

	Unit Summary	Skills & content covered	Skills and content revised	Summary of formative marking, feedback and student response	Summative assessment schedule, including assessment criteria
<b>YEAR 9</b>					
Autumn 1	<b>Intro to Daw:</b> This unit will allow learners to develop skills in operating a DAW creatively using audio, MIDI, hardware and editing tools. Learners will create a musical project in response to a brief, reflecting industry skills.	<b>Pupils will have the opportunity to:</b> <ul style="list-style-type: none"> <li>- Understand the key functions of a DAW</li> <li>- Use different editing functions on Logic Pro including copy and paste, quantize, velocity, trim, split, fades, volume, panning, tempo controls</li> <li>- Utilize plug-ins on Logic Pro including reverb, delay, distortion, phase, EQ, dynamics processing (compression)</li> <li>- Demonstrate an understanding on intro-verse-chorus structure in pop songs</li> </ul>	Revising key functions of Logic Pro as explored in year 7 and 8 and the elements of music specifically: tempo, structure, dynamics, pitch, texture, and instrumentation	Formative assessment throughout the lessons with pupil observations and questioning. Feedback given as progressing through their summative task.	Summative assessment creating a song using Logic Pro from the genre of pupil's choice.
Autumn 2	<b>Set up and operate audio/MIDI sequencing software:</b> This unit is about using modern sequencing to realise musical ideas. It explores the differences between sequencing using audio samples and MIDI (or virtual instrument) sequencing, and how the two can be combined to create music. Learners will create will be able to set up and configure a software-based music sequencing system and demonstrate the basic operational functions.	<b>Pupils will have the opportunity to:</b> <ul style="list-style-type: none"> <li>- Understand the key functions of a DAW</li> <li>- Understand the difference between audio and MIDI file/track</li> <li>- Will set up and configure a software-based music sequencing system</li> <li>- Demonstrate the operation of a software-based music sequencing system</li> </ul>	Basic functions of Logic Pro: How to open Logic Pro, plugin a MIDI keyboard, plugin and setup audio interface with microphone, set correct settings for MIDI/audio inputs and outputs.	Formative assessment throughout the lessons with pupil observations and questioning. Feedback given as progressing through their summative task.	(1) Summative assessment creating a 'how to use Logic Pro' video or Powerpoint presentation that could be shared to a first time user
Spring 1	<b>sequencing software:</b> This unit is about using modern sequencing to realise musical ideas. It explores the differences between sequencing using audio samples and MIDI (or virtual instrument) sequencing, and how the two can be combined to create music. Learners will explore the technology, and then use it to make music. Learners will create will be able to set up and configure a software-based music sequencing system and demonstrate the basic operational functions. Learners will also create a musical project in response to a brief, reflecting industry skills.	<b>Pupils will have the opportunity to:</b> <ul style="list-style-type: none"> <li>- Understand the key functions of a DAW</li> <li>- Use different editing functions on Logic Pro including copy and paste, quantize, velocity, trim, split, fades, volume, panning, tempo controls</li> <li>- Utilize plug-ins on Logic Pro including reverb, delay, distortion, phase, EQ, dynamics processing (compression)</li> <li>- Demonstrate an understanding on intro-verse-chorus structure in pop songs</li> <li>- Demonstrate knowledge in using the software Logic Pro, use a plugin MIDI keyboard, plugin and setup audio interface with microphone, set up correct settings for MIDI/audio inputs and outputs.</li> </ul>	Revising key functions of Logic Pro explored in Autumn 1 and 2	Formative assessment throughout the lessons with pupil observations and questioning. Feedback given as progressing through their summative task.	<ul style="list-style-type: none"> <li>- screen recording on Logic Pro completing the following: <ul style="list-style-type: none"> <li>- Open Logic</li> <li>- Create 3 new MIDI tracks</li> <li>- Delete 1 of the MIDI tracks</li> <li>- Choose 2 different instrument voices for your MIDI tracks</li> <li>- Record yourself playing the MIDI keyboard on each MIDI track</li> <li>- Import audio files from USB stick</li> </ul> </li> <li>(3) Setup audio interface and microphone with Logic, and record yourself rapping or singing over a pre-recorded backing track or your own beat.</li> </ul>
Spring 2	<b>Create music using audio/MIDI sequencing software:</b> This unit is about using modern audio/MIDI sequencing software to realise musical ideas. Learners should have access to the expertise necessary to set up and operate the software. This unit focuses on the creative and effective (ie musically agreeable) exploitation of the software to create music.	<b>Pupils will have the opportunity to:</b> <ul style="list-style-type: none"> <li>- Be able to create music using audio/MIDI sequencing software</li> <li>- Be able to select and configure sequencing software</li> <li>- Select audio and MIDI sound sources appropriate for the intended music composition</li> <li>- Arrange audio samples and MIDI parts into music sequences</li> <li>- Use sequencer mixing facilities to control arrangement tempo and volume levels effectively</li> <li>- Use audio editing functions effectively</li> <li>- Use MIDI editing functions effectively</li> <li>- Apply EQ and effects-processing to the music effectively</li> <li>- Transfer a completed, mixed musical arrangement to an appropriate storage medium</li> </ul>	Revising key functions of Logic Pro explored in Autumn 1, 2 and Spring 1	Formative assessment throughout the lessons with pupil observations and questioning. Feedback given as progressing through their summative task.	<ul style="list-style-type: none"> <li>Summative assessment of creating a song on Logic Pro from the genre of pupil's choice.</li> <li><i>Students will include a screen shot of their work with commentary of the effects they used</i></li> </ul>
Summer 1	<b>Audio Editing / INTRO TO DJing:</b> This unit is about the editing of mono and/or stereo audio files using dedicated software. Learners will split and join audio files, crop and delete sections of audio and use fades and crossfades to conceal jarring changes in level between sections and at the ends of audio files.	<b>Pupils will have the opportunity to:</b> <ul style="list-style-type: none"> <li>- Be able to perform editing operations on mono and stereo audio files using software</li> <li>- Identify appropriate audio editing software</li> <li>- Confirm the editing operations required to meet specified production requirements</li> <li>- Use editing software filing functions to manage source and edited audio files</li> <li>- Perform a range of edits to meet specified production requirements, including: splits, joins, crossfades, and normalisation</li> </ul>	Revising key functions of Logic Pro and the elements of music as first explored in Autumn 1 term.	Formative assessment throughout the lessons with pupil observations, questioning, and through scaffolded tasks for pupils to aid in the completion of the summative task	Summative assessments of a 4minute music mix of 6-8 songs into a DJ like mix.
Summer 2	<b>DJing:</b> This unit is designed to develop learners' DJ techniques. Learners will demonstrate an understanding of the equipment used by modern DJs, and use DJ equipment to perform a set to an audience.	<b>Pupils will have the opportunity to:</b> <ul style="list-style-type: none"> <li>- Select audio material appropriate for a DJ performance</li> <li>- Plan a DJ set to meet a specified running time</li> <li>- Set up a DJ rig that meets the needs of a performance</li> <li>- Perform a DJ set that includes: <ul style="list-style-type: none"> <li>• fades, cross-fades, layering and switching between multiple audio sources</li> <li>• a range of real-time scratching techniques</li> <li>• creative use of deck controls</li> <li>• the creative use of effects technology</li> </ul> </li> </ul>	Revising key transferable functions used in audio editing, and creating music using audio/MIDI sequencing software to Djing	Formative assessment throughout the lessons with pupil observations and questioning. Feedback given as progressing through their summative task.	Summative assessment of performing short DJ set to class in helping to prepare for final performance in year 11 to an audience.

YEAR 10				
Autumn 1	<p><b>DJing:</b> This unit is designed to develop learners' DJ techniques. Learners will demonstrate an understanding of the equipment used by modern DJs, and use DJ equipment to perform a set to an audience.</p>	<p><b>Pupils will have the opportunity to:</b></p> <ul style="list-style-type: none"> <li>- Describe the equipment required for a DJ rig that includes: <ul style="list-style-type: none"> <li>• multiple sound sources</li> <li>• mixing technology</li> <li>• monitoring items</li> </ul> </li> <li>- Describe the main technical features of the equipment in a DJ rig</li> <li>- Design a DJ rig suitable for a performance, including all connections and power requirements</li> </ul>	Build upon understanding and skills learned in Summer 2	<p>Formative assessment throughout the lessons with pupil observations and questioning. Feedback given as progressing through their summative task.</p> <p>Summative assessment of practical presentation of constructing DJ rig, naming and describing function of each component</p> <p><i>(Assessed by observation notes and check list for presentation)</i></p>
Autumn 2	<p><b>Multi-track audio recording:</b> This unit is about making multi-track recordings using microphones, mixing equipment and recording devices or software. It covers setting up the equipment required for a recording session, and effectively recording multiple audio sources.</p>	<p><b>Pupils will have the opportunity to:</b></p> <ul style="list-style-type: none"> <li>-Identify common recording studio devices</li> <li>- Outline the function of typical signal processors</li> <li>- Give examples of the connections used on domestic, semi-professional and professional recording studio equipment</li> <li>- Prepare for recording operations</li> <li>-prepare a mixing desk, multi-tracking recording device, recording media for use</li> <li>- Set up monitoring, microphones</li> <li>- Label and log recording media using agreed conventions</li> <li>- Identify and correct simple faults in the recording system</li> <li>- Observe appropriate health and safety procedures at all times during multi-track recording activity</li> <li>- Describe the signal flow path through an audio mixer from the recording device to the mixer's output</li> <li>- describe the stages involved in recording and overdubbing multi-track sound</li> </ul>	All new information	<p>Formative assessment throughout the lessons with pupil observations, questioning, teacher feedback and through scaffolded tasks for pupils to aid in the completion of the summative task</p> <p>(1) Create a Health and Safety poster that could be used in the recording studio</p> <p>(2) Create a Powerpoint presentation designing a recording studio (explaining functions of necessary equipment and signal flow path)</p>
Spring 1	<p><b>Multi-track audio recording:</b> This unit is about making multi-track recordings using microphones, mixing equipment and recording devices or software. It covers setting up the equipment required for a recording session, and effectively recording multiple audio sources.</p>	<p><b>Pupils will have the opportunity to:</b></p> <ul style="list-style-type: none"> <li>- Be able to use a multi-track audio mixer and recording device/software</li> <li>- Use mixing desk channels and groups to route audio signals to and from an audio recording device</li> <li>- Set and adjust recording levels to optimise gain without introducing distortion</li> <li>- Use EQ to enhance the sound quality of audio sources</li> <li>- Route audio signals to audio recording device or software</li> <li>- Set recording levels to optimise audio quality without introducing distortion</li> <li>- Record multiple audio sources sequentially to separate tracks of the recording device or software</li> <li>- Assess the sound quality or recordings against production requirements</li> <li>- Observe appropriate health and safety procedures</li> </ul>	Revising key knowledge from Autumn 2 and from year 9 mixing skills	<p>Formative assessment throughout the lessons with pupil observations, questioning, teacher feedback and through scaffolded tasks for pupils to aid in the completion of the summative task</p> <p>(3) To set up and run a recording session in the studio of a single musician overdubbing multiple instruments</p> <p>(4) Summative assessment assisting the studio recordings of the current y11 GCSE ensemble performances</p> <p>(5) Mix the y11 GCSE ensemble performance</p>
Spring 2	<p><b>DJing:</b> This unit is designed to develop learners' DJ techniques. Learners will demonstrate an understanding of the equipment used by modern DJs, and use DJ equipment to perform a set to an audience.</p>	<p><b>Pupils will have the opportunity to:</b></p> <ul style="list-style-type: none"> <li>- Select audio material appropriate for a DJ performance</li> <li>- Plan a DJ set to meet a specified running time</li> <li>- Set up a DJ rig that meets the needs of a performance</li> <li>- Perform a DJ set that includes: <ul style="list-style-type: none"> <li>• fades, cross-fades, layering and switching between multiple audio sources</li> <li>• a range of real-time scratching techniques</li> <li>• creative use of deck controls</li> <li>• the creative use of effects technology</li> </ul> </li> </ul>	Continue developing DJ skills	<p>Formative assessment throughout the lessons with pupil observations and questioning. Feedback given as progressing through their summative task.</p> <p>Summative assessment of performing short DJ set to class in helping to prepare for final performance in year 11 to an audience.</p>
Summer 1	<p><b>Multi-track audio recording:</b> This unit is about making multi-track recordings using microphones, mixing equipment and recording devices or software. It covers setting up the equipment required for a recording session, and effectively recording multiple audio sources.</p>	<p><b>Pupils will have the opportunity to:</b></p> <ul style="list-style-type: none"> <li>- Be able to use a multi-track audio mixer and recording device/software</li> <li>- Use mixing desk channels and groups to route audio signals to and from an audio recording device</li> <li>- Set and adjust recording levels to optimise gain without introducing distortion</li> <li>- Use EQ to enhance the sound quality of audio sources</li> <li>- Route audio signals to audio recording device or software</li> <li>- Set recording levels to optimise audio quality without introducing distortion</li> <li>- Record multiple audio sources sequentially to separate tracks of the recording device or software</li> <li>- Assess the sound quality or recordings against production requirements</li> <li>- Observe appropriate health and safety procedures</li> </ul>	Pupils will continue to practice and develop their skills and understanding of key aspects in recording music from autumn 2 and spring 1	<p>Formative assessment throughout the lessons with pupil observations, questioning, teacher feedback and through scaffolded tasks for pupils to aid in the completion of the summative task</p> <p>(5) Summative assessment running the studio recordings of the current 10 GCSE solo performances</p>
Summer 2	<p><b>DJing:</b> This unit is designed to develop learners' DJ techniques. Learners will demonstrate an understanding of the equipment used by modern DJs, and use DJ equipment to perform a set to an audience.</p>	<p><b>Pupils will have the opportunity to:</b></p> <ul style="list-style-type: none"> <li>- Select audio material appropriate for a DJ performance</li> <li>- Plan a DJ set to meet a specified running time</li> <li>- Set up a DJ rig that meets the needs of a performance</li> <li>- Perform a DJ set that includes: <ul style="list-style-type: none"> <li>• fades, cross-fades, layering and switching between multiple audio sources</li> <li>• a range of real-time scratching techniques</li> <li>• creative use of deck controls</li> <li>• the creative use of effects technology</li> </ul> </li> </ul>	Continue developing DJ skills	<p>Formative assessment throughout the lessons with pupil observations and questioning. Feedback given as progressing through their summative task.</p> <p>Summative assessment of performing short DJ set to class in helping to prepare for final performance in year 11 to an audience.</p>

YEAR 11					
Autumn 1	<p><b>DJing:</b> This unit is designed to develop learners' DJ techniques. Learners will demonstrate an understanding of the equipment used by modern DJs, and use DJ equipment to perform a set to an audience.</p>	<p><b>Pupils will have the opportunity to:</b></p> <ul style="list-style-type: none"> <li>- Perform a DJ set to an audience</li> <li>- Select audio material appropriate for a DJ performance in front of an audience</li> <li>- Plan a DJ set to meet a specified running time</li> <li>- Set up a DJ rig that meets the needs of a performance</li> <li>- Perform a DJ set that includes:               <ul style="list-style-type: none"> <li>• fades, cross-fades, layering and switching between multiple audio sources</li> <li>• a range of real-time scratching techniques</li> <li>• creative use of deck controls</li> <li>• the creative use of effects technology</li> </ul> </li> </ul>	Continue developing DJ skills	<p>Formative assessment throughout the lessons with pupil observations and questioning. Feedback given as progressing through their summative task.</p>	<p>Plan and perform a school appropriate DJ set at least 15 minutes in length to an audience including the following:</p> <ul style="list-style-type: none"> <li>- fades and crossfades</li> <li>- layering</li> <li>- scratching</li> <li>- effects</li> </ul> <p>Performance TBC by Pupil</p>
Autumn 2	<p><b>DJing:</b> This unit is designed to develop learners' DJ techniques. Learners will demonstrate an understanding of the equipment used by modern DJs, and use DJ equipment to perform a set to an audience.</p>	<p><b>Pupils will have the opportunity to:</b></p> <ul style="list-style-type: none"> <li>- Perform a DJ set to an audience</li> <li>- Select audio material appropriate for a DJ performance in front of an audience</li> <li>- Plan a DJ set to meet a specified running time</li> <li>- Set up a DJ rig that meets the needs of a performance</li> <li>- Perform a DJ set that includes:               <ul style="list-style-type: none"> <li>• fades, cross-fades, layering and switching between multiple audio sources</li> <li>• a range of real-time scratching techniques</li> <li>• creative use of deck controls</li> <li>• the creative use of effects technology</li> </ul> </li> </ul>	Continue developing DJ skills	<p>Formative assessment throughout the lessons with pupil observations and questioning. Feedback given as progressing through their summative task.</p>	<p>Plan and perform a school appropriate DJ set at least 15 minutes in length to an audience including the following:</p> <ul style="list-style-type: none"> <li>- fades and crossfades</li> <li>- layering</li> <li>- scratching</li> <li>- effects</li> </ul> <p>Performance TBC by Pupil</p>
Spring 1	<p><b>DJing:</b> This unit is designed to develop learners' DJ techniques. Learners will demonstrate an understanding of the equipment used by modern DJs, and use DJ equipment to perform a set to an audience.</p>	<p><b>Pupils will have the opportunity to:</b></p> <ul style="list-style-type: none"> <li>- Perform a DJ set to an audience</li> <li>- Select audio material appropriate for a DJ performance in front of an audience</li> <li>- Plan a DJ set to meet a specified running time</li> <li>- Set up a DJ rig that meets the needs of a performance</li> <li>- Perform a DJ set that includes:               <ul style="list-style-type: none"> <li>• fades, cross-fades, layering and switching between multiple audio sources</li> <li>• a range of real-time scratching techniques</li> <li>• creative use of deck controls</li> <li>• the creative use of effects technology</li> </ul> </li> </ul>	Continue developing DJ skills	<p>Formative assessment throughout the lessons with pupil observations and questioning. Feedback given as progressing through their summative task.</p>	<p>Plan and perform a school appropriate DJ set at least 15 minutes in length to an audience including the following:</p> <ul style="list-style-type: none"> <li>- fades and crossfades</li> <li>- layering</li> <li>- scratching</li> <li>- effects</li> </ul> <p>Performance TBC by Pupil</p>
Spring 2	<p><b>Prepare for Employment In Music Production and Technology:</b> This unit is about job roles in music production and technology, and allows learners to investigate jobs which may be of interest to them. Learners will gain an insight into music industry working conditions and skills requirements. Learners will be able to develop their communication, problem-solving and research skills through investigating employment opportunities within the sector and by producing a career development plan</p>	<p><b>Pupils will have the opportunity to:</b></p> <ul style="list-style-type: none"> <li>- Understand employment opportunities in music production and technology</li> <li>- Give examples of jobs in music production and technology</li> <li>- Describe the roles and responsibilities of typical jobs in music production and technology</li> <li>- Identify the skills and experience needed for typical jobs in music production and technology</li> <li>- Describe the recruitment practices relevant to typical jobs in music production and technology</li> <li>- Describe the training needed for typical jobs in music production and technology2 produce a career development plan</li> <li>- Identify short-, middle- and long-term career goals</li> <li>- Describe training opportunities likely to assist in meeting career development goals</li> <li>- Describe ways to keep up to date with music industry developments</li> <li>- Describe possible sources of work experience</li> <li>- Prepare a curriculum vitae (CV)</li> </ul>	No new music content, but transferable cross-curricular skills	<p>Formative assessment throughout the lessons with pupil observations, questioning, verbal teacher feedback and through scaffolded tasks for pupils to aid in the completion of the summative task</p>	Summative assessment presentation of jobs in music production
Summer 1	<p><b>Employment Opportunities:</b> This unit will provide learners with the opportunity to explore the employment opportunities which may be available to them in the field of music production. Learners are required to investigate job roles using a variety of sources and identify a range of skills and personal qualities required for a chosen job role. They will also complete a CV detailing their skills, experiences and qualifications to date as a starting point for developing a career development plan.</p>	<p><b>Pupils will have the opportunity to:</b></p> <ul style="list-style-type: none"> <li>- Understand employment opportunities in music production and technology</li> <li>- Give examples of jobs in music production and technology</li> <li>- Describe the roles and responsibilities of typical jobs in music production and technology</li> <li>- Identify the skills and experience needed for typical jobs in music production and technology</li> <li>- Describe the recruitment practices relevant to typical jobs in music production and technology</li> <li>- Describe the training needed for typical jobs in music production and technology2 produce a career development plan</li> <li>- Identify short-, middle- and long-term career goals</li> <li>- Describe training opportunities likely to assist in meeting career development goals</li> <li>- Describe ways to keep up to date with music industry developments</li> <li>- Describe possible sources of work experience</li> <li>- Prepare a curriculum vitae (CV)</li> </ul>	No new music content, but transferable cross-curricular skills	<p>Formative assessment throughout the lessons with pupil observations, questioning, verbal teacher feedback and through scaffolded tasks for pupils to aid in the completion of the summative task</p>	Summative assessment completed CV
Summer 2					