

Sandbach School Music Curriculum:

Y13 Music Curriculum Sequence

Intent: Pupils will be taught to:

- Develop performing skills to demonstrate an understanding of musical elements, style, sense of continuity, interpretation and expression.
- Develop composing skills to demonstrate the manipulation of musical ideas and the use of musical devices and conventions. Recognise the interdependence of musical knowledge, understanding and skills, and make links between the integrated activities of performing, composing and appraising underpinned by attentive listening.
- Broaden musical experience and interests, develop imagination and foster creativity.
- Develop and extend the knowledge, understanding and skills needed to communicate effectively as musicians.
- Equip learners with the skills, knowledge and understanding for entry to employment in the music industry or progression to further study at higher level

Mastery:

Listening
Performing
Composing

Term 1

Content covered: Music Theory, Unit 1: AOS 1 Western Classical Tradition, AOS 5 Jazz Music and Unit 3 Compositional Techniques: Chorale Writing

Term 2

Content covered: Unit 1: AOS 1 Western Classical Tradition, AOS 5 Jazz Music and Unit 3 Compositional Techniques: Chorale Writing / Free Composition

Term 3

Content covered: Exam Practice

Why start here?

Students will start Y13 with new set works in AOS 1 completing the Mozart Operas and moving onto Romantic Piano music across the remainder of the year. Students will now complete and study a new style/AOS – Jazz Music. Students will use the key terminology from AOS 2 and be encouraged to apply these to the Jazz idiom. Students will undertake regular aural training of the named artists for Jazz. They will develop their essay writing skills for the Section C of the paper.

Students will be issued with the new examination composition briefs on 15th September and will start to complete their coursework each week. Students are also reminded of the performance requirements of the course. Recital preparation will be monitored. Those students who have applied to Music Conservatoire will be encouraged to record their performances for A level in the November season of conservatoire auditions.

Why move onto these units?

Students will complete the final analysis of the set works for both AOS 1 and AOS 5. Again, regular aural practice of listening for musical landmarks is encouraged within and out of school as independent study. As the works are completed, examination style questions and revision tables are created regularly and updated throughout the course. Students will complete their coursework elements of the course: Free Composition and Composition to a brief. Additionally, performance recordings are scheduled for the month of March.

Why move onto these units?

As students will have completed their coursework elements of the course, they will have an intensive focus on the examined content. Lessons will be broken down into practice 2 or 3 marker questions and then the 10 marker questions. Essay questions will be planned and practised throughout this term up until the exam.

AOS 2 Popular Music and AOS 5 Jazz Music are taught on a 2 year Rotation

Spec links:

Unit 1: Listening & Appraising

- AOS1: Western Classical Tradition
- AOS 5: Jazz Music*

Unit 2: Performing

Unit 3: Composing

- Composition to a brief no. 1

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Unit 1: Listening & Appraising

- AOS1: Western Classical Tradition
- AOS 5: Jazz Music

Unit 2: Performing

Unit 3: Composing

- Composition to a brief no. 1 & Free Composition

Spec links:

Unit 1: Listening & Appraising

- AOS1: Western Classical Tradition
- AOS 5: Jazz Music & AOS 2: Popular Music

Unit 2: Performing

Unit 3: Composing

- Composition to a brief no. 1

Teaching these topics here supports:

- Broaden musical experience and interests, develop imagination and foster creativity.
- Appraise contrasting genres, styles and traditions of music, and develop understanding of musical contexts and a coherent awareness of musical chronology.
- Develop as effective, independent learners and as critical and reflective thinkers with enquiring minds.
- Reflect critically and make personal judgements on their own and others' music.
- Engage with, and extend appreciation of, the diverse heritage of music in order to promote personal, social, intellectual and cultural development
- Develop composing skills to demonstrate the manipulation of musical ideas and the use of musical devices and conventions
- Recognise the interdependence of musical knowledge, understanding and skills, and make links between the integrated activities of performing, composing and appraising underpinned by attentive listening
- Develop awareness of music technologies and their use in the creation and presentation of music.

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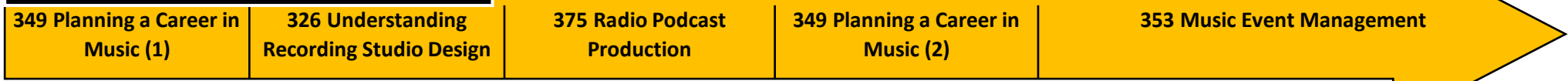


Year 12 Curriculum Sequence: Music Technology

Intent:

- Build skills in recording/editing audio, managing live sound equipment, encouraging greater independence in completing tasks, as well as developing greater understanding of music industry practices
- Develop mature and responsible learners who can research effectively, self-manage tasks and project timelines, and present evidence in an academic style appropriate to level 3 qualifications.
- Equip learners with the skills, knowledge and understanding for entry to employment in the music industry or progression to further study at higher level

Units taught in line with BTEC delivery calendar



<p>Overview: 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. On a more specialist level, in order to develop professionally and increase one's marketability and employability, the individual must understand what is needed to facilitate the development of appropriate knowledge and skills and the timescales involved in the process.</p>	<p>Overview: With recording technology becoming more and more accessible and affordable, opportunities for people to design and run their own studio are becoming more feasible. Therefore, it is important that learners acquire the necessary skills and understanding of the cost and Health & Safety considerations, as well as different design factors and implications</p>	<p>Overview: For many years, radio has been a key influence on the music industry and has helped to dictate which songs will become successful as well as reflecting the tastes of the public. Radio can also cater for niche markets by demonstrating awareness of the target audience and listener profile. Many radio programmes also issue podcasts based on their shows, as some people prefer to download content and listen to it at their own leisure. Many podcasts, whether related to a radio show or not, have become very popular and have gained vast listenerships. They differ from radio shows in that they don't have the live interaction with the audience but they can be more flexible in terms of their content.</p>	<p>Overview: 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. On a more specialist level, in order to develop professionally and increase one's marketability and employability, the individual must understand what is needed to facilitate the development of appropriate knowledge and skills and the timescales involved in the process.</p>	<p>Overview: Many industry commentators argue that the live music industry now generates more revenue than the recorded music sector. This represents a change in mind set. Declining recorded music sales and illegal downloads have made the live music experience increasingly important to performers and their business partners. The ability to manage an event is an important skill for any practitioner, regardless of the genre, product or marketplace. This unit looks to develop event management skills and can be applied to any kind of live music event or tour.</p>
<p>Aims/Purpose: The purpose of this unit is to familiarise learners with the processes associated with effective career planning. The aim of this unit is to provide opportunities to align/link their overarching career aims with how their course can help, defining the way the learner engages with their learning. This first unit focuses on Skills Audit and Action Planning</p>	<p>Aims/Purpose: The aim of this unit is to facilitate a sound understanding of the logistical, financial and Health & Safety implications of equipping and running a professional level recording studio. The purpose of this unit is to develop the learner's understanding of the considerations and implications of designing a recording studio</p>	<p>Aims/Purpose: This unit aims to enable learners to produce their own radio show or podcast. The purpose of the unit is to explore the key considerations when creating a podcast or radio show and to develop learners' skills in radio or podcast planning and production.</p>	<p>Aims/Purpose: The purpose of this unit is to familiarise learners with the processes associated with effective career planning. The aim of this unit is to provide opportunities to align/link their overarching career aims with how their course can help, defining the way the learner engages with their learning. This 2nd unit assesses progress made and studies potential career paths using the skills developed</p>	<p>Aims/Purpose: This unit will develop the learner's ability to stage a musical event or series of musical events (tour). By evaluating the process involved in staging a musical event and applying the required skills to an area of their own interest, learners will develop strategies for event management and promotion in a variety of areas.</p>
<p>Feeds from Qualification Phase: Yr9 Bridging 'The Music Industry'</p>	<p>Feeds from Qualification Phase: Yr9 Bridging 'Intro to Recording' Yr10 BTEC Component 1 Yr11 BTEC Component 2</p>	<p>Feeds from Qualification Phase: Yr9 Bridging 'Intro to Recording' Yr9 Bridging 'Online Music Channels' Yr10 BTEC Component 1 Yr11 BTEC Component 2 Yr11 BTEC Component 3</p>	<p>Feeds from Qualification Phase: Yr9 Bridging 'The Music Industry' Planning a Career (1)</p>	<p>Feeds from Qualification Phase: Yr9 Bridging Music Event Management Yr9 Bridging Online Music Channels Yr11 Component 2 & 3</p>



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347 Getting Work in the Music Industry (Autumn Term)

388e Live Sound Recording (January-Easter)

Advanced Sequencing & Recording (Easter-Exams)

<p>Overview: The traditional models and income streams within the music industry are changing and therefore so are the ways people within the supply chain are working. Developing a portfolio of skills into services can provide a more sustainable income stream and spread the risk across a range of employers, contracts, projects and partnerships. Practitioners are creating broad portfolios of work that enable them to maintain their own creative enterprise alongside project based work and other consultancy services. Practitioners need to fully understand their own skills and how they can be packaged and offered to third parties as consultants or suppliers into their projects. The skills and knowledge they can 'sell' will allow them to be more sustainable while they invest time into their own creative work.</p>	<p>Overview: Unit 388E Live Sound Recording is an externally assessed unit worth 30% of the qualification. It takes place between January and Easter each year between dates set out by the exam board as controlled assessment window. There is a brief released each November detailing the instructions for candidates, typically involving recording a live track in the specified genre, demonstrating correct planning and setup procedure, as well as evaluation.</p>	<p>Overview: During this part of the course formal coursework requirements have been completed, and work is prepared for moderation. It is still possible that students could be required to make amendments or submit additional evidence towards the coursework units if notified by a moderator. During this time we focus on skills which have not been developed during the course and develop others to a more advanced level...</p> <p>Sequencing – accurately recreating music using music theory knowledge, software and synthesisers.</p> <p>Recording – developing a wider range of recording skills through recording different instrumental setups, different genres and using different methods to those developed earlier in the course.</p> <p>It is also possible during this time that we can tailor the projects to those in the group, helping them to create a portfolio of evidence that will benefit them in future.</p>
<p>Aims/Purpose: This unit will enable learners to develop the skills and strategies for generating work and income within the UK music industry. Learners will analyse and evaluate the different requirements and methods for generating work and income as a self-employed supplier as well as a creative enterprise. The learner will develop materials to promote themselves and understand how to communicate effectively in business to business (B2B) context. This unit encourages learners to explore their area of interest and cross-reference this with their own skill set. From here learners can evaluate their readiness for portfolio based careers and identify any development needs or extra skills development they may need to undertake.</p>	<p>Aims/Purpose: This unit aims to enable learners to produce their own live recordings, to create appropriate live sound reinforcement solutions and to plan/evaluate the processes they use. Through a series of tasks they will;</p> <ul style="list-style-type: none"> • Plan the recording (including health and safety) • Set up a PA system • Create a multi-track recording in a given genre or to match a given theme • Evaluate the process <p>Although assessed individually, students will work as part of a team, therefore communication will be essential.</p>	<p>Aims/Purpose: <u>Sequencing</u></p> <ul style="list-style-type: none"> • Aural skills: listening to music and being able to accurately re-create it • Music theory: reading notation and accurately converting it to software • Keyboard skills: where appropriate using MIDI keyboards to play parts of a song into the software • Use of software: use of processors, effects and synthesisers to create accurate cover of piece of music • Combining sequenced track with audio recording <p><u>Advanced recording</u></p> <ul style="list-style-type: none"> • Build a more detailed knowledge of recording techniques across a wider variety of genres • Build a portfolio of evidence that can be taken forward to university/apprenticeships/work or as side projects for the future
<p>Feeds from Qualification Phase: Yr9 Bridging 'Music Industry' Yr12 RSL 'Planning a Career in Music'</p>	<p>Feeds from Qualification Phase: Yr9 Bridging 'Intro to Recording Equipment' Yr10 BTEC Component 1 Yr11 BTEC Component 2</p>	<p>Feeds from Qualification Phase: Yr9 Bridging 'Intro to Recording Equipment' Yr9 Bridging 'Mixing and Sequencing' Yr11 BTEC Components 2 & 3 326 Understanding Recording Studio Design 388e Live Sound Recording</p>