**Session Plan**

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| **Course/Group Title** | Extended Diploma Music Technology Yr 2 | **No. of Learners on register** | 10 |
| **Teacher’s Name** | **Room** | **Date** | **Time** | **Ref to Scheme of Work** |
| Derek Satchel | F07/CMP | 11/12/15 | 9:00 | See Week 13 ‘OBO’ |

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| **Topic / Subject / Level:** | Unit 20 Music and Sound for the Moving Image. Music for film. Level 3. |
| **Session Aims:** *What are* ***you*** *aiming to have achieved by the end of the session?* |
| 1. Facilitate heutegogy (peer learning and self directed coursework study) and create dialogic environment so that learners can share good practise in relation to success criteria whilst in the assessment period
2. Explore different approaches and ‘top tips’ for synchronising music and moving image
3. Facilitate target setting and provide support for a coursework completion session
4. Facilitate learner-led peer assessment and review of mixing process prior to final deadline
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| **Learning Outcomes:** *By the end of the session* ***learners*** *will be able to. . .* |
| 1. Share good practise/top tips to support final submission: synchronising music to moving image
2. Reflect on own progress and set meaningfiul targets
3. Complete final music projects independently for submission to coursework deadline at end of the day
4. Participate in peer assessment reflecting on progress and identify ‘next steps’
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| **Links with previous sessions:** |
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| **Timing****&****Learning Outcome** | **Teacher Activity** | **Learner Activity***(Linked to Learning Outcome)* | **Differentiation** | **Monitoring / Assessment** *(of Learner activity and/or learning outcome)* |
| 5/LO1**NB: OEM**=‘opportunity to embed English and maths’ | Starter: go through aims/road-map of session.Facilitate ‘Game of Throne’ activity. Offer extended questions where appropriate | Game of Throne: learners have a quiet moment to think of top tips associated with synchronising music and moving image then take turns on the throne to share top tips and respond to extended questioning **OEM** | Interspection/Extroversion activity: think on own then share. Learners have thinking time and can be scaffolded by others responses.Opportunity for stretch and challenge through questioning  | ‘GoT’ reposnses and questioning to check understanding from lecturer |
| 10/LO1 | Develop: facilitate Base-line Bulls-eye activity. Make a note of students confidence levels and areas that need intensive supportQuestion responses and check understanding with extended questioningUse questioning to explore solutions to areas of difficulty | Students write down areas that need development/cause for concern on post-its and put on bulls-eye target in relation to how confident they feel **OEM**As a group think/pair/share answers for the two least confident student posts | Differentiated activity to support target setting and identify students specific needs prioir to submission.T/P/S activity aimed at helping students ‘in distress’ and giving an opportunity to able students to problem-solve specific issuesOpportunity to scaffold answers in pairs to support learning and provide adequate thinking time for dyslexic learnersUse of visual/ICT strategy to engage and make use of ‘collective intelligence’ within the groupHeutegogy: peer-led learning and teaching | BLBE responses and extended questioning.This feedback will also inform basis for final projects, so the mixes themselves will evidence progress with these skills |
| 5/LO2 | Hand out red books and prompt target setting based on start up activities.  | Identify what needs to be done to project to make ready for deadline and set target in redbook | Pupil led target setting. Students work at their level with their own appropriate challenges | Target books for review.Outcomes and assessment of track 2/EP project |
| 50/L02,3,4(Half-time round up) | Facilitate workshop time and support project work: 1:1 developmental feedback, target review. Monitor work in studio/DAWStretch&challenge questioning to promote good working practisesMake note of and capture examples for ‘Show and Tell’ at the end of session (zoom recorder)Half time round up: play example of student work for class feedback. ‘What works? What needs improvement?’ Reference criteria grid | Work on final mixing/tracking for track two: working in studio, using DAW to edit and mix **OEM**Some students will be tracking and target setting for track threeFollow up targets and engage with lecturer feedbackHalf-time round up: respond to student work with peer appraisal and feedback. Reflect on grade criteria | Pupil-led project work. Students work at their level with their own appropriate challengesOpportunity for 1:1 feedback and stretch&challenge coachingOpportunity to peer appraise and take on class feedback | Lecturer observationOutcomes and assessment of track 2/EP projectClass appraisal and feedback of ‘live’ project work |
| 10/LO4 | Facilitate target-swap and peer assessmentLead discussion picking up examples of targets achieved and progressLead kinaesthetic target appraisal | Students swap projects and redbook targets. Review each others targets and review progress providing feedback **OEM**Before feeding back students should hold their redbooks to demonstrate target achievement: up=achieved, wavering=partially achieved, upside down=not achievedBased on feedback write up ‘next steps’ for finalising the mix | Opportunity for peer assessment and feedback from learnersDifferentiated checking activity to show progress using kinaesthetic method/humourLess fear of failure | Observation of peer review and student feedbackKinesthetic redbook target appraisalChecking understanding and extended questioning |
| 10/L04 | Pick one or two student examples for whole-class performancePlay to class and discussUse post-it not responses ‘Board of Good and Evil’ to facilitate feedback and discussion**Focus on ‘NEXT STEPS and HIGH GRADES’** | Listen to class examplesUse post-it notes to express points for praise and development. Discuss and check understanding with lecturer **OEM**Add to redbook evaluations if needed | Movement and visual strategy for getting feedbackOpportunity for peer support and extended questioning/feedback to access higher grades | Post-it activity and class discussionLecturer questioningOutcomes and assessment of track 2/EP project |
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| **Resources needed** *(including learning environment / support / equipment / information sources etc)* |
| Throne, set up room so students can safely access. Use of studios and recording equipment for mixing if needed.. Post it notes. Red, blue and black pens. Red target setting books.  |

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| **Homework / Consolidation activity** |
| By the end of the session students will have identified appropriate targets and next steps for completion of the project. Final mixing and bouncedowns will be completed for hand in during consolidation afternoon. |

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| **SAFE LEARNING and EQUALITY AND DIVERSITY** |
| **Is there an agreed Risk Assessment in the course file?**  | **Yes** | No |
| **Is there a separate Risk Assessment attached for the specific activities of the session?** | Yes | **No** |
| **Are there any particular health and safety issues that are relevant to this session and how will risks be minimised?** |
| Students have had a health and safety induction on how to use the studio/mac suites minimising risk when working there. No food or drink other than water ispermitted and students are encourage to move bags etc out of walkways. |
| **Opportunities to promote approaches to equality and diversity will be addressed by:** |
| Activities are all devised to be inclusive and differentiated to suit a range of learning styles. Specific needs outlined on class profile. All types of music are accepted and encouraged. ED policy adhered to at all times during student work and discussion (.e.g. no use of inappropriate language and always challenge)Positive culture in the classroom, clear boundaries about behaviour (students will be reminded about inappropriate use of mobile phones and language) |
| **Opportunities to promote English and Maths skills**  |
| A range of individual, paired, group and class discussion will provide opportunity for communication skills. In the written components students will have opportunities to share work with lecturer who will correct and advise where appropriate. For specific examples see lesson plan **OEM** ref. In addition some technical aspects of the production process whilst not requiring maths directly, require logical and systematic thinking. |
| **Every Child/ Learner Matters Issues Covered -** *Please identify how / where they are covered* |
| **Enjoy and achieve** | **Team work towards shared goals, support for other students and individual target setting** |
| **Stay Safe** | **H&S guideline in studio. Students are checked for lanyards as they enter the building. It as agreed with this group that when working at macs and in the studio it is not necessary to waear them as the interfere with workflow.** |
| **Be Healthy** | **N/A Although this group have looked at mindfulness in tutorial and will be doing more in session time in the new year** |
| **Make a Positive Contribution** | **Group/paired teamwork and class discussion/feedback. GoT and BLBE activities allows students to express themselves and discuss topics. Students have ooportunity to peer assess and feedback to support positive outcomes in each others work** |
| **Achieve Economic Wellbeing** | **Developing skills for vocational career in sound engineering** |

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| **Evaluation of this session and notes for next session:** |
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