



## Music Curriculum Plan

### Year 7

	Autumn	Spring	Summer
<b>Unit/Topics</b>	<b>1 Find your Voice</b> <ul style="list-style-type: none"> <li>Warming up the voice, breathing techniques and Vocal/ Rhythm games</li> <li>Recognising Rhythm and Pitch. Using notation and rhythm grids</li> <li>Learning a variety of songs to experience different styles, cultures and arrangement /parts.</li> <li>Performance techniques to include expressive singing.</li> </ul> <b>2 Keyboard Skills</b> <ul style="list-style-type: none"> <li>Reading, writing and playing with Musical notation. Focusing on the Treble clef</li> <li>Understanding keyboard techniques, posture and finger patterns.</li> <li>Developing fine motor skills, using two hands independently</li> <li>Learning to play a selection of simple melodies with the RH.</li> <li>Adding LH simple bass notes to the melody.</li> </ul>	<b>3 Musical Creation</b> <ul style="list-style-type: none"> <li>Know Treble clef pitch based on scale of C.</li> <li>Understand note values and rests– semibreve, minim, crotchet, quaver.</li> <li>Understand Time signatures 2/4 ¾ 4/4 and timing.</li> <li>Use of graphic score to visualise pitch and rhythm.</li> <li>Know how to organise notes into bars.</li> <li>Have an awareness of repetition and contrast.</li> <li>Understand binary and ternary form.</li> <li>Know chords 1, 4 and 5 in the form of a triad.</li> <li>Understand what an ostinato is.</li> <li>Begin to explore different genres.</li> </ul>	<b>4 Beat It</b> <ul style="list-style-type: none"> <li>Saving, naming, opening and locating their work</li> <li>Basic Logic features and shortcuts, including Zoom, Cycle and BPM</li> <li>The features of the transport bar</li> <li>Bar numbers and beats. Simple quantising (4/8/16)</li> <li>How to programme some basic drumbeats including fills and phrases</li> <li>Input, Copy and paste ideas.</li> <li>Understand the Piano roll.</li> <li>Know differences between Audio and MIDI files.</li> <li>Musical structures</li> <li>Use and choose a selection of software instruments.</li> <li>Basic mixing using Pan and Volume</li> <li>Bounce their work to an MP3.</li> </ul>
<b>Key Assessment</b>	<b>1 Find your Voice</b> <ul style="list-style-type: none"> <li>Formative assessment throughout the lessons with verbal feedback and work log comments.</li> <li>Mid term test to include skills studied and problem solving.</li> <li>End of unit performance which is videoed/recorded focussing on</li> </ul>	<b>3 Musical Creation</b> <ul style="list-style-type: none"> <li>Formative assessment throughout the lessons with verbal feedback and work log comments.</li> <li>Mid term test to include skills studied and problem solving.</li> <li>End of unit composition which is videoed/recorded/saved digitally, focussing on interpretation, technical</li> </ul>	<b>4 Beat It</b> <ul style="list-style-type: none"> <li>Formative assessment throughout the lessons with verbal feedback and work log comments.</li> <li>Mid term test to include skills studied and problem solving.</li> <li>End of unit composition, which is saved digitally as</li> </ul>

	<p>interpretation, technical control, accuracy, fluency and expression.</p> <ul style="list-style-type: none"> <li>• Peer /self/teacher assessment with GAP tasks</li> </ul> <p><b>2 Keyboard Skills</b></p> <ul style="list-style-type: none"> <li>• Formative assessment throughout the lessons with verbal feedback and work log comments.</li> <li>• Mid term test to include skills studied and problem solving.</li> <li>• End of unit performance which is videoed/recorded.</li> <li>• Peer /self/teacher assessment with GAP tasks</li> </ul>	<p>control, accuracy, fluency and expression.</p> <ul style="list-style-type: none"> <li>• Peer /self/teacher assessment with GAP tasks</li> </ul>	<p>an MP3, focussing on interpretation, technical control, accuracy, fluency and expression.</p> <ul style="list-style-type: none"> <li>• Peer /self/teacher assessment with GAP tasks</li> </ul>
<b>Why is it studied?</b>	<p><b>1 Find Your Voice</b> The Vocal topic / rhythm games are to develop confidence and review some of the work completed at KS2. Vocal techniques and posture are taught as skills for life. Singing in parts, unison, rounds are taught through a selection of songs from different genres and cultures. The focus is on pitch, rhythm and musicality. Arranging skills and working as a team are also taught through this module. Listening and appraising are also introduced through Musical elements with key vocabulary linked to this module.</p> <p><b>2 Keyboard Skills</b> Students study notation using the Treble clef and rhythmic values. They develop their fine motor skills through the keyboard techniques. This enables them to learn a musical instrument that is closely linked to Music Technology and can be used in a compositional way. The Bass clef is introduced and enables students to work with both hands independently. Listening and appraising are also introduced through Musical elements with key vocabulary</p>	<p><b>3 Musical Creation</b> This topic builds on the keyboard skills and notation studied previously. The focus is now on melody writing. structure and use of the musical elements. Tuned percussion will also be used for New skills are introduced such as ostinato, call and response, phrase structure, repetition and contrast, chords/ root notes that will fit with their melody. Arranging skills will be developed through Binary and Ternary form and the continued use of the elements will be a part of the success criteria to ensure the piece is musical. Listening and appraising through Musical elements with key vocabulary will be linked to this module.</p>	<p><b>4 Beat It</b> This introduces some Music Technology with the LOGIC programme. Students will be using skills from the previous modules. They will be playing in ideas from the keyboard, composing basslines and riffs. New skills include learning basic features of Logic in a practical way. Using piano roll, pitch, quantising, velocity, they will build up a selection of ideas to arrange into a Drum &amp; Bass style piece. They will study layering, mixing and bouncing their work. These skills are a starting point for KS4 and KS5. Listening and appraising through Musical elements with key vocabulary will be linked to this module.</p>



	linked to this module. The study of other types of keyboard instruments will also be studied.		
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## Year 8

	Autumn	Spring	Summer
Unit/Topics	<b>1 The Live Lounge</b> These new Skills build on the previous work studied in Year 7. Skills from the “Find Your Voice”/”Keyboard Skills” will be revisited in this module. <ul style="list-style-type: none"> <li>Recognising chord progressions and playing by ear.</li> <li>Interpreting a chord chart.</li> <li>Building chords (Major and Minor)</li> <li>Reading and understanding Tablature</li> <li>Instrumental skills on the bass and keyboard.</li> <li>Performing as part of an ensemble.</li> <li>Building confidence as a musician and vocalist.</li> <li>Improvising with the voice and instruments.</li> <li>Expression and communication through performance.</li> <li>Arranging a song in an original way.</li> <li>Performing with accuracy, fluency,</li> </ul>	<b>2 Mash It Up</b> These new Skills build on the previous work studied in Year 7. Skills from “Beat It” will be revisited in this module. <ul style="list-style-type: none"> <li>Use the MIDI keyboard to input ideas.</li> <li>Learn how to edit MIDI data including the pitch and quantise to make it accurate.</li> <li>Velocity shaping</li> <li>Understand and use different octaves for different parts of their piece.</li> <li>Learn how to create ideas using the cycle mode.</li> <li>Learn how to develop the structure.</li> <li>Learn how to edit WAV loops.</li> <li>Reverb. What it does and how to use it</li> <li>Delay. What it does and how to use it</li> <li>How to use automation (Pan and Volume)</li> </ul>	<b>3 Song Writing</b> These new Skills build on the previous work studied in Year 7. Skills from “Musical Creation” will be revisited in this module. <ul style="list-style-type: none"> <li>Can understand the difference between major/minor/diatonic/dissonance.</li> <li>Understand phrasing.</li> <li>Can understand simple treble clef notation (possibly bass/tab as an alternative/addition)</li> <li>understand sequence.</li> <li>understand the difference between verse and chorus.</li> <li>know minor chords 2 and 6.</li> <li>know about different voice types and ranges.</li> <li>know about different song styles.</li> <li>Arranging their song in an original way.</li> <li>Performing with accuracy, fluency, expression and communication.</li> </ul> <b>4 Woman in Black (CFO)</b> <ul style="list-style-type: none"> <li>Develop creative skills by composing a soundtrack to the film clip.</li> <li>Think about orchestral sounds e.g. strings, church organ.</li> <li>How to layer sounds and use sound effects for specific points in the clip</li> <li>Consider how to represent tense/dramatic moments.</li> </ul>

	expression and communication.		<ul style="list-style-type: none"> <li>• Use of an ostinato to hold ideas together.</li> <li>• Understand the idea of through-composed.</li> <li>• Evaluate own progress and make adjustments.</li> </ul>
<b>Key Assessment</b>	<ul style="list-style-type: none"> <li>• Formative assessment throughout the lessons with verbal feedback and work log comments.</li> <li>• Mid term test to include skills studied and problem solving.</li> <li>• End of unit performance which is videoed/recorded focussing on interpretation, technical control, accuracy, fluency and expression.</li> <li>• Peer /self/teacher assessment with GAP tasks</li> </ul>	<ul style="list-style-type: none"> <li>• Formative assessment throughout the lessons with verbal feedback and work log comments.</li> <li>• Mid term test to include skills studied and problem solving.</li> <li>• End of unit piece, which is bounced as an MP3, focussing on interpretation, technical control, accuracy, fluency and expression.</li> <li>• Peer /self/teacher assessment with GAP tasks</li> </ul>	<ul style="list-style-type: none"> <li>• Formative assessment throughout the lessons with verbal feedback and work log comments.</li> <li>• Mid term test to include skills studied and problem solving.</li> <li>• End of unit composition is videoed/recorded /saved digitally focussing on interpretation, technical control, accuracy, fluency and expression.</li> <li>• Peer /self/teacher assessment with GAP tasks</li> </ul>
<b>Why is it studied?</b>	<p><b>1 The Live Lounge</b> The live lounge builds on singing /keyboard and performance techniques learnt in year 7 and introduces the Tablature and the Bass Guitar. Pupils will learn chords on the piano and root notes on the Bass in order to accompany themselves. Singing along to chords develops pitch recognition of the voice and encourages musical fluency and improvisation. This links to the GCSE music course where students are expected to perform in an ensemble setting. It links to the composition aspect of GCSE and the AOS 4 Pop Music. Pupils will develop their musical ear and create their own musical arrangement of a song for a 'Live Lounge' style performance.</p>	<p><b>2 Mash It Up</b> "Mash it up" builds on the Music Technology and the composing techniques learnt in year 7. Students will now play chords / melodic riffs into Logic and be able to edit them. Changes in Quantise, velocity, length, pitch and voices/sounds will be studied. Students will also manipulate loops and integrate them into their work. This will also need to be edited in a musical and fluent way. Enhancing their work by adding reverb and delay effects before mixing and bouncing their work to MP3 Listening and appraising are also introduced through Musical elements with key vocabulary linked to this module. Students also study some Music technology</p>	<p><b>3 Song Writing</b> Song writing builds on "Musical Creation" from year 7 as well as Technology /performance techniques from earlier in the year. They study chord sequences and song structure. These are taught aurally as well as through notation and Logic. Melodic devices, phrasing, accompaniment patterns and layering of instruments will develop their compositional skills. This will prepare them for KS4 and KS5 courses as they will be expected to compose in a variety of different genres. Writing lyrics will also be taught and how to match the word setting to the melody/syllables. Developing chords and inversions / fitting them with the melody will be taught. Listening and appraising are also introduced through Musical elements with key vocabulary linked to this module. It links to the composition aspect of GCSE and the AOS 1 Form and structure + AOS 4 Pop Music.</p> <p>4 Woman in Black (CFO)</p>



	<p>Keyboard skills include working from a lead sheet, accompaniment patterns and techniques. Bass playing introduces Tablature and skills on playing a fretted string instrument. Group work, time management, organisation and some Music Technology (setting up microphones, jack to jack cables etc)</p> <p>Listening and appraising are also introduced through Musical elements with key vocabulary linked to this module.</p>	<p>history about equipment and production techniques. This links to the GCSE music course where students are expected to compose in a variety of styles. They will be encouraged to use Music Technology to realise their coursework.</p>	<p>In addition to this, creativity will be encouraged through the film composing task. Pupils will consider how to respond to different points in the clip, thinking about the use of orchestral sounds and how to layer them, sound effects and ostinato. They will learn the concept of through-composed. It links to the composition aspect of GCSE and the AOS 3 Film Music.</p>
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## Year 9

	Autumn	Spring	Summer
Unit/Topics	<p><b>1 Join My Band</b></p> <p>These new Skills build on the previous work studied in Year 7 &amp; 8. Skills from the “Live Lounge”/”Keyboard Skills” will be revisited in this module.</p> <ul style="list-style-type: none"> <li>• Recognising chord progressions and playing by ear.</li> <li>• Interpreting a chord chart / Lead sheet</li> <li>• Building chords (Major and Minor + Inversions)</li> <li>• Reading and understanding Tablature</li> </ul>	<p><b>2 Freestyle</b></p> <p>These new Skills build on the previous work studied in Year 7 &amp; 8. Skills from the “Musical Creation”/”Songwriting” will be revisited in this module.</p> <ul style="list-style-type: none"> <li>• Understand more complex compositional devices e.g. ostinato/key change/chromatic scale/discords/syncopation/compound time as appropriate.</li> <li>• Know and use various structures.</li> <li>• Know about different voices/instruments in various combinations.</li> <li>• Understand dynamics/tempo/texture and how to use them.</li> </ul>	<p><b>3 Remix Time</b></p> <p>These new Skills build on the previous work studied in Year 7 &amp; 8. Skills from “Beat It” and “Mash it Up” will be revisited in this module.</p> <ul style="list-style-type: none"> <li>• Learn how to use audio stems to create a remix.</li> <li>• Understand Basic EQ and learn how to create a frequency sweep.</li> <li>• Be able to use more complex Automation techniques (EQ and effects)</li> <li>• Learn how to develop their mixing skills (perhaps using a reference track)</li> <li>• Learn how to import and edit loops and audio stems.</li> <li>• Plan and input the 3 contrasting sections using a mixture of pre-set loops,</li> </ul>

	<ul style="list-style-type: none"> <li>Instrumental skills on the Drums and Guitar.</li> <li>Performing as part of an ensemble.</li> <li>Building confidence as a musician and vocalist.</li> <li>Improvising with the voice and instruments.</li> <li>Expression and communication through performance.</li> <li>Arranging a song in an original way.</li> <li>Performing with accuracy, fluency, expression and communication.</li> </ul>	<ul style="list-style-type: none"> <li>Understand 7<sup>th</sup> and diminished chords, recognise concords and discords.</li> <li>Know about different genres of music.</li> <li>Revisit how chords and a bass line work together.</li> </ul>	<p>composed basslines and audio stems.</p> <ul style="list-style-type: none"> <li>Understand how to create texture in their piece by duplicating sounds, octaves and use of pan.</li> <li>Understand and be able to use basic synthesis (ADSR) to refine their sounds and be able to save their own patches.</li> <li>Understand features of EQ in production</li> <li>Understand automation with regard to effect processing.</li> <li>Understand how to use a reference track to help the mixing process.</li> </ul>
<b>Key Assessment</b>	<ul style="list-style-type: none"> <li>Formative assessment throughout the lessons with verbal feedback and work log comments.</li> <li>Mid term test to include skills studied and problem solving.</li> <li>End of unit performance which is videoed/recorded focussing on interpretation, technical control, accuracy, fluency and expression.</li> <li>Peer /self/teacher assessment with GAP tasks</li> </ul>	<ul style="list-style-type: none"> <li>Formative assessment throughout the lessons with verbal feedback and work log comments.</li> <li>Mid term test to include skills studied and problem solving.</li> <li>End of unit composition is videoed/recorded /saved digitally focussing on interpretation, technical control, accuracy, fluency and expression.</li> <li>Peer /self/teacher assessment with GAP tasks</li> </ul>	<ul style="list-style-type: none"> <li>Formative assessment throughout the lessons with verbal feedback and work log comments.</li> <li>Mid term test to include skills studied and problem solving.</li> <li>End of unit piece, which is bounced as an MP3, focussing on interpretation, technical control, accuracy, fluency and expression.</li> <li>Peer /self/teacher assessment with GAP tasks</li> </ul>
<b>Why is it studied?</b>	<p><b>1 Join My Band</b></p> <p>“Join My Band” builds on singing /instrumental skills and performance techniques learnt in year 7/8. It introduces the drums and a drum legend</p>	<p><b>2 Freestyle</b></p> <p>“Freestyle” builds on Compositional skills and techniques learnt in year 7/8. It introduces extended harmony (7<sup>th</sup>, diminished chords)</p> <p>Students study stylistic features of a genre that they would like to compose</p>	<p><b>3 Remix Time</b></p> <p>“Remix Time” builds on Technology skills and techniques learnt in year 7/8.</p> <p>It introduces editing loops and vocal stems, crossfading and stuttering. Pupils will learn more features about</p>



	<p>plus the development of Tablature for the Guitar. Pupils will learn chords + inversions to develop their accompaniment skills on the piano/ keyboard. Pupils will develop their musical ear and create their own musical arrangement of a song for a Full band performance. Keyboard skills include working from a lead sheet, accompaniment patterns and techniques. Guitar playing will now include full chords / power chords as well as reading/ understanding Tablature. Group work, time management, organisation and Music Technology (setting up microphones, jack to jack cables etc) will also be assessed. Listening and appraising are also introduced through Musical elements with key vocabulary linked to this module. Students will also learn about Jobs within the Music Business This links to the GCSE music course where students are expected to perform in an ensemble setting, it also links to AOS 4 Pop Music and AOS 2 Music for Ensemble.</p>	<p>in. They need to organise their ideas using musical elements to create interest. Students build their knowledge of complex compositional devices e.g. ostinato/key change/chromatic scale/discords/syncopation/ compound time and use various compositional structures. They also learn about different voices/instruments in various combinations and use Musical elements to evoke mood and emotion.</p> <p>The Freestyle module enables students to experiment with composing using a variety of elements and techniques. This is linked to the GCSE music course where students are expected to write for their own instrument/ voice in a style of their own choice.</p>	<p>the Logic programme through Remixing including keys, importing WAV's, BPM, normalising the audio and trimming samples. They will also learn some basic Synthesis (ADSR, octaves and filters) to produce their own sounds. Students will learn new production techniques such as automation, Ultrabeat drum programming and EQ filter sweeps to enhance their remix work. Listening and appraising are also introduced through Musical elements with key vocabulary linked to this module. Students also study some Music technology history about equipment and production techniques. This module links to the GCSE music course where students are expected to compose in a variety of styles. They will be encouraged to use Music Technology to realise their coursework.</p>
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## Year 10

	Autumn	Spring	Summer
Unit/Topics	Area of study 1: Musical Forms and Devices	Area of study 4: Popular Music.	Area of study 2: Music for Ensemble



	<p>This area of study focuses on understanding structural forms and devices across a variety of genres and styles from the Western Classical Tradition 1650-1910.</p> <p>This area of study includes one prepared extract which learners must study in depth.</p> <ul style="list-style-type: none"> <li>• <i>Badinerie</i> by J.S. Bach for Flute and String Orchestra with Harpsichord (Final movement, Orchestral Suite No.2 in B minor, BWV 1067)</li> </ul> <p>Through listening to and/or playing examples of music from the Western Classical Tradition (1650-1910), learners will identify the main features of binary, ternary, minuet and trio, rondo, variation and strophic forms, including how composers use the musical devices to create and develop music: These can include Repetition, Imitation, Ostinato and Sequence.</p>	<p>In this area of study, learners will develop an understanding of popular music: pop, rock and pop, bhangra and fusion (of different styles).</p> <p>This area of study includes one prepared extract which learners must study in depth.</p> <ul style="list-style-type: none"> <li>• <i>Africa</i>: Toto (released 1982)</li> </ul> <p>Through listening to and/or performing examples of popular music learners will study how Instrumental and synthesised sound is used. Original music may be modified vocal sounds are used. Instruments and voices are combined. Sound is computer-generated and amplified. Software and samplers are utilised. Students will also be able to identify musical features such as Verse, chorus, 12 bar blues, improvisation and primary/secondary chords.</p>	<p>In this area of study, learners develop understanding of sonority and texture, including instrumental and vocal groupings as appropriate to their context.</p> <p>Through listening to and/or performing examples from chamber music, musical theatre, jazz and blues, learners will study texture, including how composers combine musical lines in textures such as: Polyphonic, Unison, Chordal, Layered, Melody and accompaniment.</p> <p>Students will also consider how texture is used in the following instrumental and vocal groupings: Vocal ensembles (including solos, duets, trios, use of backing vocals) Jazz/blues trio, Rhythm section, String quartet, Basso continuo and Sonatas.</p>
<b>Key Assessment</b>	<ul style="list-style-type: none"> <li>• Formative assessment throughout the lessons with verbal feedback and work log comments.</li> <li>• Frequent tests on Musical devices</li> <li>• Creating a number of small compositional ideas based around the Musical Forms</li> <li>• Recording at least two performances based around Musical Forms</li> <li>• Peer /self/teacher assessment with GAP tasks</li> </ul>	<ul style="list-style-type: none"> <li>• Formative assessment throughout the lessons with verbal feedback and work log comments.</li> <li>• Frequent tests on types of Popular Music.</li> <li>• Creating a number of small compositional ideas based around the elements of Popular Music</li> <li>• Recording at least two performances in a Popular Music style.</li> <li>• Peer /self/teacher assessment with GAP tasks</li> </ul>	<ul style="list-style-type: none"> <li>• Formative assessment throughout the lessons with verbal feedback and work log comments.</li> <li>• Frequent tests on Ensemble Music.</li> <li>• Creating a number of small compositional ideas based around the elements of Ensemble Music</li> <li>• Composing a piece based around the student's main instrument but focussing on any of the three AOS already covered.</li> <li>• Recording at least two Ensemble performances.</li> </ul>





			<ul style="list-style-type: none"> <li>Year 10 exam in June</li> <li>Peer /self/teacher assessment with GAP tasks</li> </ul>
<b>Why is it studied?</b>	<p>This unit on Form and Devices uses the prior knowledge from composing in KS3. New forms are taught which coincide with the set work by J.S. Bach. These devices will be taught through small compositional tasks, to introduce and understand the types of device / form. Use of technical terms and keywords associated with this unit will also be covered. This builds up a bank of resources that the students can use in their final compositions. Performance tasks will also try and focus on some of the devices and forms. The performance element builds confidence and skills for the student’s final performances.</p>	<p>The Popular Music unit builds on the form and devices unit covered last term. It now brings together form in a popular style such as “song writing”. The contrasting styles such as “fusion” and the set work “Africa” by Toto expand the student’s knowledge of form, instrumentation and chords. These new skills will be taught through small practical tasks, using technical terms and keywords associated with this unit. This builds up a bank of resources that the students can use in their final compositions. Performance tasks will focus on Popular Music styles building confidence and skills for the student’s final performances.</p>	<p>Music for Ensemble brings together the KS3 performance tasks plus the two units already studied this year. They now use their form and harmonic skills to introduce texture and instrumentation to their compositional work. This will enable the students to compose their main coursework piece for their own instrument using all the skills and knowledge built up over the year. The technical terms and keywords associated with this unit continue to build up a bank of resources which will be vital in their understanding for the final written exam. Performance tasks will focus on Ensemble work building confidence and skills for the student’s final performances.</p>

## Year 11

	Autumn	Spring	Summer
<b>Unit/Topics</b>	<p><b>NCFE V-Cert Music Technology Unit 5 Multitrack Recording</b></p> <ul style="list-style-type: none"> <li>Understanding how the studio works and preparing it for recording. (Set up, routing, monitoring, safety, the role of the engineer/producer)</li> <li>Learning how to plan a session with timings, rehearsals and how to get the best out of the performers.</li> <li>Understanding and using new equipment (Microphones, DI boxes,</li> </ul>	<p><b>NCFE V-Cert Music Technology Unit 4 Sound Creation</b></p> <ul style="list-style-type: none"> <li>Accessing and organising files</li> <li>Importing audio files</li> <li>Editing audio (Trimming, mapping, looping, reversing, copying)</li> <li>Editing midi (Quantizing, velocity shaping, editing durations and pitches)</li> <li>Planning a sound creation project</li> </ul>	<p><b>NCFE V-Cert Music Technology NEA and exam Preparation</b></p> <p>This may be started before the end of the Spring term to enable the full 17 hours NEA component.</p> <ul style="list-style-type: none"> <li>Understand exam technique for the NEA and the written papers.</li> <li>Learn to focus on the marks scheme and time management.</li> <li>Learn basic fingerprints of a</li> </ul>



	<p>Sound booth, interface and tuners)</p> <ul style="list-style-type: none"> <li>• Learn how to work as a team to record a track but everyone must have a specific task (eg record the Bass)</li> <li>• Understand the concept of overdubbing, takes and multitracking.</li> <li>• Understand the planning for a final mix.</li> <li>• Arranging the LOGIC screen and tracks</li> <li>• Know how to tidy up audio tracks and select the best takes.</li> <li>• Know how to control the dynamics, effects, EQ, Balance and pan to create a final mix.</li> <li>• Understand that using a reference track (the original) will help get a fairly similar balance and sound.</li> <li>• Understand and know about plug ins (especially amp simulators)</li> <li>• Understand some basic production techniques (using automation, noise gates, use of creative delay)</li> </ul>	<ul style="list-style-type: none"> <li>• Recording audio for Foley, dialogue, voice overs and ambience.</li> <li>• Layering sounds</li> <li>• Matching hit points</li> <li>• Manipulating sounds through sound synthesis (ADSR)</li> <li>• Using effects (Reverb, Delay, Distortion, Modulation)</li> <li>• Composing using software instruments and midi.</li> <li>• Editing automation (Volume, Pan)</li> <li>• Automating synth parameters</li> <li>• Mixing</li> <li>• Bouncing audio to movie files</li> </ul>	<p>number of styles (rock, EDM, soul)</p> <ul style="list-style-type: none"> <li>• Know how to solve problems using Logic.</li> <li>• Understand the layout and content the NEA and the written paper.</li> <li>• Know and revise the content from all 5 Units.</li> <li>• Understand key terms and technical values (eg dB / HZ)</li> </ul>
<b>Key Assessment</b>	<ul style="list-style-type: none"> <li>• Formative assessment throughout the lessons with verbal feedback and work log comments.</li> <li>• Frequent tests on Recording equipment and techniques.</li> <li>• Creating a recording plan</li> <li>• Recording at least one instrument for your group</li> <li>• Producing a bounce of the Final Mix</li> <li>• Peer /self/teacher assessment with GAP tasks</li> </ul>	<ul style="list-style-type: none"> <li>• Formative assessment throughout the lessons with verbal feedback and work log comments.</li> <li>• Frequent tests on Sound Creation techniques. (Theory and Practical)</li> <li>• Producing a bounce of the Final Mix in MP4</li> <li>• Peer /self/teacher assessment with GAP tasks</li> </ul>	<ul style="list-style-type: none"> <li>• Past papers and questions marked with feedback.</li> <li>• Whole group questions and discussions on how to solve Tech issues.</li> <li>• One to one help with any individual issues.</li> </ul>
<b>Why is it studied?</b>	This is Unit 5 of the V Cert course. The students have studied the Logic programme in more detail	This is Unit 4 of the V Cert course. The students have studied already had some	The 5 units have already been delivered, assessed and reviewed as the course has



	and have composed a number of stylised pieces + mixing projects in. Year 10. They now need to learn the role of a producer / engineer in the studio. They will learn the skills to run a successful recording session and get practical experience of setting up equipment such as Microphones, mixing desks and Effect processors. This build upon some of the skills from the Year 9 Remixing module. This will also build future knowledge for the Recording aspects of the A level Music technology course.	experience of composing music for film and adverts at KS3. These new in-depth skills involve Foley / dialogue recording and creating atmospheres though sound and synthesis. Students will compose to a set film working closely with the musical elements, timing and hit points. They will research and investigate sound libraries as well as creating their own sounds to match the film. This will also build future knowledge for the Composing aspect of the A level Music technology course.	progressed but this half term is spent on the NEA and exam skills. This is to prepare and revise for the external exams. Preparation techniques have already been shared after each unit (before the final assessment of each unit). This will also build future knowledge /skills for the examination aspect of the A level Music technology course.
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## Year 12

	Autumn	Spring	Summer
<b>Unit/Topics</b>	<ul style="list-style-type: none"> <li>Understanding synth modelling ADSR</li> <li>Learning about EQ (shelving / cut / Q)</li> <li>Understanding waves and basic physics of sound</li> <li>Understanding leads and connections</li> <li>Understanding features of a mixing desk</li> <li>Understanding microphones</li> <li>Develop more knowledge of various genres and technological features through the listening questions.</li> <li>Sequencing Skills will be developed further ensuring that students can make their work sound more realistic and musical (velocity shaping, various</li> </ul>	<ul style="list-style-type: none"> <li>Understand the workings of the recording studio and the role of the performer/ producer.</li> <li>Gain knowledge of microphone techniques and using DI</li> <li>Understand how to run a successful recording session.</li> <li>Understand how to prepare and plan for the recording (eg: arranging music, parts, rehearsing and working to a given brief)</li> <li>Understand the criteria for success for both the recording and sequencing modules.</li> <li>Understand and gain knowledge about compositional</li> </ul>	<ul style="list-style-type: none"> <li>Understand basic mixing techniques and set up the desk for a mixdown.</li> <li>Gain knowledge of a range of effects processors</li> <li>Understand compression, limiting and gating.</li> <li>Understand automation and how to include it successfully in the mix.</li> <li>Prepare for the written exam papers, gain knowledge of the outline, timings and types of questions.</li> <li>Use reference tracks to help with mixing.</li> <li>Develop skills in using processors to enhance the individual sound.</li> <li>Be able to edit and correct and problems with the recording.</li> </ul>



	<p>quantise parameters, ADSR modelling)</p> <ul style="list-style-type: none"> <li>• Features of the Logic programme and shortcuts</li> <li>• Inputting, editing and routing MIDI / Audio</li> <li>• Learning about various genres, musical &amp; technology terms, identifying fingerprints of styles.</li> <li>• Practical sessions on a variety of tech equipment through the ages</li> <li>• Composing music to a brief and showing the knowledge learnt throughout the term.</li> <li>• Basic sampling and mapping</li> </ul>	<p>techniques, harmony, structure.</p> <ul style="list-style-type: none"> <li>• Be able to plan and arrange a piece ready to record.</li> <li>• Familiarise and practice the role of the producer.</li> <li>• Teamwork with specific roles for everyone</li> <li>• Be conscious of health and safety when recording.</li> <li>• Practice using and setting up equipment (eg mic stands)</li> </ul>	<ul style="list-style-type: none"> <li>• Develop listening skills to work on specific issues with the mix.</li> <li>• Practice exam questions especially with timing restrictions for paper 4.</li> <li>• Create a log of work to show your progress in the coursework</li> </ul>
<b>Key Assessment</b>	<ul style="list-style-type: none"> <li>• Formative assessment throughout the lessons with verbal feedback and work log comments.</li> <li>• Listening homework with extra research about genre and artists.</li> <li>• Frequent tests on specific areas of technology studied over the term.</li> <li>• A number of short practical exercises to gain skills in tech features.</li> <li>• End of term Listening test to include knowledge gained and problem solving.</li> <li>• End of term Sequencing and Recording task is saved digitally focussing on the skills gained over the term.</li> <li>• Peer /self/teacher assessment with GAP tasks</li> </ul>	<ul style="list-style-type: none"> <li>• Formative assessment throughout the lessons with verbal feedback and work log comments.</li> <li>• Listening homework with extra research about genre and artists.</li> <li>• Frequent tests on specific areas of technology studied over the term.</li> <li>• A number of short practical exercises to gain skills in tech features.</li> <li>• End of term Listening test to include knowledge gained and problem solving.</li> <li>• End of term Sequencing and Recording task is saved digitally focussing on the skills gained over the term.</li> <li>• Peer /self/teacher assessment with GAP tasks</li> </ul>	<ul style="list-style-type: none"> <li>• Formative assessment throughout the lessons with verbal feedback and work log comments.</li> <li>• Listening homework with the focus on Q5, (Compare / Contrast)</li> <li>• Mock exam based on Paper 3 and 4.</li> <li>• Final recording and sequencing/composition tasks. These are linked to previous exam briefs.</li> <li>• Peer /self/teacher assessment with GAP tasks</li> </ul>
<b>Why is it studied?</b>	This subject will have a number of students that will not have	This term the students continue to develop their skills	This term sets an exam type brief and the students work in a



	<p>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. Basic knowledge and practice of Logic functions will build their confidence and production skills for both the recording and sequencing tasks. Lessons on connectors, EQ, synthesis, frequency, microphones will enable the students to start their initial tasks. Old technologies are also studied in a practical way (analogue synths) which will help them further understand the virtual synths in Logic. These skills develop and build upon ones already studied in the KS4 V-Cert and provide a foundation for the next terms work.</p>	<p>with a more focussed approach to composition and recording. Running recording sessions, rehearsing and arranging material work alongside new learning about ADAT, effect processors and analogue mixing. The sequencing aspect develops the compositional skills and theory to coincide with Logic’s various plug-ins. A number of small arranging and mixing tasks will be set alongside the main Recording and Compositional task for the term. Theory and listening lessons continue to develop the skills and knowledge needed for Paper 3 and 4.</p>	<p>practical way to complete the tasks. They have time to practice their skills acquired over the first two terms. (E.g. develop their own mic placement techniques and synth patches.) Exam technique and understanding the success criteria will get the best out of the recording/ composition tasks. This prepares the students for the Year 13 final tasks.</p>
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## Year 13

	Autumn	Spring	Summer
Unit/Topics	<ul style="list-style-type: none"> <li>How to record and make own samples</li> <li>Understanding of the Composition task using the success criteria</li> <li>Understanding more complex compositional techniques (Harmony, extended chords, polyrhythms)</li> <li>Further recording techniques (eg Drums)</li> <li>Develop recording engineer techniques</li> </ul>	<ul style="list-style-type: none"> <li>Understand more complex mixing techniques and set up the desk greater routing (e.g., grouping channels, larger range of AUX and BUS)</li> <li>Gain knowledge of more complex effect processors (space designer)</li> <li>Understand more complex EQ and how it enhances the mix.</li> </ul>	<p>The last 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.</p>

	<p>(overdubbing, drop ins, assigning takes)</p> <ul style="list-style-type: none"> <li>• Understand more complex theory and production techniques (eg Chain Compression)</li> <li>• Be able to compose using suspensions, colour chords, contrasting rhythms and melodic devices.</li> <li>• Experiment with different miking techniques (eg Glyn Johns)</li> <li>• Using a variety of plug in's / editing to create a perfect take.</li> <li>• Make professional judgements about their work/ recording.</li> <li>• Develop their skills using logic and the synth engines.</li> </ul>	<ul style="list-style-type: none"> <li>• Understand further parameters of new synth engines (eg Alchemy)</li> <li>• Prepare for the written exam papers, gain further knowledge of the types of questions and how to approach them in the actual exam.</li> <li>• Use a selection of reference tracks to help with mixing.</li> <li>• Create a number of mixes, try them through a variety of speaker and monitors.</li> <li>• Develop skills in using processors and create their individual patches.</li> <li>• Be able to create their own synths with complex automation (eg modulation)</li> <li>• Train their listening skills to identify certain frequencies within the mix.</li> <li>• Practice exam questions especially with timing restrictions for paper 4.</li> <li>• Complete the logbooks to show progress and development of your technology skills within your coursework.</li> </ul>	
<b>Key Assessment</b>	<ul style="list-style-type: none"> <li>• Formative assessment throughout the lessons with verbal feedback and work log comments.</li> <li>• Listening homework focussing on the A2 paper 3</li> <li>• Summative feedback on Coursework- Composition and Recording tasks.</li> <li>• Practice exam questions in class.</li> </ul>	<ul style="list-style-type: none"> <li>• Formative assessment throughout the lessons with verbal feedback and work log comments.</li> <li>• Listening homework focussing on the A2 paper 3</li> <li>• Summative feedback on Coursework- Composition and Recording tasks.</li> <li>• Practice exam questions in class.</li> </ul>	<p>Checking all logs, coursework and bounces are ready and sent off to the board.</p> <p>Practice exam questions in class.</p> <p>Revision and exam technique to make the most of the time.</p>



	<ul style="list-style-type: none"> <li>• Peer /self/teacher assessment with GAP tasks</li> <li>• Mock style paper 3</li> </ul>	<ul style="list-style-type: none"> <li>• Peer /self/teacher assessment with GAP tasks</li> <li>• Mock style paper 4</li> </ul>	
<b>Why is it studied?</b>	<p>The new subject knowledge and skills are now targeted towards the Unit 1 Composition and the Unit 2 Recording. These are set by the Board in September. These advanced techniques in Music technology (sampling and mic positions) are revisited and developed in order for the students to choose their own production methods for their coursework.</p> <p>More advanced composing techniques are also revisited and developed, with a focus on technology being used in the process of composing to the set brief.</p> <p>Preparation for the exam papers build on the knowledge from Year 12 and practice questions are given on a regular basis. Keeping accurate logs and photos of their set -up work is also studied in order to link their practical coursework to the planning stages.</p>	<p>Advanced mixing skills are now the main focus due to the completion of the coursework. Mixing and production techniques are revisited and developed. A number of mixes and bounces will be completed and improved upon. Preparation for the exam papers build on the knowledge from Year 12 and practice questions are given on a regular basis.</p> <p>This work revisits knowledge and skills from throughout the course and build confidence for the final exams and a solid understanding of Music technology if students wish to study the subject at a higher level.</p>	<p>This work revisits knowledge and skills from throughout the course and build confidence for the final exams and a solid understanding of Music technology if students wish to study the subject at a higher level.</p>