

Year: 9

| | Unit 1 | Unit 2 |
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| Content Knowledge | <p align="center">Composing using a DAW</p> <p><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> <i>Understand how to use the musical elements to create songs</i></p> <p>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</p> | <p align="center">Sound Creation</p> <p><i>Understand how to fit sound to picture</i> <i>Understand how to edit and mix audio recordings</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: Ambience, foley, environmental sounds, underscore, spot effects, effects library, 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 step sequencer Know how to recognise the elements in a song. Know how to structure sections of a song Know how to create a chord sequence</p> | <p>Know how to create sounds using synthesis Know how to create sounds using sampling Know how to edit audio files Know how to apply effects in a mix</p> |
| Key Questions | <p>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?</p> | <p>How are sounds created for different types of media? What makes a successful mix?</p> |
| Assessment | Composition assessment – paired composition using a DAW | Composition assessment – paired task creating sound effects for a short animation |
| Literacy/numeracy/SMSC/Character | <p>Subject-specific literacy and oracy Numeracy in relation to beats and rhythmic divisions Initiative, creativity, collaborative skills.</p> | <p>Subject-specific literacy and oracy Numeracy in relation to beats and rhythmic divisions Initiative, creativity, collaborative skills.</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> |
| Futures | <p>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.</p> | |