	Unit 1	Unit 2	Unit 3
Content Knowledge & Skills	**Composing using a DAW - EDM** ● *Know the history of Dance Music and its links to the development of technology.* ● *Identify how the core elements are used in EDM music.* ● *Understand that a DAW combines recorded audio and computer-generated sounds* ● *Compose a song using software instruments and loops.* ● *Use technology stylistically making use of tools such as step sequencers and arpeggiators* ● *Use effects stylistically to produce a song.* ● *Compose with a control of appropriate musical elements.* Key vocabulary: Digital Audio Workstation, MIDI, Audio interface, quantise, plug in, software instrument, loop, step sequencer, structure, verse, chorus, harmony, chords, major, minor, rhythm, bar, beats, time signature, back beat, syncopation, melody, riff, scale, instrumentation, drums, guitar, bass	**Composing using a DAW - Minimalism** ● *Know the history of Minimalism and its links to the development of technology.* ● *Identify how the core elements are used in Minimalism.* ● *Understand the importance of repetition and development in composition.* ● *Perform a piece of minimalist music using technology.* ● *Compose a piece using technology and the key stylistic features of minimalism.* ● *Compose with a control of appropriate musical elements.* Key vocabulary: Digital Audio Workstation, MIDI, quantise, software instrument, loop, step sequencer, structure, major, minor, rhythm, bar, beats, time signature, syncopation, melody, cell, repetition, development, note addition, note subtraction, augmentation, diminution, ostinato, phasing.	**Sound Creation** ● *Know the key types and methods of Sound creation.* ● *Identify how the types of Sound Creation are used in different types of media.* ● *Understand that Sound Creation can be used to enhance consumers' experience of different types of media.* ● *Perform a piece of minimalist music using technology.* ● *Use technology to fit sound to picture* ● *Create sounds through synthesis, editing and mixing audio recordings and sampling* ● *Use effects appropriately to enhance your mix* Key vocabulary: Ambience, foley, environmental sounds, underscore, spot effects, effects library, monitor, mix, comping, balance, EQ, compression, reverb, auxiliary, panning
Key Questions	How are the musical elements brought together in a song? What are the hardware components of a DAW? What are the software functions of a DAW?	Why is rhythm such a key element in Minimalism? How did technology influence the development of Minimalism? Is performance through technology a valid musical performance?	How are sounds created for different types of media? What makes a successful mix?
Assessment	Composition assessment – paired composition using a DAW	Composition assessment – paired composition using a DAW	Composition assessment – paired task creating sound effects for a short animation
Literacy/numeracy/SMSC/ Character	Subject-specific literacy and oracy Numeracy in relation to beats and rhythmic divisions Initiative, creativity, collaborative skills.	Subject-specific literacy and oracy Numeracy in relation to beats and rhythmic divisions Initiative, creativity, collaborative skills.	Subject-specific literacy and oracy Numeracy in relation to beats and rhythmic divisions Initiative, creativity, collaborative skills.
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 KS4 and 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.		