

Subject: Music Technology KS4

Year: 9

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Content Knowledge	<p>Introduction to Logic Pro X <i>Understand the components of DAW</i> <i>Understand how to sequence MIDI tracks</i> <i>Understand how to use loops as a starting point for creating a track</i></p> <p>Key vocabulary: Digital Audio Workstation, MIDI, Audio interface, quantise, plug in, software instrument, loop, sequencer</p>		<p>Introduction to Creating Music and Creating Sounds <i>Understand how to use the musical elements to create songs</i> <i>Understand how sounds can be created through synthesis</i> <i>Understand how sounds can be created using sampling</i></p> <p>Key vocabulary: structure, verse, chorus, harmony, chords, major, minor, rhythm, bar, beats, time signature, back beat, syncopation, melody, riff, scale, instrumentation, drums, guitar, bass, synths, samplers</p>		<p>Introduction to Studio Recording & Mixing <i>Understand the different types of microphones and their application</i> <i>Understand how to set up a recording session</i> <i>Understand how to edit and mix audio recordings</i></p> <p>Key vocabulary: condenser, dynamic, phantom power, XLR, channel, gain, monitor, mix, comping, balance, EQ, compression, reverb, auxiliary, panning.</p>	
Skills	<p>Know how to enter and edit MIDI data Know how to use software instruments Know how to incorporate loops Know how to use the sequencer</p>		<p>Know how to recognise the elements in a song. Know how to structure sections of a song Know how to create a chord sequence Know how to create sounds using synthesis Know how to create sounds using sampling</p>		<p>Know how to set up a microphone to record different instruments Know how to set the gain for a microphone Know how to edit together different takes Know how to apply effects in a mix</p>	
Key Questions	<p>What are the hardware components of a DAW? What are the software functions of a DAW?</p>		<p>How are the musical elements brought together in a song? How has music technology developed over time? How are sounds created for different types of media?</p>		<p>How do you plan effectively for a recording session? What makes a successful recording session? What makes a successful mix?</p>	
Assessment	<p>Keyword tests Mock assignment tasks</p>		<p>Keyword tests Mock assignment tasks</p>		<p>Keyword tests Mock assignment tasks</p>	
Literacy/numeracy /SMSC/Character	<p>Creativity, Resilience, Collaboration, Confidence, Cultural appreciation, Aspiration Subject-specific literacy and oracy</p>		<p>Creativity, Resilience, Collaboration, Confidence, Cultural appreciation, Aspiration Subject-specific literacy and oracy</p>		<p>Creativity, Resilience, Collaboration, Confidence, Cultural appreciation, Aspiration Subject-specific literacy and oracy</p>	
Enrichment opportunities	<p>Music Technology club Support sound engineering of school performances</p>		<p>Music Technology club Support sound engineering of school performances</p>		<p>Music Technology club Support sound engineering of school performances</p>	
Futures	<p>Further studies in Music and Music Technology at KS5 Wide range of careers in Music including: Performer, songwriter, media composer, sound engineer, live sound engineer, mixing engineer, producer, copyist, orchestrator, conductor, artist manager, concert promoter, tour promoter, roadie, instrument technician, teacher, music editor, DJ, radio DJ, radio producer, sound designer, venue management, music therapist, copyright agent.</p>					

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Content Knowledge	<p>Unit 1 Learning Outcome 1 <i>Understand the hardware components and software functions of a DAW including, computer, peripherals/hardware, MIDI controllers, audio/MIDI interface, differences between audio, software instrument and MIDI tracks, software instruments, editing tools, plug-ins</i></p> <p>Key vocabulary as per Unit Glossary in specification</p>	<p>Unit 2 Learning Outcome 1 <i>Understand the musical elements of a chosen style key elements of their chosen style including: structure, melody, rhythm, harmony, instrumentation, music technology developments that have influenced their chosen style.</i></p> <p>Key vocabulary as per Unit Glossary in specification</p>	<p>Unit 1 Learning Outcome 2 Unit 2 Learning Outcome 2 <i>Create a musical project that will include MIDI and audio</i> <i>Create a piece of music in the style identified in learning outcome 1</i></p> <p>Key vocabulary as per Unit Glossary in specification</p>	<p>Unit 1 Learning Outcome 3 Unit 2 Learning Outcome 3 <i>Review a completed musical project</i> <i>Review the musical piece</i></p> <p>Key vocabulary as per Unit Glossary in specification</p>	<p>Unit 4 Learning Outcome 1 <i>Explain sound creation using examples</i> <i>Know about different forms of media, types of sound creation, methods of sound creation</i></p> <p>Key vocabulary as per Unit Glossary in specification</p>	<p>Unit 3 Learning Outcome 1 <i>Plan a recording session in response to a given scenario</i> <i>Including health and safety, microphones, sound sources, placement and DI, audio interfaces, multi-track recorder, monitoring, planning a studio session</i></p> <p>Resubmission for Units 1 & 2 Mock Exams</p> <p>Key vocabulary as per Unit Glossary in specification</p>
Skills	<p>Know how to communicate clearly using correct terminology. Explain how the features of the DAW are used and interrelate</p>	<p>Know how to communicate clearly using correct terminology. Compare and contrast musical examples</p>	<p>Know how to record audio and MIDI Know how to use editing tools use of plug-ins Know how to select and create key musical elements</p>	<p>Know how to critically analyse the creative process. Know how to identify strengths and weaknesses Know how to identify ways to improve.</p>	<p>Know how to communicate clearly using correct terminology. Compare how sound is used in contrasting examples</p>	<p>Know how to communicate clearly using correct terminology. Know how to plan effectively for a recording session</p>
Key Questions	<p>What are the hardware components of a DAW? What are the software functions of a DAW?</p>	<p>How are the musical elements brought together in a song? How has music technology developed over time?</p>	<p>How can you apply tools and techniques leading to a musically fluent end result? What musical ideas and techniques are stylistic of the genre?</p>	<p>What are the strengths and weaknesses of your project? What are meaningful improvements you could make to your process or outcome?</p>	<p>How are sounds used to enhance different forms of media? How are different sounds created?</p>	<p>What health and safety precautions will you need to take? What is multi-track recording?</p>
Assessment	Internally Assessed Task to a brief for Unit 1 LO1	Internally Assessed Task to a brief for Unit 2 LO1	Internally Assessed Task to a brief for Unit 1 LO2 & Unit 2 LO2	Internally Assessed Task to a brief for Unit 1 LO3 & Unit 2 LO3	Internally Assessed Task to a brief for Unit 4 LO1	Internally Assessed Task to a brief for Unit 3 LO1 Mock External Assessments
Literacy/numeracy /SMSC/Character	Creativity, Resilience, Collaboration, Confidence, Cultural appreciation, Aspiration Subject-specific literacy and oracy		Creativity, Resilience, Collaboration, Confidence, Cultural appreciation, Aspiration Subject-specific literacy and oracy		Creativity, Resilience, Collaboration, Confidence, Cultural appreciation, Aspiration Subject-specific literacy and oracy	
Enrichment opportunities	Music Technology club Support sound engineering of school performances		Music Technology club Support sound engineering of school performances		Music Technology club Support sound engineering of school performances	
Futures	Further studies in Music and Music Technology at KS5 Wide range of careers in Music including: Performer, songwriter, media composer, sound engineer, live sound engineer, mixing engineer, producer, copyist, orchestrator, conductor, artist manager, concert promoter, tour promoter, roadie, instrument technician, teacher, music editor, DJ, radio DJ, radio producer, sound designer, venue management, music therapist, copyright agent.					

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Content Knowledge	<p>Unit 3 Learning Outcome 2 Unit 3 Learning Outcome 3 <i>Undertake a studio recording session</i> <i>Mix a multi-track recording</i></p> <p>Key vocabulary as per Unit Glossary in specification</p>	<p>Unit 3 Learning Outcome 3 Unit 3 Learning Outcome 4 <i>Mix a multi-track recording</i> <i>Review mixdown from learning outcomes 2 and 3 including progression from original recordings to final mixdown, strengths of the mix, ways to improve.</i></p> <p>Key vocabulary as per Unit Glossary in specification</p>	<p>Unit 4 Learning Outcome 2 <i>Plan and undertake the sound creation for a given brief demonstrating planning, selection of materials, creation of audio material, arrangement of sounds</i></p> <p>Preparation for External Exams</p> <p>Key vocabulary as per Unit Glossary in specification</p>	<p>External Exam Window 1 <i>Synoptic Written Assessment</i> <i>Synoptic Practical Assessment</i></p> <p>Unit 4 Learning Outcome 3 <i>Review completed sound creation project</i></p> <p>Key vocabulary as per Unit Glossary in specification</p>	<p>Resubmission for Units 3 & 4</p> <p>Preparation for resitting external assessments</p> <p>Key vocabulary as per Unit Glossary in specification</p>	<p>External Exam Window 2 <i>Synoptic Written Assessment</i> <i>Synoptic Practical Assessment</i></p>
Skills	<p>Know how to use recording equipment safely. Know how to optimise gain. Know how to use effects in a mix.</p>	<p>Know how to critically analyse the creative process. Know how to identify strengths and weaknesses Know how to identify ways to improve.</p>	<p>Know how to select sounds appropriate for media. Know how to create sounds using audio editing. Know how to create sounds using synthesis.</p>	<p>Know how to critically analyse the creative process. Know how to identify strengths and weaknesses Know how to identify ways to improve.</p>		
Key Questions	<p>How do you effectively optimise gain at each stage of the recording process? How do you use plugins effectively while mixing?</p>	<p>What are the strengths and weaknesses of your project? What are meaningful improvements you could make to your process or outcome?</p>	<p>What is the most effective method of creation for the sound I need? Have I demonstrated how I have experimented in creating my sounds?</p>	<p>What are the strengths and weaknesses of your project? What are meaningful improvements you could make to your process or outcome?</p>		
Assessment	Internally Assessed Task to a brief for Unit 3 LO2 & Unit 3 LO3	Internally Assessed Task to a brief for Unit 3 LO3 & Unit 3 LO4	Internally Assessed Task to a brief for Unit 4 LO2	Internally Assessed Task to a brief for Unit 4 LO3 Externally Assessed Written and Practical exam		Externally Assessed Written and Practical exam
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