YEAR 11

Foxford Learning Plan

Topic: Component 3: Responding to a Music Brief

Autumn 11.1 to Summer 11.1

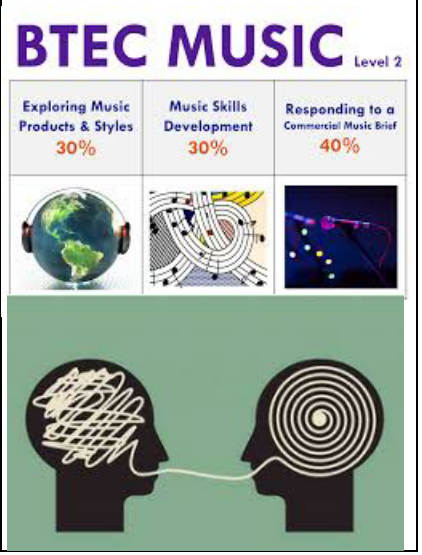
Key Vocabulary

Target Audience	Refers to those that are more likely to listen to your performances/ compositions.
Organisational Skills	Refers to your preparation for your composition/ performance rehearsals
Health and Safety	Ensuring there is minimal danger when performing/ composing/ producing.
Original Music	Music written by the individual and not copied from any other artist/ composer.
DAW	Digital Audio Workstation, used by composers and producers, e.g. Logic Pro, Cubase
Personal Management	Refers to your own organisational skills and how this contributes to the completion of a performance or composition.
SEE COMPONENT 1	*Refer to key vocabulary used in Component 1*
SEE COMPONENT 2	*Refer to key vocabulary used in Component 2*

Key Skills

Over the course of the topic, I will be able to: -

- A01: Understand how to respond to a music brief
- A02: Select and apply musical skills in response to a music brief
- A03: Present a final musical product in response to a music brief
- A04: Comment on the creative process and outcome in response to a music brief.
- Reflect on my understanding of q musical brief and apply this to a performance or composition.



I will Understand

1. How to respond to a music brief understanding its intentions, constraints and how to plan to ensure it is successful.
2. How to develop and produce an accurate response to your brief showing organisational skills, preparation and consideration of constraints.
3. How to refine your musical skills for a musical product through your composition or performance and personal time management.
4. How to present my completed product through purposeful evaluation and understanding of quality required before completing product.
5. How to evaluate my performances/ compositions identifying strengths and areas of improvement.