Curriculum Plan – (Music and Music Technology)

Called as God's family,
we strive to achieve our personal best,
by living and learning in Christ.

Department Mission Statement - :

The Music department want to make music exciting, inspirational, challenging, fun and create a life-long love of the subject. KS2 already know the standards that we achieve through their participation in the Pyramid concert and the summer music tours, so when begin their KS3 courses they know what to expect. Students in KS3 will develop a range of performance, compositional skills, learning instruments, singing and using technology to realise their work. They will be exposed to a wide variety of different styles and types of music but develop DAW skills to prepare them for the V-cert course at KS4. The V cert in Music Technology (KS4) develops higher thinking skills and techniques in production, recording sequencing and composition. They will learn how to write for film, record a band as well as compose in various styles. This course then prepares them for KS5 and A Level Music Technology. A rigorous course that develops their synthesis, recording and musical history. Pupils at all stages and abilities are valued equally, encouraged to participate, develop new skills and have fun with Music.

Key Stage 2

Knowledge To Be Built	**Skills To Be Developed**
(National Curriculum Guidance and SNOMAC Collaboration Used) Pupils Should Have: • Played and performed in solo and ensemble contexts. • Composed music for a range of purposes using the inter-related dimensions of music • Listen with attention to detail and recall sounds with increasing aural memory • Used and understand staff and other musical notations • Appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians	(National Curriculum Guidance and SNOMAC Collaboration Used) Pupils Should Have: • Used their voices and musical instruments with increasing accuracy, fluency, control and expression • Understood some basic structure and musical elements • Developed their knowledge of instruments and their sounds • Composed using different notations (rhythm grids / graphic score) • A basic understanding of various styles and types of music • A basic understanding of how various music, instruments and styles if into the history of music.

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• Developed an understanding of the history of music It must be noted. That many of our feeder schools have very little input for music. Most have some singing and possibly some percussion type work. However, there is not much composing or use of technology. Some children have a fairly good idea of musical elements and types of instruments, but this is pretty rare. A number of children have been exposed to some instrumental class teaching (usually yr 4) and I have a Year 5 singing project which culminates in the Pyramid concert. Unfortunately, most children arrive at Hagley with very little of the skills we would expect them to have.	

Key Stage 3 Knowledge and Skills Requirement (What knowledge and skills do pupils need to gain by the end of year 9?)

Knowledge To Be Built	Skills To Be Developed
• Know how to play and perform confidently in a range of solo and ensemble contexts using their voice, playing instruments musically, fluently and with accuracy and expression • Know how to improvise and compose; and extend and develop musical ideas by drawing on a range of musical structures, styles, genres and traditions • Understand staff and other relevant notations appropriately and accurately in a range of musical styles, genres and traditions • Identify and use the inter-related dimensions of music expressively and with increasing sophistication, including use of tonalities, different types of scales and other musical devices	• Vocal techniques, part singing, Learning new instruments, Learning how to use rehearsal time correctly and develop performance skills. Be able to enhance work by using musical elements. • Compositional techniques in a variety of different styles. This will use incorporate structure, harmony, melody, textures and choice of sounds. • Use notation to include knowledge about chords, harmony, and time, this will include some specific musical vocabulary and terms. • Learn about and experiment with different timbres, tone, scales and devices to enhance composition and musical knowledge

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• Listen with increasing discrimination to a wide range of music from great composers and musicians • Develop a deepening understanding of the music that they perform and to which they listen, and its history. • Develop, use and experience music technology, learning new skills and creating new sounds.	• Link styles and types with specific composers and musical artists. This will be very important with the onset of V-cert, where students need to relate key technological advances to music, genre and producers • Give students a wide range of different musical styles to study, perform and experience. Link it to spiritual, moral, social & culture development • Students will study, develop their skills, use and investigate DAW for composition and developing sounds and producing music

Key Stage 4 Knowledge and Skills Requirement (What knowledge and skills do pupils need to gain by the end of year 11?)

Knowledge To Be Built	**Skills To Be Developed**

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There are 4 main areas of study. These all have a research task, a practical piece and a review. 1 DAW. Learning all about the features of a Digital Audio Workstation 2 Composing in a specific style. This is where the student will research a specific genre of music then compose in a similar style, following the fingerprints researched. 3 Recording. Learning all about microphones, direct input, setting up a session, mixing and producing. 4 Film Music. Learning all about the aspects of film music, (foley, underscore, dialogue) This will include using sound effects, recording specific effects, composing mood music and finally fitting it to a piece of film. There are 2 exams to be sat in the March of the second year. Paper 1 is linked to the research of the 4 areas of study. It includes musical vocabulary, technical terms but also safety and procedures Paper 2 is linked to the practical work studied throughout the course. This is based around problem solving, mixing and creating /producing a piece of music.	1. All features of the DAW including the historical background and its influences on modern recording. Students need to be able to refine, edit and develop sounds using synthesis, programme drum machines, use and understand basic sampling. 2. Students will need to link musical examples to specific styles and genres. They will need to understand and compose using these fingerprints. The usual compositional tools will be developed (harmony, melody, rhythm, structure and timbre) alongside the technology. 3. Skills in setting up and actually recording musicians using microphones and direct input. Learning about mic placement, how a mixer works, the role of the producer and finally creating and bouncing a mix. 4. A wide variety of film music techniques will be studied including foley, composing underscore, recording dialogue then being able to incorporate it to some film, creating mood, drama and enhancing the clip. Other skills throughout the course will include, listening to and evaluating musical genres from a selection of decades, the role of safety in all aspects of technology, creating presentations, videos, podcasts as well as producing a portfolio of work.

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Key Stage 5 Knowledge and Skills Requirement (What knowledge and skills do pupils need to gain by the end of year 13?)

Knowledge To Be Built	Skills To Be Developed
• Recording techniques, arranging music, rehearsing musicians, role of the producer, Understanding and using specific equipment, microphones, Audio and MIDI recording, mixing, mastering and creating a product ready for the marketplace. • Understanding all the features of the DAW, researching production techniques and trying them out. Composing to a set brief (usually sampling audio which is given from the board), creating and building sound using synthesis, understanding the use of plug-ins (EQ, Reverb, Compression) and how it enhances the piece. Mixing, evaluating and finally getting the piece ready for the marketplace. • Recorded history from 1900 to the present day, including a wide range of musical styles throughout the decades. This will also incorporate technology and its impact to musicians over the years. • Working with audio stems to create a suitable final mix. This will incorporate correcting mistakes and overcoming problems. Extended questions will also need research and understanding. This will include a number of maths/ physics questions to do	• Arranging songs to suit a selection of instruments, Recording techniques, Mic placement, Acoustics, Multi-track recording, editing Wav and MIDI, deciding what plug -ins need to be used and editing them, use of dynamic processing, Being able to encourage and manage musicians in a recording session. The role of the producer. • Being familiar with all aspects of the Logic programme including various synth engines (Alchemy, Sculpture, ES2) Drum machines (Ultrabeat, drum designer) Samplers (ESX24) and Plug-ins (Amp designer, Space designer and Bit crusher) These also need a full understanding how the parameters work and their effects on the sound. • A comprehensive listening schedule is planned throughout the course. This will be marked on a weekly basis. Homework and class lectures on specific genres and decades will be studied. (it will be vital to have a good quality pair of headphones and playback equipment at home in order to hear the differences and developments over time in music production) • As the course is mostly practical, the final exam is based upon solving problems encountered in recording and MIDI DAW work. Students will be immersed in all the tools of the Logic programme and will be able to use these to solve a number of problems that might be encountered in

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with specific effects (reverb) and frequency bands (EQ) as well as soundwaves and synthesis.	recording or sequencing. A basic use of maths and physics problems will also be required to answer some of the data and programming questions.

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Year Group	**Scheme of Work**	**Knowledge Gained (Including How It Builds on Previous Knowledge Gained)**	**Skills Developed ((Including How It Builds on Previous Skills Gained)**	**Assessment of knowledge and skills**
7	**Music Technology – *Beat It!***	- How to save, locate their work - Understand the transport bar, Edit and Arrange pages, cycle mode and Zoom in/out - Know how to copy and paste ideas in both pages and undo work. Work accurately using the bar numbers. - Understand how to create a simple drum beat, use MIDI notes, BPM and parts of the kit needed	- Saving, naming, opening and locating their work - Basic Logic features and shortcuts, including Zoom, Cycle and BPM - The features of the transport bar - Bar numbers and beats. Simple quantising (4/8/16) - How to programme some basic drum beats including fills and phrases - Input, Copy and paste ideas - Understand the Piano roll	ASSESSMENT There will be a mid - term test on all the features covered since the start of the topic The Final assessment will be on a practical piece. Students will be assessed on drum programming, some simple basslines and adding WAV's, a balanced mix and a bounce to MP3.

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		- Know how to change the Quantise and understand what it does. - Use 4 bar phrases (3 beats and a fill) - Use the library to find suitable software instruments for a bass part, use the correct octave too. - Know how to input and delete notes using the mouse - Be able to drag WAV samples into the piece, change the length to suit the song - Know the differences between MIDI and WAV files - Learn some basic features of the mixer, faders, pan and output. - Understand and learn how to Bounce the mix to an MP3	- Know differences between Audio and MIDI files - Musical structures - Use and choose a selection of software instruments - Basic mixing using Pan and Volume - Bounce their work to an MP3	**There will be a skills sheet that will be filled in by the pupil/teacher throughout the unit** Wider Links Music tech, Catholic life (Learned, Active, Curious), Exploring styles (Cultural). Literacy links.
	Performance - *Find Your Voice* *Find Your Voice is a vocal learning journey focused on building confidence, musical expression and discovering vocal identity.*	- **Vocal Hygiene, posture & breath control:** Physical & vocal warmups, anatomy of the voice, posture of the body for optimal breath control, breathing techniques for engaging the diaphragm to support pitch control. - **Melody 1:** Identifying pitch and singing melodies, recognising singing in tune as oppose to singing out of tune. Learning **n**otes of the C Major scale to recognise how melodies are formed. - **Rhythm1:** Tempo, keeping in time, singing syncopated rhythms, diction.	- Breath control and techniques. - Critically listening and appraising recordings of singers through various styles and eras. - Recognising and internalising pitch to sing in tune. - Singing and rapping in time. - Reading basic music notation. - Learning melodies by ear. - Singing and rapping with	**Formative assessment** - Throughout the scheme there is verbal feedback and use of audio and video recordings for pupils to refer to as a learning tool. **Homework –** Pupils will make recordings early on in the unit of their voices and this will be reflected on in their evaluation in terms of their progress. **Mid-term assessment**- vocal performance assessment.

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	It builds on the knowledge of basic musical elements learnt in KS2: Pitch, rhythm, timing and dynamics. **Composing – Musical Creation**	- **Musical context:** Music styles and eras, voice types and tones within genres. - **Notation 1:** Understanding basic music notation to be used only as a tool whereby aural music learning comes first. - **Expression & Dynamics 1**: Learning how to communicate through music and how music conveys emotion through dynamics, quiet (p), loud (f), crescendo, decrescendo. - **Voice types and tone quality:** Soprano, alto, tenor, baritone, pitch ranges. Chest voice, head voice, mixed voice. - **Performance skills 1:** Technical control, accuracy, fluency, musical communication and expression. - **Improvising:** Encouraging creativity with improvisation of melodies and beats using the voice. - **Technology:** Recording using mobile devices, microphone technique and use of reverb, dynamic microphones, XLR leads. - Know Treble clef pitch based on scale of C - Understand note values and rests– semibreve, minim, crotchet, quaver - Understand Time signatures 2/4 ¾ 4/4 and timing - Know how to organise notes into bars	expression and communication. - Manipulating the sound of the voice (tone quality). - Using technology to support musical learning. - Performing with confidence. - Performing with technical control and accuracy. - Can create a simple tune based on 5 pitches - Can follow simple instructions to create own ideas - Can improvise on a simple idea - Can use graphic score notation to show own ideas	**Final assessment** – (Whole class performance) Pupils will be assessed on their performance skills relating to technical control, accuracy, fluency and expression. **Evaluation** – Pupils will evaluate their vocal performances in relation to their progress throughout the unit and skills developed. Wider Links ASSESSMENT There will be a quiz to test knowledge and key words at the mid-point. The final assessment will be of their practical work creating a binary/ternary composition and

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		- Have an awareness of repetition and contrast - Understand binary and ternary form - Know chords 1, 4 and 5 in the form of a triad - Understand what an ostinato is - Begin to explore different genres	- Can play chords 1, 4 and 5 (in a suitable key depending on the instrument) - Can arrange chords into a suitable pattern - Can fit a melody to chords	how they have incorporated the techniques covered. Wider Links
8	**Music Technology – Mash it Up*!* *Sound Affects***	**These new aspects of knowledge build on the previous work studied in Year 7. Knowledge from the "Beat It" module will be revisited in this module.** - Understand the Piano roll and relate the notes on the keyboard + their pitch - Explain and practice using quantise to make their playing accurate and velocity create a musical performance - Choose a variety of software instruments but be aware of their intended pitch and role within the piece (eg bassline) - Use a pentatonic/ blues scale to compose a motif. Use the cycle mode to help realise musical ideas - Learn about different structures and how to compose an introduction. - Import WAV's and be able to edit the length, spilt and copy them. Make sure students use an audio track for this. - Experiment with Reverb and Delay to thicken the sound of certain parts of your piece	**These new Skills build on the previous work studied in Year 7. Skills from the "Beat It" module will be revisited in this module.** - Use the MIDI keyboard to input ideas - Learn how to edit MIDI data including the pitch and quantise to make it accurate. - Velocity shaping - Understand and use different octaves for different parts of their piece - Learn how to create ideas using the cycle mode. - Learn how to develop the structure including and introduction and an outro - Learn how to edit WAV loops - Reverb. What it does and how to use it - Delay. What it does and how to use it - How to use automation (Pan and Volume)	ASSESSMENT There will be a mid - term test on all the features covered since the start of the topic The Final assessment will be on a practical piece. Students will be assessed on composing motifs, using effects processors, editing WAV's, creating a balanced mix with some automation and a bounce to MP3. **There will be a skills sheet that will be filled in by the pupil/teacher throughout the unit** Wider Links Music tech, Catholic life (Attentive, Intentional Active, Curious), Exploring styles (Cultural). Literacy links.

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		- Mix the song but use basic automation (fade out, and panning effects) - Bounce and export to an MP3		
	Performance - *The Chord Lounge* *The chord lounge builds on singing/rapping and performance techniques learnt in year 7 and introduces the voice to acoustic instruments. Pupils will learn chords on the piano and guitar in order to accompany themselves. Singing along to chords develops pitch*	- **Melody 2:** Dissecting melodies and playing by ear. - **Rhythm2:** Singing and playing in time by accompanying yourself. - **Introducing Harmony:** Major and minor chords, and the understanding of keys in music. Pupils will learn how to build chords and understand the theory behind it. Popular chord progressions will be learnt to assist pupils in recognising these when playing by ear. - **Performance skills 2:** Encouraging fluency on the piano and guitar through playing major and minor chords and improvisation. - **Improvising 2:** Building confidence in improvising by **r**evisiting vocal improvisation and applying it to instruments. Using notes from a key and chord to improvise and produce a creative and original arrangement/performance. - **Expression 2:** Building on musical expression and communication learnt in year 7 and applying these techniques to instrumental performance.	- Recognising chord progressions and playing by ear. - Interpreting a chord chart. - Building chords (Major and Minor) - Recognising a key signature - Instrumental skills on the guitar and piano. - Performing as part of an ensemble. - Building confidence as a musician and vocalist/rapper. - Improvising with the voice and instruments. - Expression and communication through performance. - Arranging a song in an original way. - Performing with accuracy, fluency, expression and communication.	**Formative assessment** - Throughout the scheme there is verbal feedback and use of audio and video recordings for pupils to refer to as a learning tool. **Homework –** Pupils will develop knowledge of artists and identity relating it to their own performance. **Mid-term assessment**- Musical performance assessment. **Final assessment** – (Whole class performance) Pupils will be assessed on their performance skills relating to interpretation, technical control, accuracy, fluency and expression. **Evaluation** – Pupils will evaluate their acoustic performances in relation to their progress throughout the unit and skills developed

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	recognition of the voice and encourages musical fluency and improvisation. Pupils will develop their musical ear and create their own musical arrangement of a song for a 'Live Lounge' style performance. **Composing – Song Writing**	- **Arrangements:** Exploring different types of musical arrangements across styles and genres and learning how to interpret a song in your own way. - **Notation 2:** Understanding basic chord sheets and using technology to find suitable chord sheets where necessary. - **Technology 2:** Recording using mobile devices, microphone technique and use of reverb, dynamic microphones, XLR leads, basic live mixing. **These new aspects of knowledge build on the work studied in Year 7. Knowledge from the Musical Creation module will be revisited in this project.** - Can understand the difference between major/minor/diatonic/dissonance - Understand phrasing - Can understand simple treble clef notation (possibly bass/tab as an alternative/addition) - understand sequence - understand the difference between verse and chorus - know minor chords 2 and 6	**These new skills build on the work studied in Year 7. Skills from the Musical Creation module will be revisited in this project.** - Can select suitable sounds when composing/compose for voice or own instrument - Use sequence/other simple devices - Show awareness of repetition and contrast - Can work to a given structure e.g. song structure - Can organise lyrics into verse and chorus - Can set lyrics to a melody - Can work collaboratively with others - Can evaluate own and others work	Wider Links ASSESSMENT There will be a quiz to test knowledge and key words at the mid-point. The final assessment will be of their practical song writing and how effectively they have incorporated appropriate techniques. Wider Links

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		- know about different voice types and ranges - know about different song styles		
9	**Music Technology – Remix Time**	**These new aspects of knowledge build on the previous work studied in Year 8. Knowledge from the "Mash it Up" module will be revisited in this module.** - How to import and edit loops and audio stems - Plan and input the 3 contrasting sections using a mixture of pre-set loops, composed basslines and audio stems - Understand how to create texture in their piece by duplicating sounds, octaves and use of pan. - Understand and be able to use basic synthesis (ADSR) to refine their sounds and be able to save their own patches - Record their own audio part. Select correct interface, leads and set the gain correctly. - Understand features of EQ in production - Understand automation with regard to effect processing - Understand how to use a reference track to help the mixing process.	**These new Skills build on the previous work studied in Year 8. Skills from the "Mash it Up" module will be revisited in this module.** - Learn to create a song style structure with contrasting sections - Learn how to use audio stems to create a remix - Learn how to edit synth patches (ADSR) - Be able to record an audio part (either using a Microphone or direct input DI for guitars etc) - Understand Basic EQ and learn how to create a frequency sweep - Be able to use more complex Automation techniques (EQ and effects) - Learn how to develop their mixing skills (perhaps using a reference track)	ASSESSMENT There will be a mid - term test on all the features covered since the start of the topic The Final assessment will be on a practical piece. Students will be assessed on how they use the given acapella samples to produce their own remix, creating their own synth patches, recording into Logic and developing their production skills. **There will be a skills sheet that will be filled in by the pupil/teacher throughout the unit** Wider Links Music tech, Catholic life (Hopeful, Intentional, Discerning), Exploring styles (Cultural). Literacy links.

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	Performance ***-Join My Band?*** *This unit is based on pupils self-guiding their musical learning by implementing all of the vocal and instrumental skills they have built across KS3. Pupils will form a band based on their own stylistic choices and use their aural skills to learn a song by ear with the guidance of chord sheets and notation if necessary. Pupils are expected to plan and carry out rehearsals leading to an end of unit performance.*	- **Harmony 2:** Building on knowledge of basic major and minor triads, pupils will learn about extended harmony (7th's) and inversions. - **Instruments 2:** Workshops are given on guitar, bass, keyboard and drums. However, pupils are encouraged to involve other instruments if they play outside of the classroom. - **The Ensemble:** Ensemble skills are explored through critical listening, modelling of organisation, effective communication and responding to other musicians. - **Technology 3:** Since pupils have previously played acoustically, they will now experiment with electronic instruments and amps. Key terms: *Electric guitar and bass, electric drums, jack and XLR leads, amps, PA, reverb, distortion, basic mixing.* - **Rhythm 3:** Advanced rhythms and syncopation are explored through experimenting with drums beats using both acoustic and electric drums. Timing skills are further extended by playing as a larger ensemble. - **Expression 3:** Pupils can expressively perform with their voices and instruments; this unit expects them to learn how to musically respond to the phrasing and dynamics of other musicians in their ensemble.	- Critical listening - Organisation and planning - Interpersonal skills - Effective communication and team work. - Responding to dynamics and phrasing. - Responding to solo's and improvisations in an ensemble. - Perfecting instrumental technique on a chosen instrument. - Playing extended chords and inversions. - Playing in time and as part of an ensemble. - Playing syncopated rhythms. - Understanding the setup of a band including, instruments, microphones, leads, mixing desks. - Basic mixing skills.	**Formative assessment** - Throughout the scheme there is verbal feedback and use of audio and video recordings for pupils to refer to as a learning tool. **Mid-term assessment**- Musical performance assessment. **Final assessment** – (Whole class performance) Pupils will be assessed on their performance skills relating to organisation, communication, technical control, accuracy, fluency and expression. **Evaluation** – Pupils will evaluate their band performances in relation to their progress throughout the unit and skills developed. Wider Links

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	Composing - Freestyle	- **Improvisation 3:** Developing technical skills on instruments to be confident in improvising. - **Performance skills 3:** Encouraging fluency on a chosen instrument and playing together as one ensemble. *Accuracy, fluency, expression, communication.* **These new aspects of knowledge build on the work studied in Year 8. Knowledge from the Song Writing module will be revisited in this project.** - Understand more complex compositional devices e.g. ostinato/key change/chromatic scale/discords/syncopation/compound time as appropriate - Know and use various structures - Know about different voices/instruments in various combinations - Understand dynamics/tempo/texture and how to use them - Understand 7th and diminished chords - Know about different genres of music	**These new skills build on the work studied in Year 8. Skills from the Song Writing module will be revisited in this project.** - Be able to vary pitch/rhythm/chords - Can make good use of other musical elements e.g. voices/instruments/dynamics/tempo/texture - Show creativity and imagination - Use a wider range of chords e.g. 7ths, diminished - Show awareness of context – audience and purpose - Create appropriate ideas for the voices/instruments being used - Evaluate own work and make adjustments accordingly along with advice from teacher Work confidently within a set structure and learn to develop ideas	ASSESSMENT There will be a quiz to test knowledge and key words at the mid-point. The final assessment will be of their chosen composing style and how effectively they have incorporated appropriate techniques. Wider Links

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10	**V-Cert Music Technology. Level 2** **Autumn Term: Unit 1 DAW**	• Understanding features of a DAW • Linking features of a DAW to the LOGIC programme • Applying these features in a practical way. These include editing, production, arranging and mixing using MIDI and WAV's • Having a historical knowledge of DAW's and their development over time • Reviewing their knowledge and practical work using the DAW. **(This work will build on the knowledge already studied at KS3 such as saving projects, simple input, using loops, choosing sounds, creating and editing MIDI, basic automation programming)**	• Basic inputting, editing and developing their own sounds • Use of synthesis and ADSR • Using BUS for effects • Sampling and accurate use of automation • Understanding of EQ and basic effects • Using modelling and reference material to enhance their own work and development in sequencing **(Previous learning will include pan, basic mixing, changing software instruments, trimming and recording audio samples, saving work and understanding the layout of the LOGIC programme)**	• Frequent tests on new techniques and features of DAW • Small projects on features of DAW eg Panning, Automation and Velocity shaping • Creating a powerpoint about DAW, its history and features (with examples) • A sequenced cover of "Sweet Dreams" to include all features learnt. • Reviewing the outcome of the powerpoint and practical work.
	Spring Term: Unit 2 Composition	• Using the knowledge from DAW unit, you will compose a EDM piece in a specific style • Learning about stylistic fingerprints and specific tech features linked to a style of music • This research will focus on Rhythm, Harmony, Structure, Melody and other compositional techniques	• Using modelling and reference material to start their own work and develop their skills in composing • Composing chord sequences, structures, basslines and melodic motifs to create a bank of ideas • Learn how to arrange the piece so it includes all the features of the style (eg: layered introduction, drop)	• Frequent tests on structure and chord analysis • Small projects on features of Composition.eg Inversions, Melody writing and Drum programming

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		• Production techniques in a specific genre • Refining and learning extra musical theory and compositional techniques linked to the genre • Reviewing their composition and practical work linked to the chosen style. **(This work will build on the knowledge already studied at KS3 such as chord sequences, simple riffs and melody, using loops, choosing sounds, structure and the DAW knowledge acquired last term to produce the composition)**	• Learn how to create specific MT techniques to enhance the style (eg: snare rolls, frequency sweeps) • Basic sampling and audio recording (including editing samples and mapping them) **(Previous learning will be taken from KS3 about song writing, using basic harmony, editing sound and MIDI shaping in a compositional way, choosing timbre and textures)**	• Creating a blog about EDM styles, their history and features (with examples) • Reviewing the outcome of the blog and practical work.
	Summer Term: Unit 3 Recording Tasks 1 & 2	• Understanding how the studio works and preparing it for recording. (Set up, routing, monitoring, safety, the role of the engineer/producer) • Learning how to plan a session with timings, rehearsals and how to get the best out of the performers. • Understanding and using new equipment (Microphones, DI	• Learn all aspects of routing, safety, monitoring, correct equipment and the correct leads • Learn the skills of an engineer, producer, time management, how to run a session and use talk back to the performers • Learn differences between microphones and their specific jobs, DI, leads, checking signal and monitoring paths and ensure that safety procedures are in place.	• Frequent tests on Recording equipment and techniques • Creating a recording plan • Recording at least one instrument for your group • Shooting a video on how you engineered the session • Creating a stem mix, bouncing it to a WAV.

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		boxes, Sound booth, interface and tuners) • Learn how to work as a team to record a track but everyone must have a specific task (eg record the Bass) • Understand the concept of overdubbing, takes and multitracking. • Clearly explain and plan what they have done in the recording sessions. **(Most of this Unit is brand new to the pupils, it will build on previous knowledge, recording using microphones, routing the correct audio channels, checking gain levels, and monitoring. However, it will be the first time they will have had access to the main studio and the vocal booth)**	• Learn how to build a track as a team and ensure that everyone can do their jobs successfully. • Learn how to overdub and then edit takes. This includes a wide range of multitrack techniques • Learn how to plan and evaluate their work/session **(As this Unit is brand new to the pupils, it will build on some previous knowledge. Logic is the programme in the studio, so similar techniques/shortcuts / arranging can be used from Units 1 & 2)**	• Transferring all stems to C1 ready for the final mix
11	**Autumn Term:1 Unit 3 Recording Tasks 3 & 4**	• Understand the planning for a final mix • Arranging the LOGIC screen and tracks • Know how to tidy up audio tracks and select the best takes	• Learn how to set up the mixer to create a final mix • Learn how to tidy takes, use noise gates, select suitable EQ and compression pre-sets	• There will be regular feedback at each stage of the mixing process. • Producing a bounce of the Final Mix

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		• Know how to control the dynamics, effects, EQ, Balance and pan to create a final mix • Understand that using a reference track (the original) will help get a fairly similar balance and sound • Understand and know about plug ins (especially amp simulators) • Understand some basic production techniques (using automation, noise gates, use of creative delay) • Creating a final mix and reviewing the process from Stem mix to Final mix **(Students will have mixed songs on LOGIC before, they will know about the 0dB rule, adding effects and basic automation, they also know how to edit WAV's and use pan to create a wider stereo field)**	• Understand and learn how to set up a BUS for effect routing • Learn how to listen to specific instruments and sounds in a mix and use a reference track to help decide how they want their mix to sound like. • Learn how to use Amp simulators to enhance the sound of the guitars and bass parts • Learn how to be more creative with automation (pan and volume) • Learn how to evaluate the stages of the mixing process and clearly show how to get from the stem to the final mix **(Mixing will be completed on Logic, so students are familiar with some of the techniques/shortcuts / and how to use effects. These skills have been used before Units 1 & 2 + some KS3 work)**	• Producing a write up of the mixdown process. This need sot clearly show the progress from the stem to the final mix and how the student has overcome certain problems. • This also needs an evaluation of what the student thought went well and what else could be improved upon.
	Autumn Term:2 Unit 4 Sound Creation	**Learners will develop their knowledge of sound creation through different forms of media, types and methods of sound creation.** **Knowledge acquired from units 1-3 is further explored as learners will be expected to demonstrate an**	• Listening and appraising audio examples. • Researching and presenting course work. • How to record audio for Foley • How to record audio for dialogue and voice-overs.	• Formative assessment of pupils' progress in practical lessons. • Assessment of mini sound creation projects to record and

		understanding of effects, audio recording, midi programming and using the elements of composition. A written assignment is run alongside pupils building up the knowledge and skills of sound creation through short practical projects. **Outcome 1:** Learners will create a presentation using examples to demonstrate their knowledge of: • Foley • Ambience • Underscore (Links to unit 2 composition) • Dialogue/Voice-overs • Special and spot effects **Developing knowledge of:** • **Microphones** (Links to unit 3). Selecting suitable microphones for sound recording. (Condenser, Shotgun, Dynamic) • **Physical props** – Leaning which props create effective sounds. • **Sound and effect libraries** – Recognising when it is appropriate to use pre-recorded sounds. • **Sound Synthesis** (Links to unit 1) – How to manipulate the parameters of a synth.	• How to record ambience. • Accessing and organising files • Importing audio files • Editing audio (Trimming, mapping, looping, reversing, copying) • Editing midi (Quantizing, velocity shaping, editing durations and pitches) • Editing ADSR parameters	manipulate sounds building on previous skills acquired. • Assessment of homework tasks for LO1. • Assessment of written work for outcome 1.

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	Spring Term:1 Unit 4 Sound creation	• **Digital sample manipulation** (Links to unit 1) – How to edit audio. • **Diegetic and non-diegetic sounds** – Appropriate use of sounds for onscreen and offscreen. • **None musical and musical sounds** – Learning how musical sounds can be layered to enhance specific moments. **Outcome 2:** Learners will plan, then create the sound design for a movie clip following a set brief. **Knowledge:** • **Microphone placement and techniques** (How to record sounds using appropriate microphones and techniques) • **Sound effects and libraries –** How to Select effective sounds. • **Sound synthesis –** Manipulating the parameters of a synth such as ADSR. • **Digital sample manipulation** • **Automation –** (Pan, Volume, Synth) • **Effects -** (Reverb, delay, distortion, modulation)	**Skills** • Planning a sound creation project • Recording audio for Foley, dialogue, voice overs and ambience. • Layering sounds • Matching hit points • Manipulating sounds through sound synthesis (ADSR) • Using effects (Reverb, Delay, Distortion, Modulation) • Composing using software instruments and midi. • Editing automation (Volume, Pan) • Automating synth parameters • Mixing • Bouncing audio to movie files	• Formative assessment of pupils' progress in practical lessons. • Assessment and feedback for plan Lo2. • Assessment of practical homework tasks to record sounds. • Continuous assessment and feedback of LO2 sound creation project.

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		• **Composition –** Instrumentation, harmony, rhythm, melodies. • **Layering sounds** – Layering midi sounds with audio effects. • **Hit Points –** dragging and trimming audio and midi to match onscreen action. **Outcome 3** **Learners will review their sound creation project.** **Knowledge:** • Strengths and weakness • How the project has met the brief	**Skills** • **Evaluation skills (What went well, even better if)** • **Comparing and analysing** • **Writing and presenting** • **Listening and appraising**	**Assessment of outcome 3.**
	Spring Term:2 Exam papers **Summer Term:1 Exam and Units**	• **Understand the layout and content of both papers** • **Know and revise the content from all 4 Units.** • **Understand key terms and technical values (eg dB / HZ)** **The previous knowledge is from the whole course. This will be revision time in preparation for the exam in March.** **This term will be for students to either work on any sections of the Units that could improve their marks (they will**	• **Understand exam technique for the two papers,** • **Learn to focus on the marks scheme and time management (esp in paper 2)** • **Learn basic fingerprints of a number of styles (rock, EDM, soul)** • **Know how to solve problems using logic** **Revision will be based around past questions and papers. Individual tips on how to answer specific parts of the exam will be addressed.**	• Past papers and questions marked with feedback • Whole group questions and discussions on how to solve Tech problems • One to one help with any individual issues

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		have been moderated externally at this point) and any resit work on the two exams. It might be extra revision, exam technique or time management in the exam.		
12	**Edexcel A level Music Technology 9MT01** **Autumn Term 1** **Autumn term 2**	**Knowledge Gained** **This subject will have a number of students that will not have studied Music Technology before. The first half term will be building knowledge about the Logic programme, developing sequencing skills and learning about the history of recorded sound through an extensive listening programme.** • **Understanding synth modelling ADSR** • **Learning about EQ (shelving / cut / Q)** • **Understanding waves and basic physics of sound** • **Understanding leads and connections** • **Understanding features of a mixing desk** • **Understanding microphones** • **Develop more knowledge of various genres and technological features through the listening questions**	**Skills gained** • **Sequencing Skills will be developed further ensuring that students can make their work sound more realistic and musical (velocity shaping, various quantise parameters, ADSR modelling)** • **Features of the Logic programme and shortcuts** • **Inputting, editing and routing MIDI / Audio** • **Learning about various genres, musical & technology terms, identifying fingerprints of styles** • **Practical sessions on a variety of tech equipment** • **Composing music to a brief and showing the knowledge learnt throughout the term** • **Basic sampling and mapping** • **Keeping a work log**	• Weekly listening homework with extra research about genre and artists • Frequent tests on specific areas of technology (eg EQ) • A number of short practical exercises to gain skills in tech features • Two longer sequencing pieces which must fit the given brief • Weekly listening homework with extra

	Spring Term	• **Understand the workings of the recording studio and the role of the performer/ producer** • **Gain knowledge of microphone techniques and using DI** • **Understand how to run a successful recording session** • **Understand how to prepare and plan for the recording (eg arranging music, parts, rehearsing and working to a given brief)** • **Understand the criteria for success for both the recording and sequencing modules** • **Understand and gain knowledge about compositional techniques, harmony, structure**	• **Be able to plan and arrange a piece ready to record** • **Familiarise and practice the role of the producer** • **Team work with specific roles for everyone** • **Be conscious of health and safety when recording** • **Practice using and setting up equipment (eg mic stands)** • **Use the skills throughout the course to start the two pieces of coursework.**	research about genre and artists • Frequent tests on specific areas of technology (eg Mic placement) • A number of short practical exercises to gain skills in tech features • Start both pieces of coursework, these will have feedback every two weeks
	Summer Term	• **Understand basic mixing techniques and set up the desk for a mixdown** • **Gain knowledge of a range of effects processors** • **Understand compression, limiting and gating** • **Understand automation and how to include it successfully in the mix** • **Prepare for the written exam papers, gain knowledge of the outline, timings and types of questions**	• **Use reference tracks to help with mixing** • **Develop skills in using processors to enhance the individual sound** • **Be able to edit and correct and problems with the recording** • **Develop listening skills to work on specific issues with the mix** • **Practice exam questions especially with timing restrictions for paper 4** • **Create a log of work to show your progress in the coursework**	• Weekly listening homework focussing on the compare question • Tests on specific areas of technology (eg.Compression,Reverb) • Both pieces of coursework will have feedback every two weeks • Practice exam questions in class • Final exams and coursework marking

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13	**Edexcel A level Music Technology 9MT02** **Autumn Term**	**Knowledge Gained** • **How to record and make own samples** • **Understanding of the Composition task using the success criteria** • **Understanding more complex compositional techniques (Harmony, extended chords, polyrhythms)** • **Further recording techniques (eg Drums)** • **Develop recording engineer techniques (overdubbing, drop ins, assigning takes)** • **Understand more complex theory and production techniques (eg Chain Compression)**	**Skills Gained** • **How to ensure a quality recording in. a variety of situations** • **Be able to compose to a given brief with specific criteria** • **Be able to compose using suspensions, colour chords, contrasting rhythms and melodic devices** • **Experiment with different miking techniques (eg Glyn Johns)** • **Using a variety of plug in's / editing to create a perfect take.** • **How to arrange music, parts for players and encourage musicians in the session** • **Make professional judgements about their work/ recording** • **Develop their skills using logic and the synth engines**	• Weekly listening homework focussing on the A2 paper 3 • Tests on specific areas of technology (eg.Convolution reverb) • Practice exercises for the coursework will have feedback every two weeks • Feedback on each stage of the recording process • Practice exam questions in class
	Spring Term	• **Understand more complex mixing techniques and set up the**	• **Use a selection of reference tracks to help with mixing**	• Weekly listening homework focussing on the Extended questions

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		desk greater routing (eg, grouping channels, Larger range of AUX and BUS) • **Gain knowledge of more complex effect processors (space designer)** • **Understand more complex EQ and how it enhances the mix** • **Understand further parameters of new synth engines (eg Alchemy)** • **Prepare for the written exam papers, gain further knowledge of the types of questions and how to approach them in the actual exam.**	• **Create a number of mixes, try them through a variety of speaker and monitors.** • **Develop skills in using processors and create their individual patches** • **Be able to create their own synths with complex automation (eg modulation)** • **Train their listening skills to identify certain frequencies within the mix** • **Practice exam questions especially with timing restrictions for paper 4** • **Complete the log books to show progress and development of your technology skills within your coursework**	• The Recording and Composition coursework will have feedback every two weeks • Practice exam questions in class and a full paper 3 & 4 exam will be set • Logbooks will be checked for progress on a regular basis
	Summer Term	**These few weeks will be spent finalising coursework, mixes, bounces and completing the Logbooks.** **There will also be exam questions on both papers to ensure students know what to expect in their final exams.**		