

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Content Knowledge	<p style="text-align: center;">Component 1: Recording</p> <p><i>Explain exam criteria and log book. Discover the equipment and techniques required to make a successful recording. Evaluate and apply the importance of pre-production, rehearsal and research to acquire correct techniques and production for the project. Evaluate the different types of microphones and their application Develop skills towards how to set up a recording session Apply skills on how to edit and mix audio recordings</i></p> <p>Key vocabulary: condenser, dynamic, phantom power, XLR, polar pattern, sensitivity, on/off axis, channel, gain, monitor, mix, comping,</p> <p style="text-align: center;">Component 2: Technology-based composition</p> <p><i>Explain exam criteria and log book. Compare the various mediums set by the exam board and how to write to the brief. Modify and set up a session according to exam brief. Discover software instruments including Samplers, Synths and Drum creation tools.</i></p>		<p style="text-align: center;">Component 1: Recording</p> <p><i>Compare and apply knowledge practically to students own recording sessions managed solely by the individual student.</i></p> <p>Key vocabulary: balance, EQ, compression, reverb, auxiliary, panning.</p> <p style="text-align: center;">Component 2: Technology-based composition</p> <p><i>Explore the basics of synthesis Apply the basics of musicality</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 style="text-align: center;">Component 3: Listening and analysing</p> <p><i>Explain exam criteria. Evaluate how recording technology and production techniques adapt to evolving genres Recognise the elements of a recording through deconstruction and successfully evaluate the technologies and techniques used.</i></p>		<p style="text-align: center;">Component 1: Recording</p> <p><i>Devise and apply knowledge practically to students own mixing sessions managed solely by the individual student. Summer 2 - start planning preproduction</i></p> <p style="text-align: center;">Component 2: Technology-based composition</p> <p><i>Recognise and apply the basics of sampling Recognise and apply different automation tools.</i></p> <p>Key vocabulary:</p> <p style="text-align: center;">Component 3: Listening and analysing</p> <p><i>Evaluate how recording technology and production adapt to evolving genres Recognise the elements of a recording through deconstruction and successfully evaluate the technologies and techniques used.</i></p> <p style="text-align: center;">Component 4: Producing and analysing</p> <p>Explain exam criteria Apply various production tools and techniques available in Logic. Compare and evaluate the various audio effects that can be applied to a mix.</p>	
Skills	<p>Know how to communicate clearly using correct terminology Know how to plan effectively for a recording session Know how to theoretically and practically use studio equipment Know how to set up a microphone to record different audio instruments Know how to set the gain for a microphone Know how to edit together different takes. Know how to use recording equipment safely. Know how to optimise gain. Know different ways to enter and edit MIDI data Know how to use software instruments</p>		<p>Know how to apply plug-in effects in a mix Know how to use effects in a mix. Know how to create sounds using audio editing. Know how to create sounds using external effects units. Know how to select and create key musical elements Know how to communicate clearly using correct terminology 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 recognise the elements of production in a song.</p>		<p>Know how to apply mastering and finishing production techniques to a track. Know how to create sounds using sampling. Know how to communicate clearly using correct terminology Know how to recognise the elements of production in a song. Compare how sound is used in contrasting examples Correlate the balance between various mathematical and physic formulas behind music technology variables.</p>	

	<p>Know how to incorporate loops</p> <p>Know how to use the sequencer</p>	<p>Know how to critically analyse the recording process.</p> <p>Compare how sound is used in contrasting examples</p>	
Key Questions	<p>How do you plan effectively for a recording session?</p> <p>What makes a successful recording session?</p> <p>What are the hardware components of a DAW?</p> <p>What makes a successful recording session that meets the criteria?</p> <p>What health and safety precautions will you need to take?</p> <p>What is multi-track recording?</p> <p>How do you effectively optimise gain at each stage of the recording process?</p> <p>How are sounds created for different types of media?</p> <p>What are the software functions of a DAW?</p>	<p>How do you use plugins effectively while mixing?</p> <p>How are the musical elements brought together in a song?</p> <p>How has music technology developed over time?</p> <p>What musical ideas and techniques are stylistic of the genre?</p>	<p>Evaluate your planning and recording of the recording.</p> <p>What are meaningful improvements you could make to your process or outcome?</p> <p>What makes a successful mix that meets the criteria?</p> <p>What makes a successful mix that meets the criteria?</p> <p>What makes a successful composition that meets the criteria?</p> <p>What are meaningful improvements you could make to your process or outcome?</p> <p>What musical ideas and techniques are stylistic of the genre?</p> <p>What is the correct term for properties being used?</p> <p>eg dB, Frequency, sample rate, but rate</p>
Assessment	<p>Mock assignment tasks based on last years exam stimuli.</p> <p>Keyword tests</p> <p>Mock assignment tasks based on last years exam stimuli.</p>	<p>Mock assignment tasks based on last years exam stimuli.</p> <p>Mock assignment tasks based on last years exam stimuli.</p> <p>Essay Writing</p>	<p>Mock assignment tasks based on last years exam stimuli.</p> <p>Mock assignment tasks based on last years exam stimuli.</p> <p>Essay Writing</p> <p>Keyword and concepts tests.</p>
Literacy/numeracy /SMSC/Character	<p>Creativity, Resilience, Collaboration, Confidence, Cultural appreciation, Aspiration, IT literacy</p> <p>Subject-specific literacy and oracy</p>	<p>Creativity, Resilience, Collaboration, Confidence, Cultural appreciation, Aspiration, IT literacy</p> <p>Subject-specific literacy and oracy</p>	<p>Creativity, Resilience, Collaboration, Confidence, Cultural appreciation, Aspiration, IT Literacy, numerical literacy,</p> <p>Subject-specific literacy and oracy</p>
Enrichment opportunities	<p>Music Technology club</p> <p>Support sound engineering of school performances</p>	<p>Music Technology club</p> <p>Support sound engineering of school performances</p>	<p>Music Technology club</p> <p>Support sound engineering of school performances</p>
Futures	<p>Further studies in Music and Music Technology at University/College</p> <p>Wide range of careers in Music including:</p> <p>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 style="text-align: center;">Component 1: Recording</p> <p><i>Apply knowledge to successfully record musicians using well researched, evidenced and credited production and studio techniques to achieve aurally pleasing recordings.</i></p> <p style="text-align: center;">Component 2: Technology-based composition</p> <p><i>Start planning and research towards technology based composition. Compose initial ideas.</i></p> <p style="text-align: center;">Component 3: Listening and analysing</p> <p><i>Apply marking scheme criteria to plan for longer questions in exam. Emphasis on compare and contrast questions.</i></p> <p style="text-align: center;">Component 4: Producing and analysing</p> <p>Utilise advanced DAW features and recite terminology. Evaluate different schematics, controls and mixing scenarios and successfully evaluate their effectiveness in various scenarios and styles of music.</p> <p>Key Vocabulary: Flextime, audio quantise, audio stems, groove template, comping.</p>		<p style="text-align: center;">Component 1: Recording</p> <p><i>Evaluate and apply knowledge practically to students own mixing sessions managed solely by the individual student.</i></p> <p style="text-align: center;">Component 2: Technology-based composition</p> <p><i>Continue to extend and develop creative musical and sound ideas.</i></p> <p style="text-align: center;">Component 3: Listening and analysing</p> <p><i>Exam revision - past papers and examples.</i></p> <p style="text-align: center;">Component 4: Producing and analysing</p> <p><i>Exam revision - past papers and examples.</i></p>		<p style="text-align: center;">Component 1: Recording</p> <p><i>Evaluate and apply knowledge practically to students own mastering sessions managed solely by the individual student.</i></p> <p style="text-align: center;">Component 2: Technology-based composition</p> <p><i>Continue to extend and develop creative musical and sound ideas. Ensure piece is mixed and mastered.</i></p> <p style="text-align: center;">Component 3: Listening and analysing</p> <p><i>Exam revision - past papers and examples.</i></p> <p style="text-align: center;">Component 4: Producing and analysing</p> <p><i>Exam revision - past papers and examples.</i></p>	
Skills	<p><i>Applying knowledge to exam criteria.</i></p> <p><i>Applying knowledge to exam criteria.</i></p> <p><i>Production: enter and edit MIDI data</i></p> <p><i>Production: use of software instruments</i></p> <p><i>Production: use of loops</i></p> <p><i>Production: use of the sequencer</i></p> <p><i>Production: use of the sampler</i></p> <p><i>Compare how sound is used in contrasting examples</i></p> <p><i>Know how to communicate clearly using correct terminology.</i></p>		<p><i>Ideally finishing coursework (mastering)</i></p> <p><i>Ideally finishing coursework (mastering)</i></p> <p><i>Production: use of automation</i></p> <p><i>Compare how sound is used in contrasting examples.</i></p> <p><i>Evaluate previously unseen diagrams and instructions</i></p>		<p><i>Finishing coursework (mastering)</i></p> <p><i>Finishing coursework (mastering)</i></p> <p><i>Long specific question practice.</i></p> <p><i>Long specific question practice.</i></p>	
Key Questions	<p><i>How are different sounds created?</i></p> <p><i>What is the most effective method of creation for the sound I need?</i></p> <p><i>Have I evidenced how I have experimented in creating my sounds?</i></p>		<p><i>How has music technology developed over time?</i></p> <p><i>How can you apply tools and techniques leading to a musically fluent end result?</i></p>		<p><i>What makes a successful mix?</i></p>	
Assessment	<p><i>Coursework assignment & Log book</i></p> <p><i>Coursework assignment & Log book</i></p> <p><i>Essay questions</i></p>		<p><i>Coursework assignment & Log book</i></p> <p><i>Coursework assignment & Log book</i></p> <p><i>Essay questions</i></p>		<p><i>Coursework assignment & Log book</i></p> <p><i>Coursework assignment & Log book</i></p> <p><i>Essay questions</i></p>	

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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 University/College 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.		