	Faculty	Creative Arts
Subject group	Subject	Music

		Term Aut 1 Unit 1	Term Aut 2 Unit 2	Term Spr 1 Unit 3	Term Spr 2 Unit 4	Term Sum 1 Unit 5	Term Sum 2 Unit 6
		Curriculum / Syllabus coverage	Curriculum / Syllabus coverage	Curriculum / Syllabus coverage	Curriculum / Syllabus coverage	Curriculum / Syllabus coverage	Curriculum / Syllabus coverage
Year 7	Unit title	Introduction to the Orchestra Introduction to the keyboard and note reading.	Orchestral Families Basic Keyboard Skills - 'Ode to Joy'	Music Theory and Keyboard Skills	Note reading and how to write a suitable ternary form melody.	Elements of Music and Programme Music - keyboard skills continued	Elements of Music and Programme Music - keyboard skills continued
	Subject Knowledge introduced / developed / revised	Introduced Listening and appraisal skills. Introduced Note reading skills. Keyboard skills - learning basic notation and hand position.	Develop Listening and appraisal skills. Develop Note reading skills. Developing keyboard skills, extending tasks to include playing in time to a metronome.	To continue to develop Basic theory skills. To recognise notes on the treble and bass clef. To have a workable understanding of time signatures. To develop basic keyboard skills by using correct C hand positioning.	To Introduce Melody writing. To develop understanding of pitch and rhythm. To continue with basic keyboard skills and transitioning between C and G hand positions, using all 5 fingers and using both right and left hands.	Introduce the elements of Music. Develop skills to enable students to use key terminology to describe and evaluate unfamiliar music from the 1800's.	Introduce listening tasks based around programme music from the 1800's. Saint Saen, Gustav Holst, Modest Mussorgsky, Prokiev.
	skills developed / extended / used	Developing listening skills to recognise key orchestral timbres. Recognition of basic notation. Using basic notation to learn and perform Easy pieces of music	Developing listening skills to recognise key orchestral timbres. Recognition of basic notation. Using basic notation to learn and perform Easy pieces of music	Keyboard and Theory skills developed and revised.	Keyboard and Theory skills developed and revised.	Development of analysing skills and evaluation skills, using correct terminology in context. Development of keyboard skills.	Development of analysing skills and evaluation skills, using correct terminology in context. Development of keyboard skills.
	Opportunities to develop 'Respectful attitudes' / Inclusion and Diversity	Establishing the rules and behaviours in the secondary Music rooms - all staff to introduce the dept. expectations in the same way. Learning to respect the rooms, the equipment and each other.	Sharing personal responses with the group and respecting each other's opinions.	Getting students to listen/ appraise whilst performing their keyboard pieces. Ensuring they are respectful and considerate.	Getting students to listen whilst performing their melodies on the keyboard. Ensuring they are respectful and considerate.	Sharing personal responses with the group and respecting each other's opinions. Also respectful listening during performance.	Sharing personal responses with the group and respecting each other's opinions. Also respectful listening during performance.
	Links to 'Destinations and Employability'	Listening to Orchestras performing unfamiliar Music (opportunity for trip in the future)	Listening and music notation is a core skill. It is central to the course and related careers.	Listening and music appreciation and performance is a core skill. It is central to the course and related careers.	Listening and music notation is a core skill. It is central to the course and related careers.	Having an understanding of musical elements and being able to explain programme music using the musical elements is a core skill.	Having an understanding of musical elements and being able to explain programme music using the musical elements is a core skill.
	Enrichment Opportunities offered or developed	keyboard lunch time enrichment. Concert band, Jazz Band, pop/ rock band and choir if able.	keyboard lunch time enrichment. Concert band, Jazz Band, pop/ rock band and choir if able.	keyboard lunch time enrichment. Concert band, Jazz Band, pop/ rock band and choir if able.	keyboard lunch time enrichment. Concert band, Jazz Band, pop/ rock band and choir if able.	keyboard lunch time enrichment. Concert band, Jazz Band, pop/ rock band and choir if able.	keyboard lunch time enrichment. Concert band, Jazz Band, pop/ rock band and choir if able.

		Faculty	Creative Arts
Subject group		Subject	Music

		Term	Aut 1	Unit	1	Term	Aut 2	Unit	2	Term	Spr 1	Unit	3	Term	Spr 2	Unit	4	Term	Sum 1	Unit	5	Term	Sum 2	Unit	6
		Curriculum / Syllabus coverage				Curriculum / Syllabus coverage				Curriculum / Syllabus coverage				Curriculum / Syllabus coverage				Curriculum / Syllabus coverage				Curriculum / Syllabus coverage			
Year 8	Unit title	Introduction to Music Technology and Sequencing, Introducing Intervals (BAND METHOD - SOLO/ENSEMBLE AND MUSIC THEORY)				Continuing Logic Pro X Sequencing and introducing intervals and chords (BAND METHOD - SOLO/ENSEMBLE AND MUSIC THEORY)				Introduction to Video Game Music and Compositional Devices (Fanfare and Ostinato) (BAND METHOD - SOLO/ENSEMBLE AND MUSIC THEORY)				Video Game Music and Compositional Devices (Sequences and Call & Response) (BAND METHOD - SOLO/ENSEMBLE AND MUSIC THEORY)				Electronic Dance Music and Composing using two chords. (BAND METHOD - SOLO/ENSEMBLE AND MUSIC THEORY)				Four-Chord songs and composing using a given chord progression. (BAND METHOD - SOLO/ENSEMBLE AND MUSIC THEORY)			
	Subject Knowledge introduced / developed / revised	Introduced the programme Logic Pro X and the basic functions. Developed year 7 note reading and keyboard skills into understanding how to count intervals on the stave and on the keyboard. Instruments chosen and introduction of study and practice programme.				Introducing new music theory knowledge by developing intervals into intervals and chords. Developing music technology skills by introducing new Logic functions such as quantise and pencil tool. Development of instrumentation skills. Introduction of Basic Music Theory.				Introducing compositional techniques. Introducing historical context about the development of video game music. Revising chords in a compositional setting. Development of instrumentation skills. Introduction of ABRSM graded theory paper.				Introducing new compositional ideas Sequences and Call & Response. Developing knowledge about the development of video games. Development of instrumentation skills. Development of Basic Music Theory (grade 1), including Pitch, Rhythm, Intervals, Scales and Keys, terminology and Music in Context.				Developing chords knowledge and composing skills. Revising the formula for working out chords. Introducing electronic dance music features, styles, remixing and synthesisers. Development of performance skills. Continue to develop grade 1 music theory understanding. Identify individual areas of weakness and concentrate learning towards these topics.				Extending chords knowledge to understand common chord progressions. Introducing the concept of a 4-chord song and the I-V-vi-IV chord progression. Perform learnt ensemble and performance music. Sit final grade 1/2 theory paper depending on progress made.			
	skills developed / extended / used	Using basic Logic skills to develop sequencing skills. Developing note reading skills into intervals. Extending stave and note lengths skills into reading the music and recreating it on the computer.				Developing intervals knowledge by playing pieces with interval-based riffs into the computer software. Extending intervals knowledge by introducing chords. Developing skills on Logic Pro X basic functions.				Extending Logic Pro X Skills. Developing compositional skills by using new compositional techniques (fanfares and ostinatos). Developing listening skills by identifying the compositional techniques aurally.				Developing knowledge of new techniques. Extending composing skills to combine all compositional techniques in a final composition to a stimuli. Extending Logic Pro and sequencing skills.				Continuing to develop compositional and Logic Pro X skills. Using chords knowledge from the spring term to apply to composing a pedal note composition.				Extending chords and composition skills to compose a piece of music with chords, a melody, a bass line and a drum beat. Developing sequencing skills.			
	Opportunities to develop 'Respectful attitudes' / Inclusion and Diversity	Establishing the rules and behaviours in the secondary Music rooms - all staff to introduce the dept. expectations in the same way. Learning to respect the rooms, the equipment and each other.				Pupils develop respectful attitudes by giving peer-assessments by giving a positive and an improvement when listening to others work				Pupils develop respectful attitudes by giving peer-assessments by giving a positive and an improvement when listening to others work				Pupils all listen to eachothers final composition and provide a supportive and constructive peer-assessment.				Pupils develop respectful attitudes by giving peer-assessments by giving a positive and an improvement when listening to others work				Pupils all listen to eachothers final composition and provide a supportive and constructive peer-assessment.			
	Links to 'Destinations and Employability'	Logic Pro X is industry standard software. Lots of music careers involve technology, eg sound engineer, mixing and masterer.				Music technology skills are a core skill when working in the pop music industry				The compositional techniques are all required knowledge for GCSE. Knowledge of video games compositions has careers opportunities.				Compositional devices are used for composing music of a more sophisticated level.				Links to A-Level music technology. Career links to DJ's and music production.				Links to song-writing and understanding popular music.			
	Enrichment Opportunities offered or developed	Sequencing is considered a 'performance' on the OCR GCSE exam board so this broadens the opportunity to take GCSE Music. Keyboard lunch time enrichment. Music Tech club. Concert band, Jazz Band, pop/ rock band and choir if able.				The A level course we run is Music Technology so this develops basic skills				The video game unit appeals to pupils hobbies as most young children grow up playing video games, therefore it enriches their existing knowledge. Keyboard lunch time enrichment. Music Tech club. Concert band, Jazz Band, pop/ rock band and choir if able.				The video game unit appeals to pupils hobbies as most young children grow up playing video games, therefore it enriches their existing knowledge. Keyboard lunch time enrichment. Music Tech club. Concert band, Jazz Band, pop/ rock band and choir if able.				Links to A-Level music technology. Career links to DJ's and music production. Keyboard lunch time enrichment. Music Tech club. Concert band, Jazz Band, pop/ rock band and choir if able.				Keyboard lunch time enrichment. Music Tech club. Concert band, Jazz Band, pop/ rock band and choir if able.			

		Term	Aut 1	Unit	1	Term	Aut 2	Unit	2	Term	Spr 1	Unit	3	Term	Spr 2	Unit	4	Term	Sum 1	Unit	5	Term	Sum 2	Unit	6

Year 9

Unit title

Curriculum / Syllabus coverage	Curriculum / Syllabus coverage	Curriculum / Syllabus coverage	Curriculum / Syllabus coverage	Curriculum / Syllabus coverage	Curriculum / Syllabus coverage
Introduction to Jazz Music and Disco Music and sequencing skills. (BAND METHOD - SOLO/ENSEMBLE AND MUSIC THEORY)	Introduction to Film Music and sequencing skills. (BAND METHOD - SOLO/ENSEMBLE AND MUSIC THEORY)	Introduction to GCSE AOS5 - Rock and Pop through the decades. Musical Genres. (1950's and 1960's) (BAND METHOD - SOLO/ENSEMBLE AND MUSIC THEORY)	Development of GCSE AOS5 - Rock and Pop Through the decades. Understanding of Musical Genres. (1970's) (BAND METHOD - SOLO/ENSEMBLE AND MUSIC THEORY)	Development of GCSE AOS5 - Rock and Pop Through the decades. Understanding of Musical Genres. (1980's) (BAND METHOD - SOLO/ENSEMBLE AND MUSIC THEORY)	Development of GCSE AOS5 - Rock and Pop Through the decades. Understanding of Musical Genres. (1990's and 2000+) (BAND METHOD - SOLO/ENSEMBLE AND MUSIC THEORY)

Subject Knowledge introduced / developed / revised

Introduce listening tasks based around Jazz and Disco Music, including history and context. Development of the use of musical elements to describe the music. Continue to develop sequencing skills to create music from each genre. Development of instrumentation skills. Introduction of Basic Music Theory.	Introduce listening tasks based around Film Music, including history and context. Development of the use of musical elements to describe the music. Continue to develop sequencing skills to create music suitable for different film genres. Introduction to basic compositional skills. Continued development of Instrumentation skills and Music Theory skills	Introduce 1950's Rock 'n' roll Music including history and context (Blues Music). Introduce 1960's Rock and Soul Music, including history and context. Development of the use of Logic Pro X to sequence a rock and roll piece of Music 'Rock around the clock' or similar. Then to sequence a 1960's rock song (Beatles). Development of instrumentation skills. Development of ABRSM graded theory paper. Grade 2, to include more complex rhythmic, pitch (including Bass and treble clef) and understanding of key signatures.	Introduce 1970's Disco, Punk Music, Funk Music and Reggae including history and context. Development of the use of Logic Pro X to sequence a piece of Disco/ Punk Music. Then to sequence a 1970's reggae song (Bob Marley) Development of instrumentation skills. Development of Basic Music Theory (grade 2/3), including Pitch, Rhythm, Intervals, Scales and Keys, terminology and Music in Context.	Introduce 1980's early EDM Music including history and context. Introduce early Hip Hop and its development from Disco Music - development of technology (synthesis and sampling) Development of the use of Logic Pro X to sequence a piece of EDM or Hip Hop Music. Development of performance skills. Continue to develop grade 1 music theory understanding. Identify individual areas of weakness and concentrate learning towards these topics. Develop compositional skills.	Introduce 1990's Indie Music and Boyband and Girlbands, including history and context. Introduction to music 2000+ - to develop an understanding of the technology created/used in this decade. Development of the use of Logic Pro X to sequence a piece of 1990's boyband/girlband Music. To create a remix any song in the style of a 2000+ genre. Perform learnt ensemble and performance music. Sit final grade 2/3/4 theory papers depending on progress made.

skills developed / extended / used

Listening and analysing skills developed and used. Logic Pro X sequencing skills enhanced and used.	Listening and analysing skills developed and used. Logic Pro X sequencing skills enhanced and used.	Listening and analysing skills developed and used. Logic Pro X sequencing skills enhanced and used.	Listening and analysing skills developed and used. Logic Pro X sequencing skills enhanced and used.	Listening and analysing skills developed and used. Logic Pro X sequencing skills enhanced and used.	Listening and analysing skills developed and used. Logic Pro X sequencing skills enhanced and used.

Opportunities to develop 'Respectful attitudes' / Inclusion and Diversity

Getting students to listen/ appraise musical genres. Getting students to perform their sequencing projects. Ensuring they are respectful and considerate.	Getting students to listen/ appraise musical genres. Getting students to perform their sequencing projects. Ensuring they are respectful and considerate.	Getting students to listen/ appraise musical genres. Getting students to perform their sequencing projects. Ensuring they are respectful and considerate.	Getting students to listen/ appraise musical genres. Getting students to perform their sequencing projects. Ensuring they are respectful and considerate.	Getting students to listen/ appraise musical genres. Getting students to perform their sequencing projects. Ensuring they are respectful and considerate.	Getting students to listen/ appraise musical genres. Getting students to perform their sequencing projects. Ensuring they are respectful and considerate.

Links to 'Destinations and Employability'

The software that the students use is industry/studio standard. The listening skills developed would be essential for any music industry work.	The software that the students use is industry/studio standard. The listening skills developed would be essential for any music industry work.	To develop understanding of music and its place in history. To develop understanding of Pop Culture.	To develop understanding of music and its place in history. To develop understanding of Pop Culture.	To develop understanding of music and its place in history. To develop understanding of Pop Culture.	To develop understanding of music and its place in history. To develop understanding of Pop Culture.

Enrichment Opportunities offered or developed

Music Tech Monday enrichment. Concert band, Jazz Band, pop/ rock band and choir if able.	Music Tech Monday enrichment. Concert band, Jazz Band, pop/ rock band and choir if able.	Music Tech Monday enrichment. Concert band, Jazz Band, pop/ rock band and choir if able.	Music Tech Monday enrichment. Concert band, Jazz Band, pop/ rock band and choir if able.	Music Tech Monday enrichment. Concert band, Jazz Band, pop/ rock band and choir if able.	Music Tech Monday enrichment. Concert band, Jazz Band, pop/ rock band and choir if able.

	Faculty	Creative Arts
Subject group	Subject	Music (GCSE)

		Term	Aut 1	Unit	1	Term	Aut 2	Unit	2	Term	Spr 1	Unit	3	Term	Spr 2	Unit	4	Term	Sum 1	Unit	5	Term	Sum 2	Unit	6
		Curriculum / Syllabus coverage				Curriculum / Syllabus coverage				Curriculum / Syllabus coverage				Curriculum / Syllabus coverage				Curriculum / Syllabus coverage				Curriculum / Syllabus coverage			
Year 10	Unit title	AO1 - Coursework (NEA) AO2 - Concertos (Music from the Baroque, Classical and Romantic eras)				AO1 - Coursework (NEA) AO2 - Concertos (Music from the Baroque, Classical and Romantic eras)				AO1 - Coursework (NEA) AO4 -Film and Computer Game Music.				AO1 - Coursework (NEA) AO4 -Film and Computer Game Music.				AO1 - Coursework (NEA) AO3 - Rhythms of the World				AO1 - Coursework (NEA) AO3 - Rhythms of the World			
	Subject Knowledge introduced / developed / revised	Introduce the coursework component of the course. Introduce composition to a set brief. Introduce Music from 1600's Baroque, 1750's Classical and 1820's Romantic eras. Revision of Musical Elements and the introduction of MADTSHIRT.				Develop coursework, paying particular attention to sequencing and composition. Introduce Music from 1600's Baroque, 1750's Classical and 1820's Romantic eras. Revision of Musical Elements and the introduction of MADTSHIRT.				Develop Compositions. Record their solo performances/sequences for the first time. Introduce Music for Film/ television and computer games. Revise and Recap the MADTSHIRT acronym use of elements to describe Music.				Develop Compositions and solo performance, based on the feedback from the recordings. Develop Music for Film/ television and computer games. Revise and Recap the MADTSHIRT acronym use of elements to describe Music.				Develop Compositions and solo performance in preparation for final yr 10 recordings. Introduce Music for Rhythms of the World. Bhangra Music and Samba Music.				Continue to Develop Solo Performance and Compositions. Develop Portfolio for year 11 recordings (ensemble and Set brief Composition 2) Introduce Music for Classical Indian Music.			
	skills developed / extended / used	AO1 - Performance/ Sequencing skills developed, practised, rehearsed. AO2 - Listening and analysing skills developed and used. Logic Pro X sequencing skills enhanced and used.				AO1 - Performance/ Sequencing skills developed, practised, rehearsed, recorded. AO2 -Listening and analysing skills developed and used. Logic Pro X sequencing skills enhanced and used.				AO1 - Performance/ Sequencing skills developed, practised, rehearsed, recorded. AO2 -Listening and analysing skills developed and used. Logic Pro X sequencing skills enhanced and used.				AO1 - Performance/ Sequencing skills developed, practised, rehearsed, recorded. AO2 -Listening and analysing skills developed and used. Logic Pro X sequencing skills enhanced and used.				AO1 - Performance/ Sequencing skills developed, practised, rehearsed, recorded. AO2 -Listening and analysing skills developed and used. Logic Pro X sequencing skills enhanced and used.				AO1 - Performance/ Sequencing skills developed, practised, rehearsed, recorded. AO2 -Listening and analysing skills developed and used. Logic Pro X sequencing skills enhanced and used.			
	Opportunities to develop 'Respectful attitudes' / Inclusion and Diversity	Getting students to listen/ appraise AO2 musical genres. Getting students to perform their instrument/sequencing projects. Ensuring they are respectful and considerate.				Getting students to listen/ appraise AO2 musical genres. Getting students to perform their instrument/sequencing projects. Ensuring they are respectful and considerate.				Getting students to listen/ appraise AO2 musical genres. Getting students to perform their instrument/sequencing projects. Ensuring they are respectful and considerate.				Getting students to listen/ appraise AO2 musical genres. Getting students to perform their instrument/sequencing projects. Ensuring they are respectful and considerate.				Getting students to listen/ appraise AO2 musical genres. Getting students to perform their instrument/sequencing projects. Ensuring they are respectful and considerate.				Getting students to listen/ appraise AO2 musical genres. Getting students to perform their instrument/sequencing projects. Ensuring they are respectful and considerate.			
	Links to 'Destinations and Employability'	The software that the students use is industry/studio standard. The listening skills developed would be essential for any music industry work. The practical performance/ sequencing skills would be essential for work in this field.				The software that the students use is industry/studio standard. The listening skills developed would be essential for any music industry work. The practical performance/ sequencing skills would be essential for work in this field.				The software that the students use is industry/studio standard. The listening skills developed would be essential for any music industry work. The practical performance/ sequencing skills would be essential for work in this field.				The software that the students use is industry/studio standard. The listening skills developed would be essential for any music industry work. The practical performance/ sequencing skills would be essential for work in this field.				The software that the students use is industry/studio standard. The listening skills developed would be essential for any music industry work. The practical performance/ sequencing skills would be essential for work in this field.				The software that the students use is industry/studio standard. The listening skills developed would be essential for any music industry work. The practical performance/ sequencing skills would be essential for work in this field.			
	Enrichment Opportunities offered or developed	Music Tech Monday enrichment. Concert band, Jazz Band, pop/ rock band and choir if able. Small ensemble workshops to aid AO1 Ensemble recordings.				Music Tech Monday enrichment. Concert band, Jazz Band, pop/ rock band and choir if able. Small ensemble workshops to aid AO1 Ensemble recordings.				Music Tech Monday enrichment. Concert band, Jazz Band, pop/ rock band and choir if able. Small ensemble workshops to aid AO1 Ensemble recordings.				Music Tech Monday enrichment. Concert band, Jazz Band, pop/ rock band and choir if able. Small ensemble workshops to aid AO1 Ensemble recordings.				Music Tech Monday enrichment. Concert band, Jazz Band, pop/ rock band and choir if able. Small ensemble workshops to aid AO1 Ensemble recordings.				Music Tech Monday enrichment. Concert band, Jazz Band, pop/ rock band and choir if able. Small ensemble workshops to aid AO1 Ensemble recordings.			

	Faculty	Creative Arts
Subject group	Subject	Music (GCSE)

		Term	Aut 1	Unit	1	Term	Aut 2	Unit	2	Term	Spr 1	Unit	3	Term	Spr 2	Unit	4	Term	Sum 1	Unit	5	Term	Sum 2	Unit	6
		Curriculum / Syllabus coverage				Curriculum / Syllabus coverage				Curriculum / Syllabus coverage				Curriculum / Syllabus coverage				Curriculum / Syllabus coverage				Curriculum / Syllabus coverage			
Year 11	**Unit title**	AO1 - Coursework (NEA) AO3 - Rhythms of the World				AO1 - Coursework (NEA) AO3 - Rhythms of the World				AO1 - Coursework (NEA) AO2 - Concertos through Time. A03 - Rhythms of the world. A04 - Film and Computer Game Music. A05 - Conventions of Rock and POP.				AO1 - Coursework (NEA) AO2 - Concertos through Time. A03 - Rhythms of the world. A04 - Film and Computer Game Music. A05 - Conventions of Rock and POP.				AO2 - Concertos through Time. A03 - Rhythms of the world. A04 - Film and Computer Game Music. A05 - Conventions of Rock and POP.				AO2 - Concertos through Time. A03 - Rhythms of the world. A04 - Film and Computer Game Music. A05 - Conventions of Rock and POP.			
	Subject Knowledge introduced / developed / revised	Continue to Develop Ensemble Performance and Compositions. Develop Portfolio for year 11 recordings (ensemble and Set brief Composition 2) Introduce Music for Greek, Israeli & Palestinian and Eastern Mediterranean.				Continue to Develop Ensemble Performance and Compositions. Develop Portfolio for year 11 recordings (ensemble and Set brief Composition 2) Introduce Music for African (Drumming and Acapella) and Music from the Caribbean (Calypso)				Continue to Develop Ensemble Performance and Compositions. Develop Portfolio for year 11 recordings (ensemble and Set brief Composition 2) Recall and Revise Music from ALL AOS				FINALISE Recordings for AO1. Solo performance/ Sequence and Ensemble performance/ sequence - To be recorded and logged with appropriate paperwork. Composition needs to be recorded and logged with appropriate score. Recall and Revise Music from ALL AOS				Recall and Revise Music from ALL AOS				Recall and Revise Music from ALL AOS. Sit Final listening and Analysing Exam			
	skills developed / extended / used	AO1 - Performance/ Sequencing skills developed, practised, rehearsed, recorded. AO3 -Listening and analysing skills developed and used. Logic Pro X sequencing skills enhanced and used.				AO1 - Performance/ Sequencing skills developed, practised, rehearsed, recorded. AO3 -Listening and analysing skills developed and used. Logic Pro X sequencing skills enhanced and used.				AO1 - Performance/ Sequencing skills developed, practised, rehearsed, recorded. AO2, AO3, AO4 and AO5 -Listening and analysing skills developed and used. Logic Pro X sequencing skills enhanced and used.				AO1 - Performance/ Sequencing skills developed, practised, rehearsed, recorded. AO2, AO3, AO4 and AO5 -Listening and analysing skills developed and used. .				AO2, AO3, AO4 and AO5 -Listening and analysing skills developed and used.				AO2, AO3, AO4 and AO5 -Listening and analysing skills developed and used. Logic Pro X sequencing skills enhanced and used.			
	Opportunities to develop 'Respectful attitudes' / Inclusion and Diversity	Getting students to listen/ appraise AO2 musical genres. Getting students to perform their instrument/sequencing projects. Ensuring they are respectful and considerate.				Getting students to listen/ appraise AO2 musical genres. Getting students to perform their instrument/sequencing projects. Ensuring they are respectful and considerate.				Getting students to listen/ appraise AO2 musical genres. Getting students to perform their instrument/sequencing projects. Ensuring they are respectful and considerate.				Getting students to listen/ appraise AO2 musical genres. Getting students to perform their instrument/sequencing projects. Ensuring they are respectful and considerate.				Getting students to listen/ appraise AO2 musical genres. Getting students to perform their instrument/sequencing projects. Ensuring they are respectful and considerate.				Getting students to listen/ appraise AO2 musical genres. Getting students to perform their instrument/sequencing projects. Ensuring they are respectful and considerate.			
	Links to 'Destinations and Employability'	The software that the students use is industry/studio standard. The listening skills developed would be essential for any music industry work. The practical performance/ sequencing skills would be essential for work in this field.				The software that the students use is industry/studio standard. The listening skills developed would be essential for any music industry work. The practical performance/ sequencing skills would be essential for work in this field.				The software that the students use is industry/studio standard. The listening skills developed would be essential for any music industry work. The practical performance/ sequencing skills would be essential for work in this field.				The software that the students use is industry/studio standard. The listening skills developed would be essential for any music industry work. The practical performance/ sequencing skills would be essential for work in this field.				The software that the students use is industry/studio standard. The listening skills developed would be essential for any music industry work. The practical performance/ sequencing skills would be essential for work in this field.				The software that the students use is industry/studio standard. The listening skills developed would be essential for any music industry work. The practical performance/ sequencing skills would be essential for work in this field.			
	Enrichment Opportunities offered or developed	Music Tech Monday enrichment. Concert band, Jazz Band, pop/ rock band and choir if able. Small ensemble workshops to aid AO1 Ensemble recordings.				Music Tech Monday enrichment. Concert band, Jazz Band, pop/ rock band and choir if able. Small ensemble workshops to aid AO1 Ensemble recordings.				Music Tech Monday enrichment. Concert band, Jazz Band, pop/ rock band and choir if able. Small ensemble workshops to aid AO1 Ensemble recordings.				Music Tech Monday enrichment. Concert band, Jazz Band, pop/ rock band and choir if able. Small ensemble workshops to aid AO1 Ensemble recordings.				Music Tech Monday enrichment. Concert band, Jazz Band, pop/ rock band and choir if able. Small ensemble workshops to aid AO1 Ensemble recordings.				Music Tech Monday enrichment. Concert band, Jazz Band, pop/ rock band and choir if able. Small ensemble workshops to aid AO1 Ensemble recordings.			

Subject group		Faculty	Creative Arts												
		Subject	Music Technology (RSL) Yr11												

		Term	Aut 1	Unit	1	Term	Aut 2	Unit	2	Term	Spr 1	Unit	3	Term	Spr 2	Unit	4	Term	Sum 1	Unit	5	Term	Sum 2	Unit	6
		Curriculum / Syllabus coverage				Curriculum / Syllabus coverage				Curriculum / Syllabus coverage				Curriculum / Syllabus coverage				Curriculum / Syllabus coverage				Curriculum / Syllabus coverage			

Year 11

Unit title

- **Aut 1:** 203TA - Music Sequencing & Production Composition to a set brief (industry) Developing general knowledge response to different music genres.
- **Aut 2:** 203TA - Music Sequencing & Production Composition to a Set Brief (Industry) Developing general knowledge response to different music genres.
- **Spr 1:** 203TA - Music Sequencing & Production Composition to a Set Brief (Industry) Developing general knowledge response to different music genres. Analysis and reflextion of composition (logbook)
- **Spr 2:** 206TA - Sound Recording. Plan a recording session. Record - Obtain audio stems. Mixing and Mastering.
- **Sum 1:** 206TA - Sound Recording
- **Sum 2:** N/A - No EXAM

Subject Knowledge introduced / developed / revised

- **Aut 1:** Continue to Develop understanding of Sequencing software Logic Pro X. Develop understanding of Composition, using 4/6 chords from a given key. Introduction to Music technology and its historical context with regards to technological advancements in synthesis, sampling and recording.
- **Aut 2:** Continue to Develop more advanced understanding of Sequencing software Logic Pro X. Develop understanding of more advanced editing functions - paying attention to melodic timings and harmonic rhythms. Developing use of the Quantise function.
- **Spr 1:** Continue to Develop more advanced understanding of Sequencing software Logic Pro X. Develop analysis and self reflexion skills when completing logbooks.
- **Spr 2:** Introduce How to mic up different instruments. Introduction to different Microphone types/ polar pattern etc. Introduce different leads associated with Music Technology.
- **Sum 1:** Develop use of Logic Pro Software. To demonstrate understaning of their application of a multitude of Audio Effects and their associated parameters To Apply Flex edit to audio, to alter Pitch and timings accurately.
- **Sum 2:** N/A - No EXAM

skills developed / extended / used

- **Aut 1:** Continue to Develop understanding of Sequencing software Logic Pro X. Develop Composiitional skills and basic music theory of key signatures and scales. Being able to follow a set brief over a given time scale.
- **Aut 2:** Continue to Develop more advanced understanding of Sequencing software Logic Pro X. Develop Understanding of editing tools in Logic, include trim, glue, loop and quantise. Being able to follow a set brief over a given time scale.
- **Spr 1:** Develop self reflexion skills. To be able to analyse how they have done with the set task and to be able to outline strengths and weaknesses.
- **Spr 2:** Applying knowledge to practical scenario. Developing Logic Pro X skills to include Audio and not just Midi. Devevlop understanding of basic dynamic control parameters for compression and Channel EQ.
- **Sum 1:** Applying knowledge to practical scenario. Developing Logic Pro X skills to include Audio and not just Midi. Devevlop understanding of basic Effects parameteres including Reverb and Modulation. To Apply understanding of Balance and Blend.
- **Sum 2:** N/A - No EXAM

Opportunities to develop 'Respectful attitudes' Inclusion and Diversity

- **Aut 1:** Getting students to listen/ appraise musical genres. Getting students to perform their sequencing/ compositional projects. Ensuring they are respectful and considerate.
- **Aut 2:** Getting students to listen/ appraise musical genres. Getting students to perform their sequencing/ compositional projects. Ensuring they are respectful and considerate.
- **Spr 1:** Self reflexion. Awareness. Peer Scrutiny and feedback.
- **Spr 2:** Recording Technique. Microphone placement. Recording scenarios modern and historical. Ability to apply corrective effects to recorded audio or obtained stem audio.
- **Sum 1:** Audio Production. Mixing and Mastering. Applying creative and corrective audio effects. Health and Safety in the studio.
- **Sum 2:** N/A - No EXAM

Links to 'Destinations and Employability'

- **Aut 1:** The software that the students use is industry/studio standard. The listening skills developed would be essential for any music industry work. The practical performance/ sequencing skills would be essential for work in this field.
- **Aut 2:** The software that the students use is industry/studio standard. The listening skills developed would be essential for any music industry work. The practical performance/ sequencing skills would be essential for work in this field.
- **Spr 1:** The software that the students use is industry/studio standard. The listening skills developed would be essential for any music industry work. The practical performance/ sequencing skills would be essential for work in this field.
- **Spr 2:** The software that the students use is industry/studio standard. The listening skills developed would be essential for any music industry work. The practical performance/ sequencing skills would be essential for work in this field.
- **Sum 1:** The software that the students use is industry/studio standard. The listening skills developed would be essential for any music industry work. The practical performance/ sequencing skills would be essential for work in this field.
- **Sum 2:** N/A - No EXAM

Enrichment Opportunities offered or developed

- **Aut 1:** Music Tech Monday enrichment. Concert band, Jazz Band, pop/ rock band and choir if able. Small ensemble workshops to aid 203TA compositions.
- **Aut 2:** Music Tech Monday enrichment. Concert band, Jazz Band, pop/ rock band and choir if able. Small ensemble workshops to aid 203TA compositions
- **Spr 1:** Music Tech Monday enrichment. Concert band, Jazz Band, pop/ rock band and choir if able. Small ensemble workshops to aid 203TA compositions
- **Spr 2:** Music Tech Monday enrichment. Concert band, Jazz Band, pop/ rock band and choir if able. Small ensemble workshops to aid 206TA recordings.
- **Sum 1:** Music Tech Monday enrichment. Concert band, Jazz Band, pop/ rock band and choir if able. Small ensemble workshops to aid 206TA recordings.
- **Sum 2:** N/A - No EXAM

		Faculty	Creative Arts
Subject group		Subject	Music Technology

		Term	Aut 1	Unit	1	Term	Aut 2	Unit	2	Term	Spr 1	Unit	3	Term	Spr 2	Unit	4	Term	Sum 1	Unit	5	Term	Sum 2	Unit	6

		Curriculum / Syllabus coverage	Curriculum / Syllabus coverage	Curriculum / Syllabus coverage	Curriculum / Syllabus coverage	Curriculum / Syllabus coverage	Curriculum / Syllabus coverage
Year 12	**Unit title**	Component 1 - Recording Component 2 - Composition to a set brief. Component 3 - Listening and Analysing. Component 4 - Production and analysis. Recording project. Core functions of a DAW.	Recording Bass/ Electric Guitar and Intermediate mixing skills. Subtractive synthesis. Midi Basics - Walk through SAMS mock exams comp 3 and comp 4.	recording percussion/keyboards and advanced mixing	mixing practice and mastering. Practice brief sessions with creative workshops. Comparing analogue and digital effects. Essay writing skills and specimen questions. Sit Mock exam component 3 and component 4. (2021)	Refining practice recording with peer review. Refining practice technology-based composition. Revision and specimen questions.	Drum recording project and prescribed brief preparation. Prescribed brief preparation Research and preparatory work towards an A level brief set by Pearson. Mock exam, (2018) feedback and investigating the A level papers.
	Subject Knowledge introduced / developed / revised	Introduction to recording task Introduction to technology-based composition task. Introduction to Component 3 exam Technical numeracy should be embedded throughout the course. Some content for this component may be covered in other areas of the course. Introduction to Component 4 Understanding how to display and interpret information graphically and technical numeracy should be embedded throughout the course. Introduction to recording and mixing and focus on associated core hardware. Introduction to Core DAW skills, sampling and automation. Introduction to the Component 3 exam including recording technology eras and command words used in short-answer questions. Introduction to Handling and mixing audio	Workshops on recording acoustic guitar and bass guitar Understanding jack cables and DI Intermediate mixing e.g. using core compressor parameters and fades. MIDI and synthesis essentials Core DAW functions for MIDI, e.g. input, editing Workshop and practical tasks on subtractive synthesis. Analogue technology and vocal production Introduction to analogue technology. Theoretical and practical tasks focusing on MIDI, dynamics and distortion Basic sequencing and MIDI theory Importing MIDI tracks; checking pitch/synchronisation and selecting a suitable timbre using a pre-set Gating Distortion	Introduction to the Comp 1 Mark scheme Workshop Percussion and keyboard recording workshop Mixing tasks using multiple EQ bands, compression and gating. Exploring mark scheme criteria Comp 2 Introduction to the mark scheme – assessing previous students' work against it (e.g. adapted from legacy A2 work) Detailed exploration of the question paper and focus on analogue synthesisers/electric instruments Detailed overview of the question paper Comp 3– question types and command words used in questions with extended responses (walk through)	Practice brief sessions with skills-based workshops at the start of each lesson Mixing workshops focusing on mark scheme areas Mastering basics, e.g. topping and tailing, perceived volume using limiting. Interim deadline – feedback on brief-based practice piece (component 2) Comparing production techniques used in different recording technology eras Specimen questions covering all content covered to date. Developing evaluation/essay-writing skills; focusing on specific mixing scenarios Specimen questions covering all content covered to date, plus any not yet studied, e.g. modulated delay and wah-wah effects.	Peer-review sessions to aid refining of practice recording Students submit practice recording piece for internal marking and feedback. Peer-review sessions to aid refining of practice technology-based composition. Students submit practice piece for internal marking and feedback - (practise piece is taken from AS Spec). Revision of all content covered	Develop knowledge of recording with multiple microphones and polar patterns. Drum recording project consolidating learning about multiple microphones and polar patterns. Research and preparatory work towards an A level brief set by Pearson. Preparation of Component 2 synthesis creation. Revisit Sampling techniques in preparation for component 2 brief (set by Pearson) Revision of all content covered
	skills developed / extended / used	Introduce (to external candidates) computer software Logic Pro X. Develop Understanding of computer software Logic Pro x.	Develop understanding of basic functions of Logic Pro X. Develop understanding of Tech theory and historical contexts.	Develop understanding of basic functions of Logic Pro X. Develop understanding of Tech theory and historical contexts.	Develop understanding of basic functions of Logic Pro X. Develop understanding of Tech theory and historical contexts. Essay writing skills developed for component 3 exam. Production and analysis exam walk through.	Develop understanding of basic functions of Logic Pro X. Develop understanding of Tech theory and historical contexts. Essay writing skills developed for component 3 exam. Production and analysis exam walk through.	Continued use of skills learnt and developed over the course of the year.
	Opportunities to develop 'Respectful attitudes' / Inclusion and Diversity	Getting students to listen/ appraise component 3 musical genres. Getting students to listen/ appraise and apply practical skills to component 4 Production and Analysis scenarios. Ensuring they are respectful and considerate, when recording and performing.	Getting students to listen/ appraise component 3 musical genres. Getting students to listen/ appraise and apply practical skills to component 4 Production and Analysis scenarios. Ensuring they are respectful and considerate, when recording and performing.	Getting students to listen/ appraise component 3 musical genres. Getting students to listen/ appraise and apply practical skills to component 4 Production and Analysis scenarios. Ensuring they are respectful and considerate, when recording and performing.	Getting students to listen/ appraise component 3 musical genres. Getting students to listen/ appraise and apply practical skills to component 4 Production and Analysis scenarios. Ensuring they are respectful and considerate, when recording and performing.	Getting students to listen/ appraise component 3 musical genres. Getting students to listen/ appraise and apply practical skills to component 4 Production and Analysis scenarios. Ensuring they are respectful and considerate, when recording and performing.	Getting students to listen/ appraise component 3 musical genres. Getting students to listen/ appraise and apply practical skills to component 4 Production and Analysis scenarios. Ensuring they are respectful and considerate, when recording and performing.

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Enrichment Opportunities offered or developed	Music Tech Monday enrichment (component 2). Concert band, Jazz Band, pop/ rock band and choir if able. Small ensemble workshops to aid component 1 : multitrack recordings.	Music Tech Monday enrichment component 2). Concert band, Jazz Band, pop/ rock band and choir if able. Small ensemble workshops to aid component 1 : multitrack recordings.	Music Tech Monday enrichment (component 2). Concert band, Jazz Band, pop/ rock band and choir if able. Small ensemble workshops to aid component 1 : multitrack recordings.	Music Tech Monday enrichment (component 2). Concert band, Jazz Band, pop/ rock band and choir if able. Small ensemble workshops to aid component 1 : multitrack recordings.	Music Tech Monday enrichment (component 2). Concert band, Jazz Band, pop/ rock band and choir if able. Small ensemble workshops to aid component 1 : multitrack recordings.	Music Tech Monday enrichment (component 2). Concert band, Jazz Band, pop/ rock band and choir if able. Small ensemble workshops to aid component 1 : multitrack recordings.

		Term	Aut 1	Unit	1	Term	Aut 2	Unit	2	Term	Spr 1	Unit	3	Term	Spr 2	Unit	4	Term	Sum 1	Unit	5	Term	Sum 2	Unit	6

		Curriculum / Syllabus coverage	Curriculum / Syllabus coverage	Curriculum / Syllabus coverage	Curriculum / Syllabus coverage	Curriculum / Syllabus coverage	Curriculum / Syllabus coverage
Year 13	**Unit title**	The impact of digital and sampling technology. Advanced MIDI in practice.	Mixing using advanced dynamics parameters and starting NEA brief (comp 1). Advanced synthesis techniques and starting NEA brief (comp 2). The impact of analogue technology. Audio editing and manipulating advanced parameters with automation. Walkthrough A level Mocks (SAMS)	Advanced audio editing, pitch/rhythm correction and continuing NEA brief (comp 1). Automating parameters and continuing NEA brief (comp 2). Identifying effects and their parameters. Focus on essay questions and evaluating production scenarios.	Supervised NEA sessions with skills-based starter activities (for both comp 1 and comp 2. Mixing, mastering and comparing production techniques. Essay writing skills and specimen questions. Sit Mock exam (comp 3 and 4)	Refining and finish NEA recording and composition (comp 1 and 2). Exam technique and revision. Sit Mock exam (comp 3 and 4)	None
	Subject Knowledge introduced / developed / revised	Explore the component 2 brief set by Pearsons. Exploring the mark scheme. assessing previous students' work against it (e.g. from suitable legacy A2 work) for both component 1 and component 2 briefs. The impact of digital and sampling technology Evaluate the impact of digital technology and sampling on music production, e.g. editing ability, auto-tune, low resolution. sampling equipment and their sonic qualities. Advanced digital software and hardware attributes and formats, e.g. GUI, sampling theory and converters, data-bit rate. Specimen questions relating to digital technology and sampling. Advanced MIDI, e.g. how MIDI works by studying data bytes Advanced effects parameters, e.g. reverb, compression, delay.	Develop Mixing using advanced functions on compressors, gates, reverb and delay. Advanced workshop and practical tasks on sound synthesis, e.g. combining waveforms, using and mapping filters and envelopes to shape sounds. Using arpeggiators. Research task evaluating the impact of analogue technology on music production, e.g. sonic qualities, limitations. Analogue effects, e.g. tape-based effects, bucket brigade, vinyl scratching Analogue synthesisers, e.g. modules and patching. Advanced pitch / rhythm correction, e.g. creative pitch correction / transient detection, groove templates. Identifying and understanding waveforms in the context of audio editing, e.g. discontinuous waveforms Justifying production decisions, e.g. effect parameters used and their settings	Develop Advanced audio-editing tasks, e.g. dealing with phase issues and removing plosives. Develop Advanced pitch and rhythm correction, e.g. replacing errors in drum track with material from elsewhere in track. Whole mix tasks focusing on areas of the mark scheme. Continue recording task based on brief prescribed by Pearson. Develop Advanced Automating parameters for creative effects and Component 4 exam, e.g. delay time, feedback Using distortion and lo-fi effects for creative purposes. Continue technology-based composition NEA in independent study to brief set by Pearson. Identifying effects, parameters used and their settings within the context of a commercial song, e.g. pumping compression and settings to create the effect. Essay question focus, e.g. evaluating studio / production scenarios.	Develop Advanced Mastering techniques, e.g. topping and tailing, perceived volume using limiting and master EQ. Interim deadline – (for comp 1 and comp 2)feedback on brief based piece. Develop understanding of Mixing and mastering for different formats, e.g. vinyl, cassette. Comparing production techniques in different commercially released songs. Students sit whole specimen paper for component 3 and component 4 exams. (2018)	Refining recording (NEA) project with peer review. Refining composition (NEA) with peer review. Completing logbooks for both component 1 and component 2. Submit final NEA pieces online. Exam technique – command-word recap; suggested timings for each section/item in the question paper. Revision of all content covered Specimen questions Students sit final A level Component 3 exam. Students sit final A level Component 4 exam	None
	skills developed / extended / used	Develop understanding of Advanced functions of Logic Pro X. Develop understanding of Tech theory and historical contexts.	Develop understanding of Advanced functions of Logic Pro X. Develop understanding of Tech theory and historical contexts.	Develop understanding of Advanced functions of Logic Pro X. Develop understanding of Tech theory and historical contexts.	Develop understanding of Advanced functions of Logic Pro X. Develop understanding of Tech theory and historical contexts.	Revise and Recap exam content covered to date.	None
	Opportunities to develop 'Respectful attitudes' / Inclusion and Diversity	Getting students to listen/ appraise component 3 musical genres. Getting students to listen/ appraise and apply practical skills to component 4 Production and Analysis scenarios. Ensuring they are respectful and considerate, when recording and performing.	Getting students to listen/ appraise component 3 musical genres. Getting students to listen/ appraise and apply practical skills to component 4 Production and Analysis scenarios. Ensuring they are respectful and considerate, when recording and performing.	Getting students to listen/ appraise component 3 musical genres. Getting students to listen/ appraise and apply practical skills to component 4 Production and Analysis scenarios. Ensuring they are respectful and considerate, when recording and performing.	Getting students to listen/ appraise component 3 musical genres. Getting students to listen/ appraise and apply practical skills to component 4 Production and Analysis scenarios. Ensuring they are respectful and considerate, when recording and performing.	Getting students to listen/ appraise component 3 musical genres. Getting students to listen/ appraise and apply practical skills to component 4 Production and Analysis scenarios. Ensuring they are respectful and considerate, when recording and performing.	None

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