate development of music production skills.</p>
10	2: Music Skills Development	<p>A: Exploring professional and commercial skills for the music industry</p> <p>A1 Personal and professional skills for the music industry</p> <p>B: Applying and developing individual musical skills and techniques</p> <p>B1 Development of technical music skills and techniques</p>	<p>Explore completing a skills audit for different disciplines and personal/professional music skills.</p> <ul style="list-style-type: none"> <li>Create list of skills for the two chosen disciplines.</li> <li>Identify current skill level.</li> <li>Identify personal and professional skill levels.</li> </ul>
11			<i>[Leeway to make up for any time lost]</i>
12			<i>[Leeway to make up for any time lost]</i>
13			<i>[Leeway to make up for any time lost]</i>

## Year 2

Week	Component	Teaching/Essential content	Teaching content or assignment work
<b>Term 1</b>			
1	2: Music Skills Development	B: Applying and developing individual musical skills and techniques B1 Development of technical music skills and techniques	Explore the creation of a development plan. <ul style="list-style-type: none"> <li>Identify individual development routines.</li> <li>Identify technical exercises.</li> <li>Include set goals.</li> </ul> Include monitoring and tracking progress.
2	2: Music Skills Development	B: Applying and developing individual musical skills and techniques	Support for assignment – Component 2, Learning aim B
3	2: Music Skills Development	B: Applying and developing individual musical skills and techniques	Support for assignment – Component 2, Learning aim B
4	2: Music Skills Development	B: Applying and developing individual musical skills and techniques	Support for assignment – Component 2, Learning aim B Assignment submission – Component 2, Learning aim B
5	3: Responding to a Commercial Music Brief	A: Understand how to respond to a commercial music brief A1 Features of a commercial music brief	Examine the features of a commercial brief, including: <ul style="list-style-type: none"> <li>creative intentions and purpose:                             <ul style="list-style-type: none"> <li>target audience</li> <li>commercial</li> <li>collaborative</li> <li>experimental</li> </ul> </li> <li>aim, purpose and requirements of brief</li> <li>nature of the specific area of the industry</li> <li>understand target audience</li> <li>understand the company’s vision.</li> </ul>

6	3: Responding to a Commercial Music Brief	<p>A: Understand how to respond to a commercial music brief</p> <p>A2 Planning to meet the demands of the music brief</p>	<p>How to plan to meet the demands of a brief.</p> <ul style="list-style-type: none"> <li>• How investigation can inform response.</li> <li>• Understand the rationale behind the selection of material.</li> <li>• Investigate musical styles.</li> <li>• Research relevant material.</li> <li>• Resources required.</li> <li>• Proposing structure, version and arrangement.</li> <li>• Timeline for development.</li> <li>• Format and scope of final response.</li> </ul>
7	3: Responding to a Commercial Music Brief	<p>A: Understand how to respond to a commercial music brief</p> <p>A3 Considering constraints and intentions</p>	<p>Consideration of constraints and intentions:</p> <ul style="list-style-type: none"> <li>• creative constraints:             <ul style="list-style-type: none"> <li>○ technical requirements</li> <li>○ resources</li> <li>○ feasibility</li> <li>○ unique selling point (USP) – standing out from similar work</li> </ul> </li> <li>• personal intentions:             <ul style="list-style-type: none"> <li>○ personal skills development</li> <li>○ building on own strengths.</li> </ul> </li> </ul>
8	3: Responding to a Commercial Music Brief	<p>B: Select and apply musical skills in response to a commercial music brief</p> <p>B1 Develop and produce a response to a client brief</p>	<p>Explore ways to develop and produce a response:</p> <ul style="list-style-type: none"> <li>• interpreting the brief</li> <li>• organisation skills:             <ul style="list-style-type: none"> <li>○ identifying priorities</li> <li>○ setting targets</li> <li>○ using planning tools</li> </ul> </li> <li>• preparing for a project:             <ul style="list-style-type: none"> <li>○ health and safety</li> <li>○ checking resources are adequate</li> </ul> </li> </ul>

			<ul style="list-style-type: none"> <li>○ contingency planning</li> <li>● considering constraints:             <ul style="list-style-type: none"> <li>○ working within parameters of the brief</li> <li>○ using suitable material and techniques for the audience</li> <li>○ quality issues.</li> </ul> </li> </ul>
9	3: Responding to a Commercial Music Brief	<p>B: Select and apply musical skills in response to a commercial music brief</p> <p>B1 Develop and produce a response to a client brief</p>	<p>Explore ways to develop and produce a response:</p> <ul style="list-style-type: none"> <li>● interpreting the brief</li> <li>● organisation skills:             <ul style="list-style-type: none"> <li>○ priorities</li> <li>○ setting targets</li> <li>○ using planning tools</li> </ul> </li> <li>● preparing for a project:             <ul style="list-style-type: none"> <li>○ health and safety</li> <li>○ checking resources are adequate</li> <li>○ contingency planning</li> </ul> </li> <li>● considering constraints             <ul style="list-style-type: none"> <li>○ working within parameters of the brief</li> <li>○ using suitable material and techniques for the audience</li> <li>○ quality issues.</li> </ul> </li> </ul>
10	3: Responding to a Commercial Music Brief	<p>B: Select and apply musical skills in response to a commercial music brief</p> <p>B4 Personal management</p>	<p>How to manage self when working to a brief:</p> <ul style="list-style-type: none"> <li>● being prepared and maximising time</li> <li>● working with others</li> <li>● setting goals and monitoring progress</li> <li>● meeting deadlines</li> <li>● health and safety guidelines and safe working practices.</li> </ul>

11	3: Responding to a Commercial Music Brief	B: Select and apply musical skills in response to a commercial music brief B3 Refining musical material	Explore ways to refine material: <ul style="list-style-type: none"> <li>• watching/listening back to material for self-analysis</li> <li>• discarding, refining ideas and material</li> <li>• seeking feedback and responding to criticism.</li> </ul> Set mock brief from sample assessment materials (SAMs)
12	3: Responding to a Commercial Music Brief	A: Understand how to respond to a commercial music brief A2 Planning to meet the demands of the music brief A3 Considering constraints and intentions B: Select and apply musical skills in response to a commercial music brief B1 Develop and produce a response to a client brief	Practical workshops to plan and develop a response to the brief. Students will consider brief requirements and plan a suitable response.
13	3: Responding to a Commercial Music Brief	B: Select and apply musical skills in response to a commercial music brief B2 Refining musical skills for a musical product	Practical workshops to allow refinement of musical skills for chosen response: <ul style="list-style-type: none"> <li>• music creation skills</li> <li>• music performance skills</li> <li>• music production skills</li> <li>• creative process skills.</li> </ul>
14	3: Responding to a Commercial Music Brief	B: Select and apply musical skills in response to a commercial music brief B2 Refining musical skills for a musical product	Practical workshops to allow refinement of musical skills for chosen response: <ul style="list-style-type: none"> <li>• music creation skills</li> <li>• music performance skills</li> <li>• music production skills</li> <li>• creative process skills.</li> </ul>

Term 2			
1	3: Responding to a Commercial Music Brief	B: Select and apply musical skills in response to a commercial music brief B2 Refining musical skills for a musical product	Practical workshops to allow refinement of musical skills for chosen response: <ul style="list-style-type: none"> <li>• music creation skills</li> <li>• music performance skills</li> <li>• music production skills</li> <li>• creative process skills.</li> </ul>
2	3: Responding to a Commercial Music Brief	B: Select and apply musical skills in response to a commercial music brief B2 Refining musical skills for a musical product	Practical workshops to allow refinement of musical skills for chosen response: <ul style="list-style-type: none"> <li>• music creation skills</li> <li>• music performance skills</li> <li>• music production skills</li> <li>• creative process skills.</li> </ul>
3	3: Responding to a Commercial Music Brief	B: Select and apply musical skills in response to a commercial music brief B2 Refining musical skills for a musical product	Practical workshops to allow refinement of musical skills for chosen response: <ul style="list-style-type: none"> <li>• music creation skills</li> <li>• music performance skills</li> <li>• music production skills</li> <li>• creative process skills.</li> </ul>
4	3: Responding to a Commercial Music Brief	C: Present a final musical product in response to a commercial music brief C1 Reviewing work based on client needs	Review the product: <ul style="list-style-type: none"> <li>• fitness for purpose</li> <li>• clarity of message, accessibility</li> <li>• audience expectation</li> <li>• how well work relates to audience.</li> </ul>
5	3: Responding to a Commercial Music Brief	C: Present a final musical product in response to a commercial music brief C2 Quality of outcome C3 Presenting own work to a client C4 Relation of final product to the brief	Evaluate the quality of outcome: <ul style="list-style-type: none"> <li>• quality of final product appropriate to context</li> <li>• clear and organised approach to communicating</li> <li>• final creative decisions.</li> </ul> Present work to client:



			<ul style="list-style-type: none"> <li>• present development and final response</li> <li>• present intentions to client</li> <li>• show final response.</li> </ul> <p>Relation of product to brief:</p> <ul style="list-style-type: none"> <li>• relating to context</li> <li>• suitability for target audience.</li> </ul>
6	3: Responding to a Commercial Music Brief	D1 Commentary on the creative process	<p><b>Component 3 external set task available</b></p> <p>Review creative process:</p> <ul style="list-style-type: none"> <li>• comment on the development of the product                             <ul style="list-style-type: none"> <li>○ skills and techniques</li> <li>○ thought processes</li> <li>○ reasons for creative choices</li> <li>○ use of resources</li> </ul> </li> <li>• personal management</li> <li>• strengths and areas for improvement</li> <li>• methods of capture</li> <li>• identification of key points of development</li> <li>• evidence the discarding and refinement of ideas.</li> </ul> <p>Analyse the Pearson set brief.</p> <p>Independent work on preparatory activity.</p>
7	3: Responding to a Commercial Music Brief	D2 Reflect on the outcome of the musical product	<p>Reflect on the outcome:</p> <ul style="list-style-type: none"> <li>• meeting the requirements</li> <li>• contribution to the creative process</li> <li>• development through the process</li> <li>• strengths and areas for improvement.</li> </ul> <p>Feedback on mock assessment.</p> <p>Independent work on preparatory activity.</p>

8	3: Responding to a Commercial Music Brief	Synoptic	Activity 1 of set task
9	3: Responding to a Commercial Music Brief	Synoptic	Activity 2 of set task
10	3: Responding to a Commercial Music Brief	Synoptic	Activity 2 of set task
11	3: Responding to a Commercial Music Brief	Synoptic	Activity 2 of set task
12	3: Responding to a Commercial Music Brief	Synoptic	Activity 2 of set task
<b>Term 3</b>			
1	3: Responding to a Commercial Music Brief	Synoptic	Activity 2 of set task
2	3: Responding to a Commercial Music Brief	Synoptic	Activity 2 of set task
3	3: Responding to a Commercial Music Brief	Synoptic	Activity 2 of set task
4	3: Responding to a Commercial Music Brief	Synoptic	Activity 2 of set task
5	3: Responding to a Commercial Music Brief	Synoptic	Activity 3 of set task <b>Submission deadline for Component 3 external set task</b>
6			<i>[Leeway to make up for any time lost]</i>
7			<i>[Leeway to make up for any time lost]</i>
8			<i>[Leeway to make up for any time lost]</i>
9			<i>[Leeway to make up for any time lost]</i>
10			<i>[Leeway to make up for any time lost]</i>

11			<i>[Leeway to make up for any time lost]</i>
12			<i>[Leeway to make up for any time lost]</i>
13			<i>[Leeway to make up for any time lost]</i>