

Delivery guide

NCFE Level 1 Technical Award in Music Technology (601/6777/4)

NCFE Level 2 Technical Award in Music Technology (601/6774/9)

Delivery and assessment plan

1. This plan is based on 2-year delivery and an average timetable of 2 hours per week, 38 weeks per year. This will change with school timetable, festivals and holidays, training days, school events, study leave arrangements, which day lessons occur on etc.
2. This is only an example – centres may choose to deliver and assess units in a different order, taking into account the timings of the external assessment.
3. Guided Learning Hours (GLH) are 30 GLH each for Units 01 and 02 and 40 GLH each for Units 03 and 04.
4. External assessment dates vary – please check here for details www.ncfe.org.uk/schools/v-certs/assessment-windows
5. The first External Quality Assurance visit by NCFE should take place after the first Internal Quality Assurance activities have taken place within the centre. This will provide support and guidance on your delivery and assessment. It's advisable that grading of each unit takes place as soon as the learner has completed the Internal Assessment Tasks. These will need to be Internally Quality Assured and grades uploaded to NCFE. All External Quality Assurance visits will need to be scheduled in advance with the External Quality Assurer to ensure availability. Please refer to this guide for details <https://www.ncfe.org.uk/media/828460/internal-assessment-writing-and-delivery-guidance.pdf>
Please also see sample internal assessment briefs here - <https://www.ncfe.org.uk/media/829410/601-0048-5-l2-cert-in-business-and-enterprise-internal-assessment-sample-tasks-issue-1-july-2014.pdf>
6. Once the agreed grades have been 'banked' by the External Quality Assurer (first attempt) the learners should be provided with an opportunity to add to their assessed evidence to improve their grade as soon as is practicable (second attempt). This will ensure that the unit is still fresh in their minds and the additional evidence should then be assessed and Internally Quality Assured in preparation for External Quality Assurance. You are entitled to 2 free visits for each registered group of learners from your External Moderator. You can request additional visits from your Centre Support Assistant however these are chargeable.
7. This is how we propose the qualification should be delivered over two years, with synoptic external assessment at the end, however centres are free to deliver the qualification in a way that suits their timetable.

	Year 1						Year 2					
	Autumn 1st half term	Autumn 2nd half term	Spring 1st half term	Spring 2nd half term	Summer 1st half term	Summer 2nd half term	Autumn 1st half term	Autumn 2nd half term	Spring 1st half term	Spring 2nd half term	Summer 1st half term	Summer 2nd half term
Unit 01												
Unit 02												
Unit 03												
Unit 04												

Unit 01	Unit 02	Unit 03	Unit 04	Teaching and learning	Assessment	Quality Assurance
Year 1 Autumn term – 1st half term						
				Unit 01 LO1. Delivery Unit 01 LO1. Internal Assessment Brief Set. Unit 01 LO2. Delivery Unit 01 LO3. Delivery	Internal Assessment of Unit 01 LO1.	IQA Unit 01 LO1
Year 1 Autumn term – 2nd half term						
				Unit 01 LO2. Internal Assessment Brief Set. Unit 01 LO3. Internal Assessment Brief Set.		

Unit 01	Unit 02	Unit 03	Unit 04	Teaching and Learning	Assessment	Quality Assurance
Year 1 Spring term – 1st half term						
				Unit 01 LO2. Internal Assessment Brief continued. Unit 01 LO3. Internal Assessment Brief continued.	Internal Assessment of Unit 01 LO2. Internal Assessment of Unit 01 LO3.	<i>IQA Unit 01 LO2/3</i> Submission of Unit 01 grades to NCFE.
				Unit 02 LO1. Delivery Unit 02 LO1. Internal Assessment Brief Set.	Internal Assessment of Unit 02 LO1.	<i>IQA Unit 02 LO1</i>
Year 1 Spring term – 2nd half term						
				Unit 02 LO2. Delivery Unit 02 LO3. Delivery Unit 02 LO2. Internal Assessment Brief Set. Unit 02 LO3. Internal Assessment Brief Set.		
Year 1 Summer term – 1st half term						
				Unit 02 LO2. Internal Assessment Brief continued. Unit 02 LO3. Internal Assessment Brief continued.	Internal Assessment of Unit 02 LO2. Internal Assessment of Unit 02 LO3.	<i>IQA Unit 02 LO2/3</i> Submission of Unit 02 grades to NCFE.
				Unit 03 LO1. Delivery Unit 03 LO1. Internal Assessment Brief Set.		

Unit 01	Unit 02	Unit 03	Unit 04	Teaching and Learning	Assessment	Quality Assurance
Year 1 Summer term – 2nd half term						
				Unit 03 LO1. Internal Assessment Brief continued. Unit 03 LO2. Delivery Unit 03 LO2. Internal Assessment Brief Set.	Internal Assessment of Unit 03 LO1. Internal Assessment of Unit 03 LO2.	<i>EQA Unit 01 and Unit 02</i> <i>IQA Unit 03 LO1</i> <i>IQA Unit 03 LO2</i>
Year 2 Autumn term – 1st half term						
				Unit 03 LO3. Delivery Unit 03 LO4. Delivery		
Year 2 Autumn term – 2nd half term						
				Unit 03 LO3. Internal Assessment Brief Set. Unit 03 LO4. Internal Assessment Brief Set.	Internal Assessment of Unit 03 LO3. Internal Assessment of Unit 03 LO4.	<i>IQA Unit 03 LO3</i> <i>IQA Unit 03 LO4</i> <i>Submission of Unit 03 grades to NCFE.</i>

Unit 01	Unit 02	Unit 03	Unit 04	Teaching and Learning	Assessment	Quality Assurance
Year 2 Spring term – 1st half term						
				Unit 04 LO1. Delivery Unit 04 LO1. Internal Assessment Brief Set. Unit 04 LO2. Delivery Unit 04 LO3. Delivery Unit 04 LO2. Internal Assessment Brief Set. Unit 04 LO3. Internal Assessment Brief Set.	Internal Assessment of Unit 03 LO1.	<i>IQA Unit 04 LO1</i>
Year 2 Spring term – 2nd half term						
				Unit 04 LO2. Internal Assessment Brief continued. Unit 04 LO3. Internal Assessment Brief continued.	External Assessment (First opportunity)	
Year 2 Summer term – 1st half term						
				Unit 04 LO2. Internal Assessment Brief continued. Unit 04 LO3. Internal Assessment Brief continued.	Internal Assessment of Unit 04 LO2. Internal Assessment of Unit 04 LO3.	<i>IQA Unit 04 LO2 / LO3</i>
Year 2 Summer term – 2nd half term						
					External Assessment (Resit opportunity)	<i>EQA Unit 03 and Unit 04</i>

Scheme of work

Below is a scheme of work that you may choose to follow when delivering the NCFE Level 1 Technical Award in Music Technology (601/6777/4) and the NCFE Level 2 Technical Award in Music Technology (601/6774/9).

- Internal Assessment Sample Tasks to support this scheme of work are available on our website www.ncfe.org.uk
- It's designed to offer centres some ideas for delivery of these qualifications; it does not represent the detail of lesson planning necessary in many schools eg starter/plenary activities, homework tasks, literacy and numeracy.
- All activities are examples only and can be substituted to suit the individual situation of the school, Teachers and learners.

This scheme of work is based on delivery over 2 years, allowing flexibility with 2 opportunities to sit the external assessments. The 140 GLH are split up over 76 weeks with 2 hours' delivery each week including time for revision for the external assessments.

Unit Number	Learning Outcome(s)	Teaching and Learning Activities	Assessment	Notes
Year 1 Autumn term – 1st half term				
01	LO1 LO2 LO3	<p>Course introduction – Outline course structure. Explain internally assessed units and external assessment unit weightings.</p> <p>Delivery – Teacher-led workshops to provide knowledge of LO1 and LO2 content prior to assessment.</p> <p>This could be undertaken by, for example, a series of sessions following the pattern of Teacher-led demonstrations followed by learners working on short tasks as a workshop.</p> <p>Teacher-led practical demonstration of the following elements of a DAW:</p> <ul style="list-style-type: none"> • computer (eg operating system) • computer peripherals/hardware (eg external hard drives, USB devices, headphones, speakers) • track types <ul style="list-style-type: none"> – differences between audio, software instrument and MIDI within software. <p>Discussion of alternative hardware/software and file organisation.</p> <p>Workshop. Configuring preferences and setting up a project.</p> <p>Set learners a challenge to create a video/presentation/screencast that describes the differences between audio, software instrument and MIDI tracks.</p> <p>To familiarise themselves with evidence collection methods, learners could record themselves completing workshop tasks on video or using annotated photos and create a short composition in the process.</p>		<p>In delivery sessions learners will become aware of the features and terminology associated with a DAW, allowing them to approach assessment of LO1 with confidence.</p> <p>Short practical/compositional tasks during delivery will allow learners to approach assessment of LO2.</p>

Unit Number	Learning Outcome(s)	Teaching and Learning Activities	Assessment	Notes
		<p>Keyboard and other MIDI controllers</p> <p>Teacher to demonstrate how to set up a MIDI controller keyboard and at least 1 other MIDI controller (eg MIDI guitar, pad controller, wind controller).</p> <p>Workshop. Set short MIDI recording task to enable learners to practise setting up for and recording from different controllers. Learners could be asked to input specific parts or data using specific controllers (eg applying input creatively – using pads to input drum part).</p> <p>Software instruments:</p> <ul style="list-style-type: none"> • synthesisers • samplers <p>Teacher to demonstrate how to open up software instruments in sequencer and change simple parameters to manipulate the sound.</p> <p>Workshop. Editing software instruments (synths and samplers – filter editing, envelope editing).</p> <p>Set short tasks to enable learners to practise changing the parameters of specific software instruments to create sounds (eg learners could be challenged to reproduce given sounds).</p>		

Unit Number	Learning Outcome(s)	Teaching and Learning Activities	Assessment	Notes
		<p>Audio interface:</p> <ul style="list-style-type: none"> • audio preferences set up • microphone input (including use of phantom power) • line input • audio outputs <p>Teacher to demonstrate how to set up an audio interface, select appropriate preferences, connect a microphone and instrument, and select an appropriate audio output.</p> <p>Simple audio editing tools could also be demonstrated here (eg using trim to top and tail a recording).</p> <p>Workshop. Audio recording (setting appropriate inputs and gain structure for audio capture – basic editing trim/splitting and joining).</p> <p>Set short audio recording tasks to enable learners to practise setting up for and recording different sound sources (eg could capture instrument sources, vocal sounds, environmental sounds, Foley).</p> <p>Audio and MIDI editing tools (eg cut/copy/paste, quantise, velocity, trim, reverse, split, fades, automation of volume and pan, automation of software instrument parameters, tempo control).</p> <p>Teacher to demonstrate how to complete a range of functions using the sequencer's editing tools.</p> <p>Workshop. Editing audio and MIDI (arrangement, MIDI edit pages – velocity. Audio editing – reverse, fades. Balance and pan – using automation).</p>		<p>As an alternative delivery idea learners could be introduced to Unit 02 content alongside Unit 01 in this first term.</p> <p>An assignment brief could then be produced to cover both Unit 01 LO2 and Unit 02 LO2 through development of a stylistic composition.</p> <p>Similarly Unit 04 content could be introduced side by side and Unit 01 LO2 and Unit 04 LO2 linked.</p> <p>Learners should be introduced to skills of being able to review and consider their work through delivery.</p>

Unit Number	Learning Outcome(s)	Teaching and Learning Activities	Assessment	Notes
		<p>Set learners a short task to solve the problems in a sequencer project using editing tools (eg removal of unwanted phrases, copy and paste to correct errors, automation to control level).</p> <p>Plug-ins:</p> <ul style="list-style-type: none"> • effects • EQ • dynamics processing. <p>Teacher to demonstrate how to use a selection of plug-ins (eg delay, reverb, chorus, EQ, compression, noise gate) and suggest applications for each.</p> <p>Workshop. Learners to practise using plug-ins, experimenting with parameters and practising how to use them within short tasks (eg setting gate threshold correctly to cut background noise, using compressor to control vocals, applying reverb to give depth, EQ to attenuate problematic frequencies).</p> <p>LO3 delivery may include sessions looking at how learners can relate process evidence to strengths and weaknesses and how to derive focused ways to improve (eg class discussion – What makes a good review? What is the purpose of reviewing your own work? What tools can be applied to review?)</p> <p>Assessment LO1/2/3</p> <p>Set Unit 01 LO1 assignment.</p> <p>Set assignment brief.</p> <p>Learners working to produce evidence.</p> <p>Learner submission of Unit 01 LO1 evidence.</p>	<p>Unit 01 LO1</p>	<p>Following delivery LO1 assignment brief to be set and learners working to produce evidence against the brief.</p> <p>Use the sample internal assessment tasks from the qualification page on the NCFE website or write your own (an Assessment Checking Service is available from NCFE).</p>

Unit Number	Learning Outcome(s)	Teaching and Learning Activities	Assessment	Notes
Year 1 Autumn term – 2nd half term				
01	LO2/3	<p>Set Unit 01 LO2/3 assignment.</p> <p>Set assignment brief.</p> <p>Learners working to produce evidence for Unit 01 LO2/3.</p> <p>Teacher facilitates sessions as learners work to respond to briefs.</p>	Unit 01 LO2/3	<p>Learners working throughout this half term to produce evidence to meet LO2/3.</p> <p>As noted, compositional evidence produced here could also potentially be used as evidence in Unit 02 or Unit 04.</p>
Year 1 Spring term – 1st half term				
01	LO2/3	Learner submission of Unit 01 LO2/3 evidence.	Unit 01 LO2/3	Unit 01 grades should be submitted to NCFE.

Unit Number	Learning Outcome(s)	Teaching and Learning Activities	Assessment	Notes
02	LO1	<p>Class delivery to give a broad background of the history of key musical styles from the 1950s onwards, showing how they have grown musically from advances made in technology.</p> <p>This will enable learners to place musical styles in context and help them prepare for completing the research task for Unit 02 LO1.</p> <p>Music history lesson 1 (rock and roll, rock) Music history lesson 2 (folk) Music history lesson 3 (soul, reggae) Music history lesson 4 (disco, dance) Music history lesson 5 (hip hop) Music history lesson 6 (electronica)</p> <p>Encourage learners to build a bank of musical vocabulary in regard to key elements (structure, melody, rhythm, harmony, instrumentation) of musical styles.</p> <p>Identification of key elements as related to styles using musical vocabulary.</p> <p>Activity ideas:</p> <ul style="list-style-type: none"> begin to build a family tree as a class that shows the development of music post-1950. Consider key artists, songs, albums and technology short quizzes may also be useful as recap in sessions set learners a challenge in groups to compile information for a specific music feature (eg structure) for a particular style. Groups present their ideas at the end of the lesson and share findings. 		<p>The ‘Music History’ sessions are an opportunity to expose learners to a variety of musical material and explore how style is informed by the use of musical elements and technology prior to assessment of LO1 for this unit.</p> <p>Use a range of materials to illustrate the musical features discussed in class, including audio and video examples.</p> <p>‘Who Sampled’ website and app could be a useful starting point to engage some learners.</p> <p>Evidence format idea</p> <p>Direct learners towards preferred free blog website and demonstrate how to use the site to produce evidence.</p>

Unit Number	Learning Outcome(s)	Teaching and Learning Activities	Assessment	Notes
		<p>Assessment LO1 Set Unit 02 LO1 assignment.</p> <p>Learners to work on LO1 assignment. Learner submission of Unit 02 LO1 evidence.</p>	<p>Unit 02 LO1</p>	
Year 1 Spring term – 2nd half term				
02	LO2/3	<p>In these sessions Teacher delivery could look at particular compositional concepts, building on knowledge from LO1.</p> <p>Composition workshops looking at selection of structural and rhythmic elements (using typical structures – eg verse/chorus, time signatures – simple and compound, stylistic rhythmic features).</p> <p>Composition workshop – looking at harmony elements (major/minor, chord sequences, triads, stylistic chord extensions).</p> <p>Composition workshop – looking at melodic elements (diatonic and chromatic sequences).</p> <p>Composition workshop – looking at instrumentation elements (combinations of instruments used stylistically, textures).</p> <p>Delivery of review tools: strengths, weaknesses, ways to improve, collection of process evidence.</p> <p>Discussion of appropriate evidence types.</p> <p>Assessment LO2/3 - Set Unit 02 LO2/3 assignment.</p> <p>Learners apply skills to their own composition in response to a brief.</p> <p>Set assignment brief.</p> <p>Learners working to produce evidence at individual workstations.</p>		<p>In these delivery sessions learners could explore compositional ideas by creating a short Teacher-led stylistic composition, and practise the use of DAW software functions whilst working on the composition.</p> <p>Formative feedback from peers could be used to inform compositional development during delivery.</p> <p>This will give learners an opportunity to contextualise musical elements and DAW software features prior to applying techniques to an assignment brief.</p>

Unit Number	Learning Outcome(s)	Teaching and Learning Activities	Assessment	Notes
Year 1 Summer term – 1st half term				
02	LO2/3	Learners continue working to produce evidence. Unit 02 LO2/3	Unit 02 LO2/3	Unit 02 grades should be submitted to NCFE.
03	LO1/2	<p>Delivery</p> <p>Health and safety in the studio</p> <p>Lead class discussion on health and safety issues that could be encountered in a recording studio.</p> <p>Distribute health and safety issues between different groups and set learners the challenge of recording a health and safety awareness video demonstrating potential hazards and solutions.</p> <p>Videos are then shown to the rest of the class and learners take notes on each other's presentations.</p> <p>Microphones, sound sources, placement and DI</p> <p>Set short task for learners to research the pros and cons of microphones that are available to them within the department.</p> <p>Use research task as a catalyst for a presentation/class discussion on the applications for condenser microphones and direct injection (DI) boxes, and how they may be used effectively for multi-track recording.</p> <p>Model how to set up for different sound sources using learners and get learners to take pictures.</p>		In these delivery sessions learners will explore techniques and practices in the recording environment, building towards developing and undertaking a recording session plan.

Unit Number	Learning Outcome(s)	Teaching and Learning Activities	Assessment	Notes
Year 1 Summer term – 2nd half term				
03	LO1/2	<p>Microphones, sound sources, placement and DI</p> <p>Use research task from previous lesson as a catalyst for a presentation/class discussion on the applications for dynamic microphones, and how they may be used when multi-track recording.</p> <p>Model how to set up for different sound sources using learners and get learners to take pictures.</p> <p>Audio interfaces, pre-amps</p> <p>Get learners to practise setting up available audio interfaces, using both XLR and line inputs. Learners could produce a troubleshooting flow chart to demonstrate understanding of the signal flow of a sound through the recording system. Stress the importance of optimising gain without creating distortion.</p> <p>Discuss the use of pre-amps (outboard and integrated) and how they can affect the sound of a recording. Model this through the use of an electric guitar plugged through an amplifier and compare with the same guitar plugged straight into an interface without a pre-amp.</p> <p>Multi-track recorder, monitoring</p> <p>Play contrasting examples of the same live performance (one from an audience member's phone and another from a well-mixed multi-track recording). Lead class discussion on what the differences are and why this has happened. Discuss the different options for multi-track recording (group and/or sequential) and their pros and cons.</p>		<p>First EQA Visit External Quality Assurance (Unit 01 & Unit 02)</p> <p>Use the sample internal assessment tasks from the qualification page on the NCFE website or write your own (an Assessment Checking Service is available from NCFE).</p>

Unit Number	Learning Outcome(s)	Teaching and Learning Activities	Assessment	Notes
		<p>Demonstrate the need for monitoring by undertaking a recording as a class. Ensure that learners are able to set up both headphones for the performer and headphones/studio monitors for the engineer, describing why each is important.</p> <p>Planning a recording session</p> <p>Discussion of planning activities – exemplification of session timeline, equipment requirements.</p> <p>Class brainstorm – ‘What makes a good sound engineer?’ Looking at interpersonal skills and professionalism.</p> <p>Consideration of how roles will be undertaken in the session.</p> <p>Assessment LO1/2</p> <p>Set Unit 03 LO1 assignment. Learner submission of Unit 03 LO1 evidence.</p> <p>Undertaking a recording session</p> <p>Set Unit 03 LO2 assignment.</p> <p>Learners undertaking recording sessions in groups working to plan from LO1 to meet LO2 brief.</p> <p>Learners conducting sessions and collecting process evidence.</p> <p>Learners not in recording groups could be working on mock external assessment or, if applicable, working on resubmission for Unit 01/Unit 02.</p> <p>Learner submission of Unit 03 LO2 evidence</p> <p>Learner resubmission of Unit 01/Unit 02 work if applicable</p>	<p>Unit 03 LO1</p> <p>Unit 03 LO2</p>	<p>Assessment and IQA of Unit 03 LO1</p> <p>Assessment and IQA of Unit 03 LO2</p> <p>Assessment and IQA of Unit 01/Unit 02 resubmissions if applicable</p>

Unit Number	Learning Outcome(s)	Teaching and Learning Activities	Assessment	Notes
Year 2 Autumn term – 1st half term				
03	LO3 LO4	<p>Delivery</p> <p>Unit 03 LO3. Demonstrate how to edit recordings to remove unwanted audio (recap DAW tools Unit 01).</p> <p>Editing/monitoring</p> <p>Discuss the limits of mixing with the same set of headphones as your only monitors and encourage learners to test their mixes on a range of different speakers and with use of reference material.</p> <p>Discuss use of solo/mute functions in mixing.</p> <p>Demonstration of balance and stereo field on multi-track recordings (recap DAW tools Unit 01).</p> <p>Model how to mix from the bottom up and make sure that the output does not exceed 0 dB. Discuss how to use panning to give the impression of a space.</p> <p>Learners to bounce a rough mix to play on a range of headphones/speakers to assess progress so far.</p> <p>Consideration of balance and stereo field</p> <p>Demonstration of the use of EQ on multi-track recordings. Discuss the importance of subtlety when using EQ.</p> <p>Demonstration of different EQ types (parametric, LPF/HPF, graphic) and how they may be used correctively and creatively.</p>		<p>As an alternative delivery structure Units 03 and 04 could be run side by side, with class split to undertake practical activities (eg mixing/recording Foley).</p> <p>In these sessions mixing concepts could be modelled and practised in small groups or as individuals.</p> <p>This will lead to learners working on individual mixes in the next half term.</p>

Unit Number	Learning Outcome(s)	Teaching and Learning Activities	Assessment	Notes
		<p>Use of EQ</p> <p>Discuss use of dynamics on multi-track recordings. Model how to use compression, noise gates and limiters. Set learners off to apply dynamics-focused plug-ins to appropriate parts within their recording.</p> <p>Use of dynamics</p> <p>Discuss the use of effects on multi-track recordings. Model how to use appropriate effects, eg reverb through a bus, chorus, delay.</p> <p>Model how to use automation in order to set the sequencer up to change the parameters volume/pan/effects at specific points within a project.</p> <p>Use of effects and automation</p> <p>Practise mix example – learners to work on Teacher-supplied multi-track to practise mix skills.</p> <p>Discussion of evidence requirements to meet LO4 of Unit 03:</p> <ul style="list-style-type: none"> • comparison and contrast • identification of strengths • ways to improve outcome/process <p>Assessment LO3/4 Set Unit 03 task (LO3) and (LO4) Set assignment brief.</p>		

Unit Number	Learning Outcome(s)	Teaching and Learning Activities	Assessment	Notes
Year 2 Autumn term – 2nd half term				
		<p>Learners working on LO3/4 assignment.</p> <p>Learner submission of Unit 03 LO3/4 evidence</p>	Unit 03 LO3/4	<p>Mixing can be undertaken at individual DAW workstations. Where available it would be useful for learners to access the studio environment to playback mixes on monitors.</p> <p>Assessment and IQA of Unit 03 LO3/4</p> <p>Submission of Unit 03 grades to NCFE</p>

Unit Number	Learning Outcome(s)	Teaching and Learning Activities	Assessment	Notes
Year 2 Spring term – 1st half term				
04	LO1/2/3	<p>Delivery</p> <p>Teacher to introduce learners to the unit content, tasks and grading criteria.</p> <p>Provide learners with different forms of media (eg clip from a video game, movie, TV advert, radio, animation, theatre) and discuss the types of sound creation involved in each in terms of Foley and ambience.</p> <p>Demonstrate how to complete a plan for creating Foley for an example trailer. Learners could write up a step-by-step dramatic content sheet, detailing what is seen on screen in chunks of 10 seconds. They could then identify Foley they would like to use for the action in the trailer.</p> <p>Give learners the opportunity to record some of their own Foley sounds as a substitute for one of the sounds heard in one of the media examples, as well as some ambience for a specific sound in one of the examples.</p> <p>Model how dialogue/voice-overs and special/spot effects are used in media examples studied in the previous week.</p> <p>Demonstrate how to complete a plan for creating dialogue/voice-overs and special/spot effects for the example.</p> <p>Set learners the challenge of creating dialogue/voice-overs and special/spot effects from working example in order to explore the process.</p>		<p>Evidence Creation</p> <p>Suggest different ways of evidencing experimentation and review eg screencasts, annotated screenshots, commentary over video clips.</p>

Unit Number	Learning Outcome(s)	Teaching and Learning Activities	Assessment	Notes
		<p>Show a media clip with contrasting music (eg horror movie with light-hearted music), in order to demonstrate how important an underscore is and how synthesis and sample manipulation can be used to provide sounds.</p> <p>Look at examples of computer games where characters move from one area to another and the underscore changes as a result, using examples of synthesis and digital sample manipulation.</p> <p>Demonstrate how to complete a plan for creating underscore for the example.</p> <p>Learners should add underscore to working example making use of synthesis and digital sample manipulation.</p> <p>Bring together working examples and use for discussion of practical processes undertaken in the previous sessions including peer review of work and approaches.</p> <p>Recap of forms of media. Video games, movies, TV adverts, radio broadcast/podcast, animations, theatre.</p> <p>Recap of sound creation methods: physical props, environmental sounds, sound synthesis, digital sample manipulation, effects library.</p> <p>Recap of sound creation types: Foley, ambience, dialogue/voiceovers, underscore.</p> <p>Discussion of evidence requirements to meet LO3:</p> <ul style="list-style-type: none"> • identification of strengths and weaknesses • ways to improve outcome/process. 		<p>Use the sample internal assessment tasks from the qualification page on the NCFE website or write your own (an Assessment Checking Service is available from NCFE).</p>

Unit Number	Learning Outcome(s)	Teaching and Learning Activities	Assessment	Notes
		<p>Assessment LO1/2/3</p> <p>Set Unit 04 task (LO1)</p> <p>Set assignment brief. Learners working to produce evidence. Unit 04 LO1</p> <p>Learner submission of Unit 04 LO1 evidence</p> <p>Set Unit 04 task (LO2/3)</p> <p>Learners to work individually responding to briefs.</p> <p>Learners work on their plan until they have carefully considered the sound creation for each section of the movie trailer.</p> <p>Learners creating sounds for their movie trailer. Sound creation for the trailer should focus on Foley, synthesis, use of sound effects library or libraries and underscoring.</p> <p>Evidence of the process to be kept with reference to ongoing experimentation.</p>	<p>Unit 04 LO1</p>	<p>Assessment and IQA of Unit 04 LO1</p>

Unit Number	Learning Outcome(s)	Teaching and Learning Activities	Assessment	Notes
Year 2 Spring term – 2nd half term				
		<p>Learners working on LO2/3 assignment.</p> <p>Learners working through external assessment practice papers found on the qualification page on the NCFE website.</p> <p>External assessment of Units 01–04 Written external assessment Practical external assessment</p>	Unit 04 LO2/3	First opportunity for learners to undertake external assessment.
Year 2 Summer term – 1st half term				
		<p>Learners working on LO2/3 assignment.</p> <p>Learner submission of Unit 04 LO2/3 evidence</p>	Unit 04 LO2/3	<p>Assessment and IQA of Unit 04 LO2/3</p> <p>Submission of Unit 04 grades to NCFE</p>
Year 2 Summer term – 2nd half term				
		<p>External assessment of Units 01–04 Written external assessment Practical external assessment</p>		<p>Second EQA visit External Quality Assurance (Unit 03, 04 and resubmissions were applicable).</p> <p>Resit opportunity for learners to undertake external assessment.</p>