SUBJECT YEAR PLAN 20/21   Subject: Music Tech   Year Group: KS3

	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8
Autumn Term 1	Introduction to Arts Award	Choose activity for Part A	Complete activity 1 for Part A	Review activity 1 for Part A	Choose activity 2 for Part A	Complete activity 2 for Part A	Review activity 2 for Part A	Catch Up Time and Assessment
Autumn Term 2	Plan research project 1 for Part B	Conduct research project 1 for Part B	Summarise & present research project 1 for Part B	Plan research project 2 for Part B	Conduct research project 2 for Part B	Summarise & present research project 2 for Part B	Catch Up Time and Assessment	
Spring Term 1	Plan composition for Part C	Complete composition for Part C	Complete composition for Part C	Complete composition for Part C	Complete composition for Part C	Catch Up Time and Assessment		
Spring Term 2	Evidence and evaluate composition for Part C	Evidence and evaluate composition for Part C	Catch Up Time and Assessment	Plan research project 3 for Part B	Conduct research project 3 for Part B	Summarise & present research project 3 for Part B		
Summer Term 1	Plan research project 4 for Part B	Conduct research project 4 for Part B	Summarise & present research project 4 for Part B	Catch Up Time and Assessment	Catch Up Time and Assessment			
Summer Term 2	Plan presentation for Part D	Prepare presentation for Part D	Prepare presentation for Part D	Deliver presentation for Part D	Evaluate presentation for Part D	Catch Up Time and Assessment	Catch Up Time and Assessment	

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Unit Name: Part A - Inspire	Recommended Teaching Time:

Overview and Aims

Learners are to explore and take part in two activities, they are given options that include but are not limited to the following:

- Create and original composition
- Structure a musical arrangement
- Produce a remix of a song
- Perform a short DJ set
- Write a short song, verse or poem
- Read and play sheet music on a keyboard

✓ I can statements (star the "essentials")	Critical Content & Common errors (star the "essentials")
I can: - Participate in at least two arts activities* - Understand how each activity has inspired me* - Describe the learning that has taken place	Depending upon what activities a learner chooses to participate in some critical content may be as follows: - Understanding the three most commonly used drums in any drum pattern - Understanding the main three components of modern music - Understanding how audio files can be placed into the sequencer - Understanding the tools are used to edit audio in the sequencer - Understanding what tempo is and how is it measured/estimated - Understanding describe "the drop" in modern music - Understanding the main controls used on DJ controllers/decks - Understanding the DJ's main goal when mixing - Understanding bar structures commonly used in modern music - Understanding language techniques commonly used in modern song writing

Prior Years Learning - Strengths and Weaknesses	Misconceptions
Strengths Ability to recognise and count bars in modern music with a 4/4 time signature Ability to recognise "The Drop" in modern music with a 4/4 time signature Weaknesses Ability to improvise melodic motifs with in a scale other than C Major Ability to play melodies on the MIDI keyboard	Students assume that there is a "correct" way to create music, to combat this I encourage the students to use improvisation when creating a piece of music.

Assessment details
Each arts log is internally assessed by the trained adviser, in line with the requirements about what learners should demonstrate through their evidence, the specific evidence requirements and the assessment criteria. This is broken down into the three categories; art form knowledge and understanding, creativity, and communication. Arts Award qualifications are not allocated different grades or levels, so each arts log will be assessed as either a pass or a below pass. As each unit and individual piece of work is largely determined by the students own decisions the assessment is very broad and will never encompass all of the critical content.

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Core Questions

Lesson No (if applicable)	Question	Answer	Probable misconceptions (if applicable)
	What does the drop refer to when creating or listening to modern music?	The point at which a piece of music switches from on part to another contrasting part	
	What are the three main drums used in the creation of a drum pattern?	Bass drum, snare drum and hi-hats	
	What are the three main components of modern music?	Drums, Bass and melody	
	When writing song lyrics what are the most common poetic devices used called?	Assonance, consonance, alliteration, metaphor and simile	That all lyrics in a bar (group of four) must end in rhyming words
	What are synthesizers?	Devices that produce synthetic instrument sounds produced by digital signals	
	What are samplers?	Devices that produce analogue instrument sounds and recorded audio samples	
	What letters do the keys on a piano range from?	A to G	
	What are the white notes on a piano collectively known as?	Naturals	
	What are the black keys on a piano collectively known as?	Accidentals	
	The accidentals are all known by two names that follow their letter name, what are they?	Sharp and Flat	
	How can audio files be placed into the sequencer?	Dragged and dropped or double clicked from the browser, or imported from the file menu	
	What tools are used to edit audio in the sequencer?	Selection, razor, eraser	
	What is tempo and how is it measured/estimated?	A measure of how quickly a piece of music is played, can be estimated by	That tempo is a measure of time rather than speed

		counting the amount of bars in 15 seconds and multiplied by four	
	What are the main controls used on DJ controllers/decks?	Play, cue, crossfade, scratch, nudge	
	What is the DJ's main goal when mix?	To mix from one song to another keeping steady time and bar structure	

Unit Name: Part B - Explore	Recommended Teaching Time:

Overview and Aims
Learners conduct research into the careers of two artists and two organisations
Learners demonstrate participation in exploration of the work of artists and arts organisations (at least one of each)
Learners provide evidence of what they found out about the work of artists and a record of what they found out about the
work of arts organisations

✓ I can statements (star the "essentials")	Critical Content & Common errors (star the "essentials")
I can: • Develop key and interesting questions about the roles and responsibilities of an artist or organisation • Pick out key information from a range of sources • Produce a summary of findings in an appropriate format e.g. collage/poster/ presentation	Students should come up with five to seven key questions about the artists'/organisations' roles and responsibilities within the music industry. They should try to focus on the way in which they function within the wider music industry, their achievements and major milestones. A common error that learners make when researching artists is that they focus on things that take place in the artist personal lives rather than their career and musical styles/techniques
Prior Years Learning - Strengths and Weaknesses Strengths Ability to summarise their findings in the form of a poster Weaknesses Ability to differentiate between information that is focussed on an artist's career and/or techniques and information that is more focussed on their personal lives outside of music Ability to realise the types of questions that they will be able to find the answers to online as opposed to answers they would only be able to get if they interviewed the person or a representative of the organisation that they are studying	Misconceptions

Assessment details

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Core Questions

Lesson No (if applicable)	Question	Answer	Probable misconceptions (if applicable)
	What is an musical artist?	A person or group of people that create musical content in an imaginative way	
	What is a musical organisation?	A business or company that operates within the music industry	

Unit Name: Part C - Create	Recommended Teaching Time:

Overview and Aims
Learners are to create an original composition, that consist of drums, bass and melody. They need to structure it in an appropriate format and bounce the completed composition to a single audio file. They must then evaluate what they have created.

✓ I can statements (star the "essentials")	Critical Content & Common errors (star the "essentials")
I can: • Create my own drum loops • I can improvise my own melodic motifs • I can use repetition in a composition to add familiarity • I can use contrast in a composition to add variation • I can edit MIDI and audio in a DAW sequencer • I can utilise samples in a composition • I can use copy and paste techniques to structure a piece of music • I can Bounce a composition to a single audio file	Learners should • Understand the three most commonly used drums in any drum pattern • Understand the main three components of modern music • Understand how audio files can be placed into the sequencer • Understand the tools are used to edit audio in the sequencer • Understand bar structures commonly used in modern music • Understand how to navigate and the functions of the rack, sequencer and mixer
Prior Years Learning - Strengths and Weaknesses Strengths Ability to use premade audio loops in the sequencer to produce elements of their music Weaknesses	Misconceptions Students assume that there is a "correct" way to create music, to combat this I encourage the students to use improvisation when creating a piece of music.

Ability to improvise melodic motifs with in a scale other than C Major Ability to play melodies on the MIDI keyboard

Assessment details
Each arts log is internally assessed by the trained adviser, in line with the requirements about what learners should demonstrate through their evidence, the specific evidence requirements and the assessment criteria. This is broken down into the three categories; art form knowledge and understanding, creativity, and communication. Arts Award qualifications are not allocated different grades or levels, so each arts log will be assessed as either a pass or a below pass. As each unit and individual piece of work is largely determined by the students own decisions the assessment is very broad and will never encompass all of the critical content.

SUBJECT YEAR PLAN 20/21   Subject: Music Tech   Year Group: KS3

Core Questions

Lesson No (if applicable)	Question	Answer	Probable misconceptions (if applicable)
	What does the drop refer to when creating or listening to modern music?	The point at which a piece of music switches from on part to another contrasting part	
	What are the three main drums used in the creation of a drum pattern?	Bass drum, snare drum and hi-hats	
	What are the three main components of modern music?	Drums, Bass and melody	
	What are synthesizers?	Devices that produce synthetic instrument sounds produced by digital signals	
	What are samplers?	Devices that produce analogue instrument sounds and recorded audio samples	
	What letters do the keys on a piano range from?	A to G	
	What are the white notes on a piano collectively known as?	Naturals	
	What are the black keys on a piano collectively known as?	Accidentals	
	The accidentals are all known by two names that follow their letter name, what are they?	Sharp and Flat	
	How can audio files be placed into the sequencer?	Dragged and dropped or double clicked from the browser, or imported from the file menu	
	What tools are used to edit audio in the sequencer?	Selection, razor, eraser	
	What is tempo and how is it measured/estimated?	A measure of how quickly a piece of music is played, can be estimated by counting the amount of bars in 15 seconds and multiplied by four	That tempo is a measure of time rather than speed

Unit Name: Part D - Present	Recommended Teaching Time:

Overview and Aims

Learners are to plan and deliver a presentation to the class or an individual about a part of the Arts Award of their choosing.

✓ I can statements (star the "essentials")	Critical Content & Common errors (star the "essentials")
I can: • Identify things that I have enjoyed while completing the award* • Identify areas for improvement within my work • Explain to others what Arts Award Explore is • Communicate effectively to others*	Learners should • Deliver information to others in an appropriate format* • Plan the presentation • Present the information* • Evaluate their own strengths and weaknesses* • Gather feedback from others about their presentation*
Prior Years Learning - Strengths and Weaknesses Strengths Ability to use MS PowerPoint to produce an engaging presentation Ability to record Vlogs detailing a part of their Arts Award journey Weaknesses Speaking clearly and confidently about the work that they completed Identifying strengths and weaknesses in their presentation	Misconceptions Students assume that they have to do a PowerPoint presentation and deliver the information to their peers. To mitigate this I remind students that they can present the information to staff members rather than other students. They are also given the option to deliver the information to a camera and have others view the recording.

Assessment details

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communication. Arts Award qualifications are not allocated different grades or levels, so each arts log will be assessed as either a pass or a below pass. As each unit and individual piece of work is largely determined by the students own decisions the assessment is very broad and will never encompass all of the critical content.

Core Questions

Lesson No (if applicable)	Question	Answer	Probable misconceptions (if applicable)
	What are some key skills to deliver and effective presentation?	Show passion and connect with the audience, focus on your audience's needs, keep it simple, make eye contact with the audience, speak in a clear and loud voice.	