

Year 10	Aut 1	Aut 2	Spr 1	Spr 2	Sum 1	Sum 2
TOPIC	<u>Unit 1: The Music Industry</u>		<u>Unit 5: Introducing Music Performance</u>			<u>Unit 2: Managing a Music Product</u>
KNOWLEDGE TAUGHT	<p>Students will need to know the following within The Music Industry.</p> <p>Venues and live performance Health, safety and security at venues Production and promotion Service companies and agencies Unions Performance/creative roles Management and promotion roles Recording roles Media and other roles Employment Patterns</p> <p>This will be a 60 minute exam that will be worth 50 marks.</p> <p>The paper is in 3 sections, A, B and C. A is multiple choice 1-2-mark answers.</p> <p>Section B and C are usually 2-4 mark questions linked to a scenario.</p>		<p>Students will have to think carefully about their own instrument whether that be voice/guitar/keyboard/bass/ukulele/rap.</p> <p>They will be expected to complete a skills audit to identify their skills and which ones they feel are strengths and which skills need improvement and then write targets based on this, which should be reviewed throughout the unit.</p> <p>They will be expected to keep a log which details how they have improved.</p> <p>This also integrates with personal management skills so getting students used to bringing their instrument/equipment every lesson, being prepared by bringing lyrics/chords, videoing rehearsals as part of their evidence, concentration, attendance, time management, working to safe practices.</p>			<p>Students will have to create a music product whether this be a CD/Concert or other product.</p> <p>Underpinned in all of this, students will have to review the planning process.</p> <p>They will need to know different types of audiences and how successful promotion is needed to engage these audiences.</p>
SKILLS DEVELOPED <i>(Include any trips and visits.)</i>	<p>Students will be able to discuss the advantages and disadvantages between small/medium local venues and large multi-space venues, as well as health, safety and security at these venues.</p> <p>Students need to know the difference between major and independent recording companies and major and self-publishing companies as well as how individuals create, promote and distribute music using service companies.</p> <p>They will need to know how different job roles relate to agencies, royalties and unions.</p>		<p>Learning Aim A develops music performance skills and reviews of the students' own practice.</p> <p>Techniques they should work on are: accuracy of pitch/intonation, rhythm and timing, technical exercises, expression and dynamics, phrasing, range, sight reading/singing, improvisation, breath control, vibrato, confidence, tuning, following and accompaniment, learning repertoire, musical interaction and stage presence.</p>			<p>Students will develop the skills of:</p> <p>A planning, developing and delivering a music product B promoting a music product C reviewing the management of a music product.</p> <p>Students work will also include the</p>

	<p>Students will need to know the skills and responsibilities of each performer or creative role in terms of who does what and why it is important. Consideration should be given to the links between performers and creative roles and how the industry is built upon the relationships between skilled practitioners across the disciplines.</p> <p>They will also need to be able to answer 2 8-mark questions based on scenarios in the paper.</p>		<p>Learning Aim B encourages students to use their music performance skills within rehearsal and performance such as warm-ups, physical presentation, learning repertoire, rehearsing with accompaniment/ band, musical interaction with performance and receiving and giving feedback.</p> <p>Students will be expected to do this through a group and a solo performance.</p>			<p>promotion of the music product, reflecting the fact that the industry does not just depend on what happens on stage, but also on what happens in the marketplace, in retail and in audience generation and engagement.</p>
<p>ASSESSMENTS (Minimum two per half term, with focussed marking.)</p>	<p>1. Mock Exam Questions</p>	<p>2. Full Mock Exam</p>	<p>1. Final group performance</p>	<p>2. Final solo performance.</p>	<p>3. All Coursework Due at beginning of May.</p>	<p>1. Assessing their written work so far; LA A and LA B)</p>
<p>HOME LEARNING (To be made available via Century Tech; one per week.)</p>	<ol style="list-style-type: none"> 1. Revise and complete worksheet on venues. 2. Revise and complete questions on performance roles 3. Revise major and independent recording companies 4. Revise Music publishing companies 5. Revise Health and Safety 6. Revise contracts and Invoices 7. Revise Management and promotion roles 	<ol style="list-style-type: none"> 1. Revise Abbreviations/Agencies 2. Complete and 8 mark question 3. Revise for Mock exam 4. Complete an 8 mark question 5. Write section A for a mock paper 6. Write section B for a mock paper 7. Write section C for a mock paper. 	<ol style="list-style-type: none"> 1. They are to complete a front cover for their folder. 2. They are to rehearse their part of the song for the group performance. 3. They are to complete 2 videos of them rehearsing at home. 4. They are to write a rehearsal log of successes and areas for improvement. 5. They are to complete and ACES sheet for 2 members of their group. 	<ol style="list-style-type: none"> 1. They are to rehearse and record at least 5 videos at home of solo rehearsal. 2. Complete a rehearsal journal based on solo performance. 3. Record at least 5 videos of this week's rehearsals. 4. Complete a rehearsal journal based on solo performance. 5. They are to complete 2 ACES sheets for somebody who plays the same instrument as them. 	<p style="text-align: center;"><u>Unit 2 Homework.</u></p> <ol style="list-style-type: none"> 1. Students will have to type their notes up from meeting 1. 2. Students will have to type their notes up from meeting 2. 3. Students will have to type their notes up from meeting 3 4. Students will have to type their notes up from meeting 4. 5. Students are to draft the 1st design of their promotional material which they have been selected to complete. 6. Complete their 2nd draft of their promotional material. 7. Complete the final draft of their promotional material. 	

			6. They are to complete a mock performance review.	6. They are to complete a mock performance evaluation. 7. They are to complete a final solo performance evaluation.	
<p>SEQUENCING <i>(What must students already have been taught in order to begin to learn this topic? Identify opportunities to address knowledge gaps)</i></p>	<p>All units are stand alone and are worth 25% of the overall grade. This exam is also taught 1st so within the 1st half of the 1st year, they have a grade from the exam board. They can then take this exam again in the January the following year in year 11. This isn't done in June as some students miss lessons to go on work experience and I feel it is too soon and still having a "year 10" mindset. If we do it with all the other exam in May/June of the following year, they will be revising for all of their other exams.</p>	<p>This unit of work is next as students will use their skills to create a performance. This will get them used to working with a group and get their confidence to a high level in order to do the next unit which is Lyndon Live Lounge.</p> <p>Students will also perform in the school show.</p>	<p>Students will go on work experience at the end of this topic.</p> <p>This topic also depends on the availability of the computer rooms.</p>		
<p>SCHEMAS <i>(Where might students learn about elements of this topic in other subjects? Which subjects might this topic feed into beyond your own?)</i></p>	<p>Media – How people promote music in different ways Geography – Transport Companies will need to know where they are going Business – How can artists make more money? Employment Contracts/NI/Tax How to make money other than selling music English – They have to evaluate a scenario which is worth 8 marks.</p>	<p>English – Having to communicate effectively success and areas for improvements and communicate to others on theirs tactfully. MFL – Some music might have Italian performance directions.</p>	<p>Media – How people promote music in different ways English – Explaining ideas within their work.</p>		
<p>CAREERS LINKS <i>(How might this benefit them in the future?)</i></p>	<p>Musician, Music Producer, Union Rep, Roadie, Music Director, lie sound technician, instrumental support, artist management, venue management, promotor, studio manager, marketing, sound engineer, session musician, mastering engineer, shop worker, lorry driver, blogger, broadcaster, software programmer</p>	<p>Musician, session musician, Roadie, Studio Manager, artist management, software developer, producer, blogger</p>	<p>Event Planning, Promotor, Musician, Artist, Graphic Designer</p>		

Year 11	Aut 1	Aut 2	Spr 1	Spr 2	Sum 1	Sum 2
TOPIC	<u>Unit 2: Managing a Music Product</u>	<u>Unit 7: Introducing Music Sequencing</u>				
KNOWLEDGE TAUGHT	Continued from year 10	<p>Students will learn how to create music using a variety of sources, including loops and software Instruments on Mixcraft.</p> <p>They will learn to edit their music using different processes such as quantisation, looping and note editing, and enhance the sound by the addition of appropriate plug-in effects such as reverb, delay and distortion.</p> <p>They will also learn how to create a final mix that will become a completed audio file.</p>				
SKILLS DEVELOPED <i>(Include any trips and visits.)</i>	Continued from year 10	<p>They will use their knowledge to create either original music or a creative arrangement of music already written by others.</p> <p>Students will learn how to complete the following:</p> <p>Note input and editing</p> <ul style="list-style-type: none"> ● Different methods to add notes to a track: <ul style="list-style-type: none"> o adding notes with a mouse o playing notes in with a MIDI keyboard o steptime input – adding notes in musical steps <ul style="list-style-type: none"> o importing MIDI material. ● Editing the properties of note events: <ul style="list-style-type: none"> o duration o note position <ul style="list-style-type: none"> o pitch o velocity. ● Copying and pasting notes and regions: 				

		<ul style="list-style-type: none"> o copy and paste using mouse o copy and paste using keyboard shortcuts. ● Using loops and pre-recorded samples: <ul style="list-style-type: none"> o choosing loops and samples o looping regions. ● Selecting instruments and sounds: <ul style="list-style-type: none"> o using software instruments o selecting preset sounds. <p style="text-align: center;">Effects</p> <ul style="list-style-type: none"> ● software mixer ● digital effects – EQ, chorus, reverb. 				
<p>ASSESSMENTS (Minimum two per half term, with focussed marking.)</p>	<p>3. Performance of the songs they have learned and review of the management process. (LA C)</p>	<p>1. Completion of Learning Aim A.</p>	<p>2. Completion of Learning Aim B.</p>	<p>1. 2.</p>	<p>1. 2.</p>	<p>1. 2.</p>
<p>HOME LEARNING (To be made available via Century Tech; one per week.)</p>	<p>1. Rehearse piece number 1; with video evidence. 2. Rehearse song number 2 with video evidence. 3. Rehearse song number 3 with video evidence. 4. Rehearse song number 4 with video evidence. 5. Rehearse son number 5 with video evidence.</p>	<p>1. Complete write up of note input. 2. Complete write up of editing notes 3. Complete write up of copying and pasting. 4. Complete write up of adding loops. 5. Complete write up of selecting different instruments. 6. Complete write up of how to select different effects. 7. Complete write up of week 1.</p>	<p>1. Complete write up of week 2. 2. Complete write up of week 3. 3. Complete write up of week 4. 4. Complete write up of week 5. 5. Complete write up of week 6. 6. Complete write up of week 7 7. Complete write up of week 8.</p>	<p>1. 2. 3. 4. 5. 6. 7.</p>	<p>1. 2. 3. 4. 5. 6. 7.</p>	<p>1. 2. 3. 4. 5. 6. 7.</p>

<p>SEQUENCING <i>(What must students already have been taught in order to begin to learn this topic? Identify opportunities to address knowledge gaps)</i></p>	<p>Students will go on work experience at the end of this topic.</p> <p>This topic depends on the availability of the computer rooms. This may need to switch with unit 7. NEF to liaise with Julie Carey.</p> <p>Students may wish to put on an event for their parents as part of this unit so will be their last official performance at Lyndon.</p>	<p>As this is a music tech unit, it depends on the availability of the computer rooms. This may need to switch with unit 7. NEF to liaise with Julie Carey.</p> <p>This unit was chosen to give students experience of using Music Technology to sequence a piece of music.</p>			
<p>SCHEMAS <i>(Where might students learn about elements of this topic in other subjects? Which subjects might this topic feed into beyond your own?)</i></p>	<p>Media – How people promote music in different ways English – Explaining ideas within their work.</p>	<p>Media- Sequencing Music English – Having to evaluate in detail the process they have gone through to create their song. Also to explain processes needed.</p>			
<p>CAREERS LINKS <i>(How might this benefit them in the future?)</i></p>	<p>Event Planning, Promotor, Musician, Artist, Graphic Designer</p>	<p>Producer, Studio Manager, Studio Technician, Songwriter, Software Programmer,</p>			