



SUBJECT YEAR PLAN 20/21 Subject: Music Tech Year Group: KS4

	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 for Part A	Complete activity for Part A	Complete activity for Part A	Complete activity for Part A	Complete activity for Part A	Catch Up Time and Assessment
Autumn Term 2	Review activity for Part A	Review activity for Part A	Review activity for Part A	Plan research project for Part C	Conduct research for Part C	Conduct research for Part C	Catch Up Time and Assessment	
Spring Term 1	Conduct research for Part C	Conduct research for Part C	Conduct research for Part C	Conduct research for Part C	Present a summary of research for Part C	Catch Up Time and Assessment		
Spring Term 2	Experience an art form as an audience member for Part B	Evaluate the art form experienced for Part B	Evaluate the art form experienced for Part B	Plan skill share for Part D	Practice and prepare for skill share for Part D	Catch Up Time and Assessment		
Summer Term 1	Practice and prepare for skill share for Part D	Practice and prepare for skill share for Part D	Deliver skill share session for Part D	Evaluate Skill share session for part D	Catch Up Time and Assessment			
Summer Term 2	Catch Up Time	Catch Up Time	Catch Up Time	Catch Up Time	Catch Up Time	Catch Up Time	Catch Up Time and Assessment	

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Unit Name: Part A – Take Part	Recommended Teaching Time:
<p>Overview and Aims Learners are to develop their interests, knowledge and skills through actively participating in any art form. To do so they must take part in an arts activity, they are given options that include but are not limited to the following:</p> <ul style="list-style-type: none"> • 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 	
✓ I can statements (star the “essentials”)	Critical Content & Common errors (star the “essentials”)
<p>I can:</p> <ul style="list-style-type: none"> • Participate in an arts activity* • Identify relevant existing skills that will aid the completion of the chosen activity* • Describe the learning that has taken place 	<p>Depending upon what activities a learner chooses to participate in some critical content may be as follows:</p> <ul style="list-style-type: none"> • 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



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Prior Years Learning - Strengths and Weaknesses

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

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.

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



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		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	



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Unit Name: Part B – Be The Audience		Recommended Teaching Time:
Overview and Aims		
Learners should		
<ul style="list-style-type: none"> • Experience of one or more arts events/Experiences • Reflect on the quality of the arts event(s)/experience(s) • Give their opinion about the arts event(s)/experience(s) • Communication of their reflection/views about the arts event(s)/experience(s) 		
✓ I can statements (star the “essentials”)		Critical Content & Common errors (star the “essentials”)
I can: <ul style="list-style-type: none"> • Evidence of attending at least one arts event or experience, for example, programme, URL, postcards, photographs, CDs or DVDs* • Evidence of personal reflection on the event(s)/experience(s) and their creative impact* • Evidence of communicating/sharing personal reflection with at least one other person* 		Learners should experience a professional artist at work and write a review of what they have witnessed. They should produce evidence of the following: <ul style="list-style-type: none"> • Ability to communicate effectively with others* • Verbal comments made during group discussions • Ability to analyse and evaluate the event that was observed* • Written comments and evaluations in logbook during lessons*
Prior Years Learning - Strengths and Weaknesses		Misconceptions
Strengths Ability to discuss the art form during a group discussion Weaknesses Ability to use subject specific terminology in their discussion		The art form witnessed must be live The art form witnessed music be music in nature
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Unit Name: Part C – Arts Inspiration		Recommended Teaching Time:
Overview and Aims		
Learners demonstrate simple research into, and appreciation of, the work of an artist, craftsperson or arts practitioner what they have learnt from the research into the person’s arts career, life and work		
Learners provide evidence of their research, e.g. notes, photographs, recordings, a summary, in any format that others can understand, of what they have found out, why the person was chosen and what they learnt about that person’s arts career, life and work		
✓ I can statements (star the “essentials”)		Critical Content & Common errors (star the “essentials”)
I can: <ul style="list-style-type: none"> • Explain why I find an artist inspiring • Describe what other think of the artist • Develop key and interesting questions • Pick out key information from a range of sources 		Learners should <ul style="list-style-type: none"> • Discuss what they find inspirational about an artist • Describe what the artist does and how they do it • Provide evidence of the artist’s work • Describe what other people think about the artist and provide evidence of this • Conduct extensive research into the artist’s career and techniques used to create their art
Prior Years Learning - Strengths and Weaknesses		Misconceptions
Strengths Most have completed Arts Award Explore and therefore understand the way in which their findings must be summarised		Learners often misunderstand the term “inspirational” and think that they must choose their favourite artist
Weaknesses Learners often struggle to explain why an artist is inspirational, they focus in the music that has been made as opposed to the way in which the artist conducts themselves or is portrayed in the media		
Assessment details		



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Unit Name: Part D – Share A Skill		Recommended Teaching Time:
Overview and Aims		
Learners are to plan and share a skill with another person; this can be done in the form of a presentation to the class, an individual or teaching a mini lesson.		
✓ I can statements (star the “essentials”)		Critical Content & Common errors (star the “essentials”)
<p>I can:</p> <ul style="list-style-type: none"> • Demonstrate preparation for an arts skills share • Deliver their arts skills share and evaluate it • Provide evidence of an explanation of their activity, why they chose it and the plans they made • Provide evidence of the activity and how the skill was passed on to others 	<p>Learners should</p> <ul style="list-style-type: none"> • Deliver information to others in an appropriate format* • Plan the skill sharing session • Evaluate their own strengths and weaknesses* • Gather feedback from others about their skill share* 	
Prior Years Learning - Strengths and Weaknesses		Misconceptions
<p>Strengths Ability to use MS PowerPoint to produce an engaging presentation Knowledge of basic musical concepts learnt from Arts Award Explore</p> <p>Weaknesses Speaking clearly and confidently to other Identifying strengths and weaknesses in their work</p>		<p>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.</p>
Assessment details		
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