

NEW: TEACHING A LEVEL MUSIC TECHNOLOGY FOR THE FIRST TIME

CODE 8014

ABOUT THIS COURSE

This NEW course is designed to support teachers new to teaching A Level music technology. Led by music technology expert & examiner, James Reeve, the programme focus on the 'big picture' of the whole course, in particular on level, standards, good teaching approaches and strategies, the NEA, exam demands and success, and what the examiner will be expecting to see.

The day is designed to balance breadth with depth, ensuring take home strategies and resources to support you.

PROGRAMME

The essentials for student success: the theory underpinning the entire course 10.00 – 10.20am

- The big picture – the specification, the standards and the depth required for exam success.
- Strategies to get students started straight away with the key concepts to secure a solid start to the course
- Setting up a course – the important logistics, the essential equipment and the key systems

Structuring and planning an excellent two-year linear course 10.20 – 11.15am

- Working with the exam in mind: a targeted approach to the key mark scheme criteria of capture, dynamics, EQ and FX for recording, and synthesis, sampling and creative FX for composition.
- Focusing on the most important and credit-worthy exam tasks to scaffold and support student progress
- Developing students' skills for non-examined assessment work

Discussion: coffee break 11.15 – 11.30am

Practical strategies to maximise student achievement in the non-examined assessment briefs 11.30 – 12.30pm

- What are the absolute essentials required to produce an excellent recording and composition, and what guidance should I provide as a teacher to facilitate this?
- What is the examiner looking to see in a good, well written NEA and how can you build up to this with your students
- Discussion of exemplar work to set the standard and listen to excellent NEA work with examiner commentary. Opportunity to apply the mark scheme and discuss.

Lunch and informal discussion 12.30 – 1.30pm

Teaching Components 3 and 4 – listening & analysing / producing & analysing 1.30 – 1.45pm

- Quick review of the demands of both papers – comparing the content base for both and the differing (and similar) skillsets students need to develop
- Examples of good and less good responses in the listening paper
- Developing listening skills – managing the content and teaching styles and recording era alongside technical theory and aural perception and supporting students in demonstrating them to the examiner in component 3
- Strategies to support students in applying listening skills to the exam paper
- Developing producing skills – integrating theoretical knowledge and practical skills and helping students to demonstrate them to the examiner in component 4

Preparing students for the challenge of the written papers 1.45 – 2.45pm

- Decoding the technical numeracy element – the types of exam question students need to be prepared for and how best to prepare them
- Developing appropriate examination technique, practical strategies and modelling approaches when answering the extended response questions for component 3 and 4
- Practical strategies to develop student confidence in the light of what the examiner is looking for

Every mark matters: focusing on the key areas students miss out on marks 2.45 – 3.30pm

- What are examiners listening out for when assessing the audio in component 4? Modelling feedback to facilitate student progress.
- Embedding a focus on terminology throughout the course
- Getting the exam technique right; clarifying command words
- What is the examiner looking to see when addressing AO4 in exam questions?

Putting it into practice 3.30 – 3.45pm

- The first six weeks – planning for progression from previous experience (GCSE Music or not).
- Developing the basic sequencing, theoretical and analytical skills to provide solid foundations for the remainder of the course.
- A linear approach to year 12 and year 13 – organising the content, assessment and review whilst taking a synoptic approach to skills development.

LOCATION/DATE

Online: 1.30pm start

Wednesday 13 January 2021

London

Wednesday 28 April 2021

COURSE LEADER

James Reeve is an experienced teacher of Music and Music Technology, and is currently Subject Leader for Visual and Creative Arts at a sixth form college in the North West of England. As part of this role he is responsible for the leadership and management of both Music courses, Art, Drama and Dance.

WHO SHOULD ATTEND?

- New A Level Music Technology teachers
- Heads of Music Technology Departments
- Experienced Music teachers who are looking to teach A Level Music Technology

BENEFITS OF ATTENDING

- Find out about the standard and depth of knowledge and skills students need for success
- Listen to strong student work to find out what examiners are expecting to see to award high marks
- Be assured of knowing the exam standard and level of what counts as outstanding work in each component
- Explore how to integrate NEA assessment work and theory to ensure students develop their skills in application and evaluation for exam success
- Focus on extended response questions