



Year 12 Music Technology			
	Autumn 1	Autumn 2	Spring 1
Learning	<p>Unit 349 Planning a Career in Music.</p>  <p>For any music professional, the ability to manage a career through careful planning, combined with a thorough knowledge of the professional landscape and the opportunities available within it, will substantially increase the potential for the prepared person to have a range of robust career options available to them.</p> <p>CLASS LEARNING</p> <ul style="list-style-type: none"> • Knowledge of own place within a music, music related and/or creative industries context • Awareness of the professional landscape and opportunities within it across music and the creative industries • Awareness and understanding of own suitability to a variety of music and/or creative industries roles <p>HOMEWORK LEARNING</p> <ul style="list-style-type: none"> • Plan effectively to develop a range of knowledge and skills to support future engagement with the music profession 	<p>Unit 349 Planning a Career in Music</p> <p>CLASS LEARNING</p> <ul style="list-style-type: none"> • Use professional (tutor, mentor, industry specialist etc.) feedback and guidance in relation to 1.1, to create a learning and skills development plan • An assessment of current knowledge and skills • An overview of current aspirations and goals • An assessment of knowledge and skills required to attain the goals • An assessment of how current music and education activity will contribute to the attainment of the identified goals • A schedule for ongoing review of progress towards goals <p>HOMEWORK LEARNING</p> <ul style="list-style-type: none"> • Using the information gathered for 1.2 to inform the process, assess the potential for progress into two music industry roles. 	<p>Unit 384 Using a Keyboard with a DAW</p>  <p>CLASS LEARNING</p> <ul style="list-style-type: none"> • Volume or Filter envelope (at least one envelope parameter) • Filter Resonance • Filter Cut-off • LFO rate and amount • Apply keyboard skills to accurately construct 8-bar rhythms/beats in a DAW in real time, in the following time signatures and feels: <ul style="list-style-type: none"> • 4/4 shuffle • 4/4 funk or break beat • 6/8 swing • 7/8 straight <p>HOMEWORK LEARNING</p> <p>Planning and carrying out research into potential musical activities; exploring potential issues in relation to the variety of ways people learn and how they might impact on the musical activity.</p>
How is this learning being assessed?	<p>Work completed in OneNote as small Task based assignments. Tutor Feedback.</p>	<p>Work completed in OneNote as small Task based assignments. RSL Grades mate available on ALL instruments inc. Backing Tracks. Tutor Feedback., Tutor Observation, Video evidence Audio Feedback.</p>	<p>Work completed in OneNote as small Task based assignments. Tutor Feedback., Tutor Observation, Video evidence Audio Feedback</p>



Year 12			
	Spring 2	Summer 1	Summer 2
Learning	<p>Unit 384 Using a Keyboard with a DAW Develop accomplished and highly effective 8-bar bass lines and rhythmic chord progressions for two of the beats created in 2.1, playing both into a DAW in real time.</p> <p>HOMEWORK LEARNING Planning and carrying out research into potential musical activities; exploring potential issues in relation to the variety of ways people learn and how they might impact on the musical activity.</p> <p>Unit 366. Music Sequencing and Production. Computers are paramount in the production of contemporary music. The invention of the sequencer has enabled us to create and record music through a piece of software. The sequencer is used in numerous applications from recording in a studio, sequencing a dance track or audio production for the visual image. It is important not only for producers but also musicians to gain an understanding of how sequencing works. Through the skills provided by this unit, individuals will be able to use the key concepts within the area of sequencing and apply them to their own practice.</p>	<p>Unit 366. Music Sequencing and Production.</p> <p>CLASS LEARNING</p> <ul style="list-style-type: none"> • Historical background of synthesis • Context of synthesis within music production • Key synthesisers • Functions of a synthesiser • Oscillators/LFO Envelopes (ADSR) • Modulation Pitch. • Creation of a synth patch <p>Unit 307 Composing for Film & Documentary Creation of a storyboard using screenshots of the moving image, highlighting and spotting relevant musical points using appropriate synchronisation code (e.g. SMPTE) Enhancement of the film/documentary's message and intent musically, considering the image and musical symbiosis Music which does not impair any functional dialogue, where applicable Creative and appropriate use of instrumentation Creative use of sound and sound effects where appropriate</p>	<p>Unit 307 Composing for Film & Documentary</p> <p>CLASS LEARNING Describe the structure of the music produced for 1.2, commenting on personal musical intentions and actions to meet the client's brief via a rationale and the storyboard in 1.2. This must also be supported with</p> <ul style="list-style-type: none"> • Graphic diagrams • Chord charts • Annotated sequencer screen shots • Musical score <p>HOMEWORK LEARNING Knowledge and skills developed in this area may be utilised to underpin and enrich activities relating to:</p> <ul style="list-style-type: none"> • Composing and arranging in all other areas of application • Understanding harmony and harmonic progression • Developing remixing skills • Developing mixing skills
How is this learning	<p>Work completed in OneNote as small Task based assignments. Practice diary, Tutor Feedback., Tutor Observation, Video evidence Audio Feedback. Performance feedback.</p>	<p>Work completed in OneNote as small Task based assignments. Tutor Feedback., Tutor Observation, Video evidence Audio Feedback</p>	<p>Video Performances, Audio Feedback, Observation Feedback. Evaluation.</p>



Year 13 Music Technology			
	Autumn 1	Autumn 2	Spring 1
Learning	<p>Unit 307 307 Film and Documentary</p> <p>Work to given client briefs which require music to be created for two different applications (a film and a documentary), each to consist of a scene of 5-7 mins., creating contrasting music for synchronisation and meeting the following requirements:</p> <ol style="list-style-type: none"> 1. Creation of a storyboard using screenshots of the moving image, highlighting and spotting relevant musical points using appropriate synchronisation code (e.g., SMPTE) 2. Enhancement of the film/documentary's message and intent musically, considering the image and musical symbiosis 3. Music which does not impair any functional dialogue, where applicable 4. Creative and appropriate use of instrumentation 5. Creative use of sound and sound effects where appropriate. 	<p>Unit 388 Sound Recording and Sound Reinforcement (EXTERNAL)</p> <p>40 hours of controlled assessment time</p> <p>Your Controlled External Assessment is the time given to complete the tasks contained within this booklet. You will work under supervised conditions for the duration of the Controlled External Assessment time (for all tasks within the Controlled External Assessment Brief).</p> <p>Task 1 – Planning the Recording</p> <p>What to do? The first task is all about how you will plan the recording process and prepare for the live multi-track recording.</p> <p>How long to spend on it? It is recommended that you spend around 10 hours on Task 1. In this time, you need to produce:</p> <p>Task 2 – The Set-up What to do? For Task 2 you will be planning and setting up the sound reinforcement needs for a live music event. How long to spend on it? It is recommended that you spend around 15 hours on Task 2.</p>	<p>Unit 388 Sound Recording and Sound Reinforcement (EXTERNAL)</p> <p>Task 3 – The Recording</p> <p>What to do? In Task 3 you will be undertaking the recording that you planned for in Task 1 and set up in Task 2. In addition to the recording itself you must be able to demonstrate the ability to adjust appropriately during the recording as well as save your work and pack up the system.</p> <p>Task 4 – Evaluation</p> <p>What to do? Task 4 is your chance to reflect on your project and consider parts of the project that could be improved during future recordings.</p> <p>How long to spend on it? It is recommended that you spend around 5 hours on task 4.</p>
How is this learning being assessed?	Work completed in OneNote as Task based assignments. Tutor Feedback.	Work completed in OneNote as small Task based assignments.	Work completed in OneNote as small Task based assignments. Tutor Feedback., Tutor Observation, Video evidence Audio Feedback