



Half Term	2: The Digital Audio Workstation	3: Musical Elements, Musical Styles and Music Technology	5: Multitrack Recording	4: Sound Creation	Mock Synoptic Project	
Topic	1	2	3	4	5	6
Topic Overview	So that students are able to record, edit and mix audio/MIDI, they focus on Digital Audio Workstation skills. This includes edit functions, effects, MIDI and project management. This prepares students with skills needed for sound creation and multitrack recording and enables them to use the DAW for composition . In addition to learning the technological functions of hardware/software, they develop composition skills by completing practical challenges in a DAW that focus on project management, editing, MIDI and audio manipulation.	Building on the knowledge of musical elements learnt throughout KS3, students develop their understanding of music theory, musical styles and how technology has influenced these styles. Students develop their music theory to improve their composition skills , and study features of pop music styles since the 1950s, so that they understand how the elements of music are controlled to suit different genres. Building on their understanding of music technology , students study the development of technology and the impact that has had on musical styles, e.g. the effect of the sampler on hip hop, so that they are aware of the influence of technology on composition .	Students continue with Musical Elements, Musical Styles and Music Technology, so that they have the time to gain mastery of the theoretical knowledge, deeper understanding of the musical styles, and the compositional skills they will need in their synoptic project. This half term will focus more on composition , because the theoretical underpinning will have been taught in half term	Students expand on the knowledge they got from the DAW by learning about the recording studio, so that they are able to plan, record and mix a multitrack recording. Through teacher delivery and by recording a range of recording scenarios, students gain skills to use all equipment commonly found in the studio, and will learn how to do this safely. So that students achieve their potential in their studio sessions, they are trained to plan their sessions properly. Building on the mixing skills they learnt in DAW and Sound Creation , students will develop their mixing skills so that they are able to produce stereo mixdowns of a good standard.	Students will learn how sound is developed across a range of media, e.g., video games and podcasts, so that they are able to apply these skills to their own composition and recording. After learning about methods and technology involved in sound creation, e.g., foley and synthesis, students will complete practical tasks so that they can demonstrate the sound creation (composition) skills they have learned. This will build DAW skills they have learned in Component Area 2, as they will arrange and export audio from Garage band, as well as the recording skills they learnt in multitrack recording .	To practice the skills that they have attained over the year, students are given a project in a real-world setting that will challenge their understanding of the music business; the DAW; how to compose using elements and stylistic features ; use sound creation methods; and record in the studio setting. The brief is the sample assessment brief provided by NCFE.
Components	Hardware components: students learn the functionality of music hardware e.g., MIDI controllers and audio interfaces so that they can use equipment for composition. Software functions: through creating their own Garageband projects, students learn how to manage a DAW project effectively, e.g., sample rates, saving and keyboard shortcuts, so that they	Musical elements: so that students can compose and appraise music accurately, students 'deep dive' the elements of music, studying structure, form, melody, harmony, rhythm and instrumentation through a mixture of listening and written tasks related to the styles of music mentioned below.	The half term runs similar to Half Term 2, with more of an emphasis on composition tasks, with students composing in specific music styles. This is to develop students' knowledge of styles, theory and composition holistically. The half term culminates with a reggae composition project.	Equipment: as students' progress through recording scenarios, they learn how to use the relevant equipment so that they are able to use it correctly in their recording tasks. Planning: before commencing recording, students produce plans justifying their equipment choices to demonstrate their understanding of the requirements of a recording session.	Forms of media: so that they understand a wide range of sound creation forms, students learn how sound is created in different forms of media, from films to jingles. Types of sound creation: to apply their sound creation knowledge, students complete practical tasks focusing on specific sound creation skills e.g., foley, ambience and underscore	Responding to the brief: So that they can demonstrate their intentions for their work, students present a proposal for the audio they will create. Planning for production: to prepare students for creating their work, students produce a plan for their piece Production of the piece: Students use the skills

	<p>can manage their work independently.</p> <p>Creating audio using a DAW: to develop experience composing/arranging by using DAW techniques, students learn how to manipulate audio/MIDI by creating their arrangement of a dance track, to a brief set by the teacher. This forms the <u>initial assessment</u> for the course.</p> <p>Health and safety: students learn how to identify hazards and understand the risks so that they can carry out their work safely.</p> <p>Content Area 1: Music technology and the music business: Throughout the course, students are taught how their tasks relate to the music industry so that they understand how their work is significant and may lead to further study/career in the industry.</p>	<p>Musical elements and style: so that they can apply the knowledge above, students' study how the musical elements are controlled to define popular musical styles e.g., disco. Students learn through a variety of listening and composition tasks, culminating in a rock or funk composition project.</p> <p>Musical style and technology: alongside learning about these genres, students learn how the development of technology has impacted the development of different popular music styles so that they have a real-world understanding of the equipment they are using.</p>		<p>Recording: to demonstrate and apply the skills learnt in this topic, students record different instruments, finishing with a recording challenge set by the teacher.</p> <p>Mixing: students build on the DAW skills learnt in HT1, developing new skills, e.g., dynamics processing, so that they can produce high quality mixes of their recordings.</p> <p>Mixdowns: Students export their final mixes so that they can be evaluated.</p>	<p>(the latter developing their composition knowledge).</p> <p>Methods of sound creation: students learn sound creation techniques such as props, synthesis and sampling to further develop their ability with a wide range of sound creation techniques.</p> <p>Arranging sounds: learners arrange and manipulate their sounds in a DAW so that they can produce a finished piece of sound for media. The half term culminates with students creating, recording, editing and mixing the audio for a film scene to demonstrate the skills learnt in the unit.</p>	<p>learnt in previous units to produce their audio, in order to demonstrate these skills.</p> <p>Mixing: Students use the mixing and exporting skills they have learnt to produce their final product.</p> <p>Evaluation: students evaluate the success of their work to demonstrate their awareness of the strengths and weaknesses of what they have produced.</p>
Key vocabulary pupil will know and learn	Roles and responsibilities keywords, development of music technology keywords, marketing keywords, promotion keywords, selling/distributing keywords.	Elements of music keywords, music styles keywords, development of technology keywords.		Equipment in the recording studio keywords, health and safety in the recording studio keywords, mixing keywords, mixdowns keywords.	Forms of media keywords. types of sound creation keywords, methods of sound creation keywords, arranging sounds keywords, exporting sound creation keywords.	Vocabulary from across the previous Y10 units will be used.

Commented [ME1]: Why? Explain why students are doing this?