



Curriculum Overview

Music

Subject Leader

Mr J Hampson

Intent

Key stage 3

Every child should be able to access music and consistently have positive musical experiences. Our schemes of learning nurture different abilities, and prepare students for the next stages in education, and a full range of experiences in later life. All of the National Curriculum is covered.

Students continuously build on the key knowledge and skills required for the next stages in their GCSE subjects and Music specifically. Subject knowledge is highly valued as a building block in learning, to be retained throughout the curriculum, and not just used for a specific range of lessons. Students become fluent and confident in their knowledge and skills as these are built up and revisited across the keystage. Key vocabulary underpins all their learning, and allows them to access concepts at increasing depth and challenge.

Knowledge:

Elements of music keywords and devices and how they are used in music through Listening and evaluating, Performing and Composing.

Key features of different genres linked to GCSE Areas of Study from the Edexcel board:

Great Composers

- Instruments of the orchestra
- Baroque, Classical and Romantic music
- Music theory - reading rhythms, notation symbols,

Film Music

- Composing to a brief
- Learning about melody/leitmotif and composing music to reflect the action on screen.
- How music can impact the 'mood' of a film clip
- Diageitic and Non Diageitic music
- Chords and Keys

World Music

- Celtic
- African
- Indian
- Latin

Dance Music

- Electronic music conventions; filtering, four to the floor, layered texture
- Composition in a DAW

Conventions of Pop

- Music theory - reading rhythms, notation symbols, learning musical patterns aurally, scales and chords.
- Performing as an ensemble

Skills:

- Listening and Evaluating

An ability to listen analytically to music and identify changes in the music, how the music has been put together, and key features based on the elements of music and the genre the music is from. The GCSE and A level written exams are based upon students being played extracts of music and answering questions on them, with extended answers required increasingly as students move through the key stages.

- Performing

All students are encouraged to engage in singing throughout the key stage, to develop aural skills. Students who play a specific instrument, either self taught or through extra curricular lessons, are given opportunities to develop their playing through practical tasks in lessons. All students are taught basic keyboard and drum skills in order to engage in band performances throughout all key stages. (ensemble performance is one of the requirements at GCSE) Students are taught about how to rehearse in a group and how to refine their playing in order to improve

accuracy, timing and expression and difficulty level as they move KS3. Students are also taught about performing through music technology, a pathway at GCSE, using GarageBand to produce sequenced pieces of work.

- Composing

Students are taught the basic principles of creating music: using rhythm, pitch, timbre and texture. Through an exploration of different genres, they will consolidate their understanding of creating well structured pieces of music (at both GCSE and A level, students will produce two compositions, one in response to a brief set by the examiner)

Assessment:

A final 'levelled' assessment is taken at the end of every term at Key Stage 3, 4 and 5. The assessment will either be in performance, composition.

Interim assessment takes place each lesson as a selection of students show work in progress. It is used as a self/peer assessment allowing the students to assess their progress and the progress of others as part of the AFL.

Differentiation:

The curriculum is continuously reviewed and adapted to allow all students to make the same progress, whether through supporting those with a lower prior attainment, or those who should be achieving the highest grades by Y11. We intend to promote and improve existing skills that a student may have, e.g. prior tuition on an instrument, 'natural flair', and support those that are new to the subject.

Support for SEN students is provided through various methods of scaffolding e.g. seating plans to be positioned face onto the board, in a quiet area of the room etc, laminated keyboard sheets to be placed on keyboards, notes written underneath notation, practical task instructions chunked into accessible smaller tasks.

Implementation

Key stage 3

The KS3 scheme of learning has been produced in consultation with both the National Curriculum and the EDEXCEL GCSE Music specification that is followed at KS4.

As at GCSE, students' learning will be topic based and will focus on developing an understanding of the basic building blocks of music, the elements of music:

Melody, Rhythm/Duration, Dynamics, Pitch, Genre, Instruments/Timbre, Texture, Structure.

Key vocabulary is evident in displays across the department (including Tier 2 & 3 word displays and GCSE response works) and in assessment criteria on students' assessment booklets. This vocabulary is used with increasing confidence as students develop across the key stage.

Their knowledge and skills relating to listening and evaluating, performing and composing will be improved through practical projects that last a term (5-8 weeks). Each project will provide opportunities for students to develop their ability to listen analytically to music, and will focus on either performance or composition for the 5-7 weeks.

It is important in Music that students are taught in mixed ability groups; those students who are higher achieving academically can support lower achieving students and students who are higher attainers musically, due to natural ability or prior learning, can take a lead in partner and group work, regardless of their academic ability.

Tasks are differentiated by:

- difficulty level e.g. more difficult or easy parts are available in a band performance

- approach to learning e.g. approaches to understanding concepts are considered for different students with different needs (with attention paid to specific SEN plans for relevant students)
- scaffolding e.g. composition templates to support students so that they can achieve the same outcomes as all students

Students regularly move around in music (between different classrooms each term and into practice rooms for rehearsals), so as well as seating plans, each member of staff has class lists with SEN, PP, HAP and G&T clearly presented (classcharts).

Assessments:

Booklets are used at KS3 but with a focus on composition and performance as students are taught a total of 60 minutes a week and so the focus is on developing practical skills (worth 60% of GCSE and A level grade). Booklets include knowledge activities relating to music theory, listening tasks and learning/revising key features of different genres of music studied. These are self marked by students using purple pens in class.

The booklets also provide assessment details, displaying the criteria for that unit from the skill strand (performance or composition). An assessment sheet is provided for each term and is completed during the summative assessment at the end of term. Teacher provides a current assessed grade, RAG sticker to indicate progress and feedback using takeaway targets. Students complete a knowledge audit at the beginning and end of the unit to encourage reflection and show progress over the unit.

Schemes of Learning Overview, years 9:

	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
TOPIC	The Great Composers! <i>(Pachelbel's Cannon)</i>	Film Music	World Music	EDM	Pop Composition	Bands Project
SKILLS	Listening & Analysing Performance	Listening & Analysing Composition	Listening & Analysing Performance	Listening & Analysing Composition	Listening & Analysing Composition	Listening & Analysing Performance
Resources	Keyboards/ DAW	Keyboards/ DAW	Keyboards	Computer DAW	Keyboards/ DAW	Keyboards/ Practice rooms
Assessment	Performance assessment	Performance assessment	Performance assessment	Performance assessment	Performance assessment	Performance assessment

Intent

Key stage 4 - EDEXCEL Music

Why this course

- Broad range of setworks: students study a range of genres and answer questions on familiar and unfamiliar music from these genres in the listening exam. It means that students will gain a better understanding of an overview of these topics and be able to apply this to any example heard. It also gives a focus on developing aural skills, which prepares students for KS5 study. The range of setworks are varied and involve score analysis. This develops skills needed for KS5
- 60% coursework and equal weighting between performance and composition - skills developed in both of these areas
- 50% of the composition grade is a composition to a brief; this leads well into KS5 and a similar coursework task.

Why academic/vocational

- The GCSE offers challenging development of a range of skills and subject content, enabling students to progress into any area of music post 16 with a secure grounding in every musical area (listening/analysis, performance and composition)
- Course requires student to be a musician and comfortably play/ perform on an instrument or voice
- The relatively equal weighting between listening, performing and composing enables every child to excel in at least one area of the course.

Who should choose

- Fundamentally, individuals who are passionate about music and who actively listen to and/or make music in their spare time.
- Musicians who are strong in a particular skill area (performing or composing) - this can be a self taught candidate or someone who has had instrumental/voice lessons
- Individuals who are highly skilled in/passionate about music production/technology
- Students who have taught themselves to play an instrument or have one to one lessons with a specialist teacher (there is an expectation that students will focus on one instrument e.g. music production, voice, piano, guitar, drums etc.)

Implementation

How structured for progress

YEAR 1

- Vocal Music, Fusions and Music for Stage & Screen are taught in specific order starting with simpler scores to follow/ analyse encouraging skill acquisition of score analysis as well as developing musical vocabulary before moving on to more difficult Set Works.
- mock performance assessments done in term 2 and 6
- free composition are started in term 2
- focus on music theory (elements of music using DR T SMITH) in the first term to provide tools for studying throughout the course.

YEAR 2

- Instrumental Music is covered including setworks
- Free composition started in year 10 finished
- Composition to a brief completed
- Performances recorded in spring term
- Revision of all topics studied in preparation for mock and final exams.

How skills developed: As at KS3: listening/analysis, performance and composition skills are developed through study of topics/genres.

How have we deliberately adapted the curriculum?

More emphasis/time on improving written responses to extracts of music in order to improve outcome in exam.

Set students specific song structure composition tasks in order to improve outcomes in the composition unit.

The KS3 curriculum has been adapted to match and support the new KS4 EDEXCEL specification

Allocated curriculum time

3 year GCSE	Y9	Y10	Y11
Fortnightly lesson allocation	4	4	4
2 year GCSE			
Fortnightly lesson allocation	-	6	5

Intent

Key stage 4 - NCFE Level 2 Music

Technology

Why this course

- The Level 1/2 Technical Award in Music Technology is designed for learners who want an introduction to the music technology industry that includes a vocational and project-based element. The qualification will appeal to learners who wish to pursue a career in the music technology industry or progress onto further study.
- 60% coursework completed through an NEA task set by the exam board. Teacher assessed and externally moderated.

Why academic/vocational

- The Level 2 offers a challenging but accessible course enabling students to progress into any area of music post 16 with a secure grounding in every musical area (Composing, Recording & Mixing)
- Course does not require student to be a musician that plays/ performs unlike GCSE making this course accessible to all

Who should choose

- Fundamentally, individuals who are passionate about music and who actively listen to and/or make music in their spare time.
- Individuals who are highly skilled in/passionate about music production/technology
- Students who have taught themselves to play an instrument or have one to one lessons with a specialist teacher (there is an expectation that students will focus on one instrument e.g. music production, voice, piano, guitar, drums etc.

Implementation

How structured for progress

- Year 9, students start the course by completing a dance music remix over terms 1&2 developing fundamental skills in Logic (DAW). They then progress onto completing unit 1 (Intro to music technology and music industry) and unit 2 (The Digital Audio Workstation). These two units give student a solid understanding of the subject and balance lessons between practical and theoretical skills.
- Year 10, Students complete remaining units including Music Theory, Sound Design and Multi Track recording in preparation for NEA and Final Assessment in year 11
- Year 11, Consolidation of learning through all five units including completion of NEA released in Autumn term. Culminating in final exam in summer term

Year 9 Music

Term	Unit
1	<p>The Great Composers! (Pachelbel's Cannon)</p> <ul style="list-style-type: none"> • Students to obtain Listening & Analysing skills through listening to the 'Great Composers' and completing listening tasks. • Students to develop and build on understanding of musical notation • Students to gain vital understanding of DR T SMITH and basic music notation skills
2	<p>Film Music The intention of this unit is to:</p> <ul style="list-style-type: none"> • Master how to create leitmotif/melody selecting major, minor, pentatonic or blues scale to reflect different characters • Consolidate understanding of the elements of music terms and explore how they can be used in descriptive music - students will create the music to accompany a film cue from a 'Shawshank Redemption'. Students will learn more about film cues composed by John Williams ('Jaws', 'Superman', 'Star Wars' and 'Harry Potter') • Understand how to work successfully as an individual, managing time to fulfil a brief by a deadline. • Understand how to select appropriate instrument timbres for desired effect. • Master ability to create accompanying patterns (chords, bass line, rhythmic ostinatos) to produce the right atmosphere to support the film cue drawing from all composition units throughout KS3.
3	<p>World Music The intention of this unit is to:</p> <ul style="list-style-type: none"> • Understand the key features of the following music; Celtic, African, Indian and Latin • To be able to identify the following music; Celtic, African, Indian and Latin through listening • Consolidate the basic principles of playing melody and chords on the keyboard developing two hands playing • Revise and improve ability to read rhythm and treble clef notation.

	<ul style="list-style-type: none"> ● Improve skill in learning, rehearsing and performing musical patterns in pairs on keyboard. ● learning how to play in a compound time signature 6/8
4	<p>Dance Music The intention of this unit is to:</p> <ul style="list-style-type: none"> ● Develop basic skills in a DAW ● Improve ability to compose melody, chords, bass line and accompanying patterns. ● Master ability to develop and structure ideas clearly (Dance music structure) ● Continue to consolidate understanding of the elements of music terms through analysing different pieces of dance music ● Improve skill in working as an individual ● managing time to fulfil a brief by a deadline.
5	<p>Pop Composition The intention of this unit is to:</p> <ul style="list-style-type: none"> ● Consolidate learning of Key and Chords (diatonic writing) from term 2 through writing chord progressions ● Develop lyric and melody writing skills through composing text and melody as a group ● Learn how to structure a pop song] ● Learn stylistic features of pop music and how to write them ● Improve skill in working as a small group to a strict deadline
6	<p>Bands Project The intention of this unit is to:</p> <ul style="list-style-type: none"> ● Improve skill in learning, rehearsing and performing musical patterns in a percussion band. ● Master accuracy, timing and sense of style in performance. ● Develop ensemble skills through performing and rehearsing in bands ● Students to learn how to arrange music for performance including structure and changing of genre.

Music GCSE

Exam board: Edexcel

COURSEWORK - 60% of final grade NEA

Practical component: Due March in Year 11

Performing - 30%

- **Solo** - Live performance on chosen instrument or voice at grade 4 instrument standard
- **Ensemble - Live 'Group'** performance on chosen instrument or voice grade 4 instrument standard

Composing - 30%

- **'Free' composition** - compose a piece of music using a combination of live instruments and technology in any style or genre
- **Briefed composition** - compose a piece of music two one of the exam boards briefs (these will come from the four areas of study; fusions, vocal music, instrumental music, film music).

EXAM

40% of final grade

Listening and Appraising

- A 1 hour and 45 minute written exam paper with CD, which students will complete in the summer of year 11.
- Students will answer questions on unheard/unfamiliar music from within the Areas of Study:

Area of study	Set works
Instrumental Music	<ul style="list-style-type: none"> ● J S Bach: 3rd Movement from Brandenburg Concerto no. 5

REVISION

- Students will be supplied with a booklet of all knowledge organisers for each Area of Study and should use these to regularly revise key features of the genres of music studied.
- Students will also be given a playlist of music in a wide range of styles, which provides another good revision opportunity!
- BBC Bitesize offer some useful revision resources: [BBC bitesize - OCR GCSE Music revision](#)

Extra-Curricular:

- There may be trips and/or workshops during the year which will be compulsory to students.
- Students will also be expected to take part in performances such as 'Later...with Frome College', 'Frome Busks' and the Christmas Concert at St John's Church.
- It is recommended that students take part in one of our clubs in the department. Students should regularly attend rehearsals to at least one of the following groups to further support their musical understanding:
 - Choir
 - Musicals
 - Tech Club
 - String Group
 - Live Events

Year 10 GCSE Music - EDEXCEL

<u>Topics</u>	<u>Objectives/ Learning Outcomes</u>	<u>Assessments</u>
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<p>Term 1 Sept-Oct (7wks)</p>	<p><u>Composition - Composing an Electronic Pop Song (Logic Pro X)</u></p> <p><u>Performance - Solo</u></p> <p><u>Listening & Analysing - Fusions (Esperanza Spalding/ Afro Celt)</u></p>	<p>Students to learn how to compose an EDM pop composition through creating a coherent pop song composition using stylistic conventions Students develop rehearsal skills and to set objectives based on the GCSE mark scheme Students to obtain performance skills through class performance Students to analyse their first set work using DR T SMITH Students to develop new vocabulary specific to set work Students to link learning from World Music topic to understand how Esperanza Spalding is a piece of Fusion.</p>	<p>Hand in MP3</p> <p>Class performance at the end of term (marked using GCSE performance mark scheme)</p> <p>Esperanza Assessment</p>
<p>Term 2 Nov-Dec (8wks)</p>	<p><u>Composition - Composing for Film Apocalypse (Logic Pro X)</u></p> <p><u>Performance - Ensembles</u></p> <p><u>Listening & Analysing - Music for Stage and Screen (Star Wars)</u></p>	<p>Students to learn how to compose an EDM pop composition through creating a coherent pop song composition using stylistic conventions Students develop rehearsal skills and to set objectives based on the GCSE mark scheme Students to obtain performance skills through class performance Students to analyse the set work using DR T SMITH Students to develop new vocabulary specific to set work Students to understand how Williams uses musical devices to create mood and how these are typical conventions of music for stage and screen</p>	<p>Hand in MP3</p> <p>Class performance at the end of term (marked using GCSE performance mark scheme)</p> <p>Star Wars Assessment</p>
<p>Term 3 Jan-Feb (5wks)</p>	<p><u>Composition - Free Composition</u></p> <p><u>Performance - Solos</u></p> <p><u>Listening & Analysing - Music for Stage and Screen (Wicked)</u></p>	<p>Students to begin to compose their own composition through a DAW or on instruments Students to understand how composition is assessed and to listen to high scoring compositions in different styles Students develop rehearsal skills and to set objectives based on the GCSE mark scheme Students to obtain performance skills through class performance Students to analyse the set work using DR T SMITH Students to develop new vocabulary specific to set work Students to understand how Schwartz uses musical devices to create mood and how these are typical conventions of music for stage and screen</p>	<p>Hand in interim of composition MP3</p> <p>Class performance at the end of term (marked using GCSE performance mark scheme)</p> <p>Wicked Assessment</p>
<p>Term 4 Mar-Apr (5wks)</p>	<p><u>Composition - Free Composition</u></p> <p><u>Performance - Ensembles</u></p> <p><u>Listening & Analysing - Vocal Music (Music for a While)</u></p>	<p>Students to continue to compose their own composition through a DAW or on instruments Students to understand how composition is assessed and to listen to high scoring compositions in different styles Students develop rehearsal skills and to set objectives based on the GCSE mark scheme Students to obtain performance skills through class performance Students to analyse the set work using DR T SMITH Students to develop new vocabulary specific to set work Students to understand how Purcell uses musical devices to create mood. Students to learn how Purcell writes in a manner typical of Baroque music</p>	<p>Hand in interim of composition MP3</p> <p>Class performance at the end of term (marked using GCSE performance mark scheme)</p> <p>Music for a While Assessment</p>
<p>Term 5 May-Jun (7wks)</p>	<p><u>Composition - Free Composition</u></p> <p><u>Performance - Ensembles</u></p> <p><u>Listening & Analysing - Vocal Music (Killer Queen)</u></p>	<p>Students to continue to compose their own composition through a DAW or on instruments Students to understand how composition is assessed and to listen to high scoring compositions in different styles Students develop rehearsal skills and to set objectives based on the GCSE mark scheme Students to obtain performance skills through class performance Students to analyse the set work using DR T SMITH Students to develop new vocabulary specific to set work Students to understand how Queen uses complex harmony to add interest to their composition Students to learn how Queen uses music technology effect and techniques to enhance their composition</p>	<p>Hand in interim of composition MP3</p> <p>Class performance at the end of term (marked using GCSE performance mark scheme)</p> <p>Killer Queen Assessment</p>
<p>Term 6 Jun-July (7wks)</p>	<p><u>Composition - Free Composition (Recording Week)</u></p> <p><u>Performance - Solos</u></p> <p><u>Listening & Analysing - Unfamiliar Listening and Exam Prep</u></p>	<p>Students to complete their compositions including all paperwork (15% of final grade) Students develop rehearsal skills and to set objectives based on the GCSE mark scheme Students to obtain performance skills through class performance Students to learn how to answer the 12 mark unfamiliar listening question Students to learn how to complete musical dictation questions Students to learn how to revise set works</p>	<p>Submission of MP3 and Paperwork</p> <p>Class performance at the end of term (marked using GCSE performance mark scheme)</p> <p>End of year Mock Exam</p>

Year 11 GCSE Music - EDEXCEL

	<u>Topics</u>	<u>Objectives/ Learning Outcomes</u>	<u>Assessments</u>
Term 1 Sept-Oct (7wks)	<p><u>Composition - Set Brief</u></p> <p><u>Performance - Solo/ensemble</u></p> <p><u>Listening & Analysing - Instrumental Music (Bach Brandenburg)</u></p>	<p>Students to begin to compose their own composition through a DAW or on instruments</p> <p>Students to learn how to approach each brief</p> <p>Students to decide their pieces for March assessment and begin working on them at home</p> <p>Students to obtain performance skills through class performance</p> <p>Students to analyse the set work using DR T SMITH</p> <p>Students to develop new vocabulary specific to set work</p> <p>Students to understand how Bach uses stylistic conventions of Baroque music</p> <p>Students to learn how Bach maintains interest whilst writing instrumental music</p>	<p>Hand in interim of composition MP3</p> <p>Class performance at the end of term (marked using GCSE performance mark scheme)</p> <p>Bach Assessment</p>
Term 2 Nov-Dec (8wks)	<p><u>Composition - Set Brief</u></p> <p><u>Performance - Solo/ensemble</u></p> <p><u>Listening & Analysing - Instrumental Music (Beethoven Pathetique)</u></p>	<p>Students to continue to compose their own briefed composition through a DAW or on instruments</p> <p>Students to develop their performances for March hand in</p> <p>Students to obtain performance skills through class performance</p> <p>Students to understand how Beethoven uses stylistic conventions of Classical and Romantic music</p> <p>Students to learn how Beethoven maintains interest whilst writing solo piano instrumental music</p> <p>Students to learn how to revise set works</p> <p>Students to gain invaluable mock exam experience</p>	<p>Hand in interim of composition MP3</p> <p>Class performance at the end of term (marked using GCSE performance mark scheme)</p> <p>Mock Exam</p>
		MOCK EXAM #1	
Term 3 Jan-Feb (5wks)	<p><u>Composition - Set Brief</u></p> <p><u>Performance - Solo/ensemble</u></p> <p><u>Listening & Analysing - Unfamiliar Listening/ Musical Dictation</u></p>	<p>Students to continue to compose their own briefed composition through a DAW or on instruments</p> <p>Students to develop their performances for March hand in</p> <p>Students develop rehearsal skills and to set objectives based on the GCSE mark scheme</p> <p>Students to obtain performance skills through class performance</p> <p>Students to practice how to answer the 12-mark unfamiliar listening question</p> <p>Students to develop musical dictation skills</p> <p>Students to revise set works</p>	<p>Hand in interim of composition MP3</p> <p>Class performance at the end of term (marked using GCSE performance mark scheme)</p> <p>Exam practice</p>
Term 4 Mar-Apr (5wks)	<p><u>Composition - Set Brief</u> Recording Week mid March (<i>record solos and groups</i>)</p> <p><u>Performance - Solo/ensemble</u> Recording Week mid March (<i>record solos and groups</i>)</p> <p><u>Listening & Analysing - Unfamiliar Listening/ Musical Dictation</u></p>	<p>Students to complete their compositions including all paperwork (15% of final grade)</p> <p>Students to record their final performances</p> <p>Students to practice how to answer the 12-mark unfamiliar listening question</p> <p>Students to develop musical dictation skills</p> <p>Students to revise set works</p>	<p>Submission and marking of final coursework</p> <p>Mock Exam</p>
		MOCK EXAM #2	
Term 5 May-Jun (7wks)	<p>Exam Revision/ Finishing last bits of C/W</p> <p><u>Listening & Analysing - Final Exam Prep</u></p>	<p>Students to finish any outstanding pieces of coursework</p> <p>Students to practice all areas of the exam including dictation, unfamiliar listening and 12 markers</p> <p>Students to revise all eight set works</p> <p>Students to learn exam techniques including understanding command words and effective methods of revision</p>	Exam style questions
Term 6 Jun-July (7wks)	<u>Students Finished</u>	<u>Students Finished</u>	<u>Students Finished</u>

Exam board: NCFE

COURSEWORK - 60% of final grade NEA

Practical component: Due March in Year 11

NEA - Music Project

- **Students are given a brief to compose a piece of music to a set brief. The complete 5 tasks under controlled conditions**

Content area 1: Introduction to music technology and the music business

Content area 2: The digital audio workstation (DAW)

Content area 3: Musical elements, musical style and music technology

Content area 4: Sound creation

Content area 5: Multitrack recording

EXAM

40% of final grade

Listening and Appraising

- A 1 hour and 30 minute written exam paper with audio files, which students will complete in the summer of year 11.
- All five components are assessed in the exam

REVISION

- Students will be supplied with a booklet of all knowledge organisers for each Area of Study and should use these to regularly revise key features of the genres of music studied.
- Students have workbooks on Classroom for each unit which includes exam style questions.
- Revision mindmaps and sheets are provided for each topic on Classroom as well as teaching ppts.

Extra-Curricular:

- There may be trips and/or workshops during the year which will be compulsory to students.
- Students will also be expected to take part in performances such as 'Later...with Frome College', 'Frome Busks' and the Christmas Concert at St John's Church.
- It is recommended that students take part in one of our clubs in the department. Students should regularly attend rehearsals to at least one of the following groups to further support their musical understanding:
 - Choir
 - Musicals
 - Tech Club
 - String Group
 - Live Events

Year 9 Music Technology - NCFE

Topics	Objectives/ Learning Outcomes	Assessments
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Term 1 Sept-Oct (7wks)	Unit 1: Intro to Music Tech Remix Project 'Ocean Eyes'	Students to gain an understanding of the following topics 1.1 Introduction to music technology and the music business 1.1.1 Roles and responsibilities Students to develop basic skills in DAW Logic Pro X Students to learn how to note input and use piano roll Students learn how to record MIDI	Google Quiz
Term 2 Nov-Dec (8wks)	Unit 1: Intro to Music Tech Remix Project 'Ocean Eyes'	Students to gain an understanding of the following topics 1.2 Development of music technology 1.3 Music business Students to continue to develop basic skills in DAW Logic Pro X Students to learn basic mixing and mastering techniques Students to develop understanding and demonstrate skills in EFX	MP3 hand in assessed on Classroom
Term 3 Jan-Feb (5wks)	Unit 1: Intro to Music Tech Cont. Unit 2: The Digital Audio Workstation	Students to gain an understanding of the following topics 1.3 Music business 1.3.1 Marketing 2.1 The digital audio workstation (DAW) 2.1.1 Hardware components 2.1.2 Software functions	Google Quiz
Term 4 Mar-Apr (5wks)	Unit 1: Intro to Music Tech Cont. Unit 2: The Digital Audio Workstation Cont.	1.3.2 Promotion 1.3.3 Selling and distributing music 2.1.2 Software functions 2.2 Using DAW software functions	Google Quiz
Term 5 May-Jun (7wks)	Unit 2: The Digital Audio Workstation Cont. Unit 3: Musical elements, musical style and music technology	2.2.1 Creating audio using a DAW 2.2.2 Health and safety 3.1 Musical elements 3.1.1 Structural sections 3.1.2 Form 3.1.3 Melody 3.1.4 Harmony 3.1.5 Rhythm 3.1.6 Instrumentation	Google Quiz
Term 6 Jun-July (7wks)	Unit 2: The Digital Audio Workstation Cont. Unit 3: Musical elements, musical style and music technology	2.2 Using DAW software functions 2.2.1 Creating audio using a DAW 2.2.2 Health and safety 3.2 Musical styles 3.2.1 Musical elements and styles 3.2.2 Musical styles and technologies	End of Year assessment

Year 10 Music Technology - NCFE

	<u>Topics</u>	<u>Objectives/ Learning Outcomes</u>	<u>Assessments</u>
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Term 1 Sept-Oct (7wks)	Unit 4: Sound creation	Students to gain an understanding of the following topics 4.1 Sound creation 4.1.1 Forms of media 4.1.2 Types of sound creation	Google Quiz
Term 2 Nov-Dec (8wks)	Unit 4: Sound creation	Students to gain an understanding of the following topics 4.1.3 Methods of sound creation 4.1.4 Arranging sounds 4.1.5 Exporting sound creation	MP3 hand in assessed on Classroom
Term 3 Jan-Feb (5wks)	Unit 5: Multitrack recording	Students to gain an understanding of the following topics 5.1 Multitrack recording 5.1.1 Equipment in the recording studio 5.1.2 Health and safety in the recording studio	Google Quiz
Term 4 Mar-Apr (5wks)	Unit 5: Multitrack recording	Students to gain an understanding of the following topics 5.2 Multitrack recording sessions 5.2.1 Planning multitrack recording sessions 5.2.2 Multitrack recordings 5.2.3 Mixing 5.3 Stereo mixdowns	Google Quiz
Term 5 May-Jun (7wks)	Mock NEA	Students complete a mock NEA in preparation for Year 11. This will help them to develop skills in working independently and obtain experience of the NEA tasks	Interim hand in of tasks 1&2
Term 6 Jun-July (7wks)	Mock NEA	Students complete a mock NEA in preparation for Year 11. This will help them to develop skills in working independently and obtain experience of the NEA tasks	End of Year assessment

Year 11 Music Technology - NCFE

	<u>Topics</u>	<u>Objectives/ Learning Outcomes</u>	<u>Assessments</u>
Term 1 Sept-Oct (7wks)	NEA Revise Unit 1: Intro to Tech	Complete NEA as set by exam board 1.1 Introduction to music technology and the music business 1.1.1 Roles and responsibilities 1.2 Development of music technology 1.3 Music business 1.3.1 Marketing 1.3.2 Promotion 1.3.3 Selling and distributing music	Google Quiz
Term 2 Nov-Dec (8wks)	NEA Revise Unit 2: DAW	Complete NEA as set by exam board 2.1 The digital audio workstation (DAW) 2.1.1 Hardware components 2.1.2 Software functions 2.2 Using DAW software functions 2.2.1 Creating audio using a DAW 2.2.2 Health and safety	MP3 hand in assessed on Classroom

Term 3 Jan-Feb (5wks)	NEA Revise Unit 3: Musical elements, musical style and music technology	Complete NEA as set by exam board 3.1 Musical elements 3.1.1 Structural sections 3.1.2 Form 3.1.3 Melody 3.1.4 Harmony 3.1.5 Rhythm 3.1.6 Instrumentation 3.2 Musical styles 3.2.1 Musical elements and styles 3.2.2 Musical styles and technologies	Google Quiz
Term 4 Mar-Apr (5wks)	NEA Revise Unit 4: Sound Creation	Complete NEA as set by exam board 4.1 Sound creation 4.1.1 Forms of media 4.1.2 Types of sound creation 4.1.3 Methods of sound creation 4.1.4 Arranging sounds 4.1.5 Exporting sound creation	Google Quiz
Term 5 May-Jun (7wks)	NEA Hand IN Revise Unit 5: Multitrack Recording	Complete NEA as set by exam board 5.1 Multitrack recording 5.1.1 Equipment in the recording studio 5.1.2 Health and safety in the recording studio 5.2 Multitrack recording sessions 5.2.1 Planning multitrack recording sessions 5.2.2 Multitrack recordings 5.2.3 Mixing 5.3 Stereo mixdowns	Interim hand in of tasks 1&2
Term 6 Jun-July (7wks)		FINAL EXAM	End of Year assessment