EPCHS Music Department: KS5 Programme of Study

We aim to inspire our students to develop a passion for the study of music. We want to ensure that our young people have many opportuni8es to be involved in a range of musicals experiences inside and outside of the classroom, regardless of their backgrounds. The ability to create, perform and appreciate music is central to our teaching.

NCFE Level 3 Music Technology Award: Year 12 and 13

Term	Unit of Work	Intent
Autumn	**Unit 1: The digital audio workstation**	The Digital Audio Workstation (DAW) has increasingly become the key tool that many musicians and producers use to compose and edit music. In this unit learners will understand underlying technical concepts in context, apply them creatively, and will be able to review their work to gain understanding of the process of music creation and manipulation using a DAW. Learners should describe the hardware and software features of a DAW in relation to the production of music. The learners should demonstrate how developments in hardware and software technology over time have impacted upon working practices. Learners must create a piece of music in response to a brief. It is suggested that the finished piece should be between 3 and 5 minutes in length. Learners must use a minimum of 16 tracks, which must include both audio and MIDI. Learners must export the final project to an appropriate stereo audio format.

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Spring	**Unit 2: Creating Music**	The ability to listen analytically and understand how pieces of music work underpins the techniques used in creating original compositions. In this unit learners will develop the skills to analyse music and use their findings to create their own original compositions. Learners will review their work to gain an understanding of the process of creating a portfolio of music. Teachers must introduce a variety of musical styles in terms of musical and cultural analysis and work through examples with the class, reviewing the key musical elements aurally and in notation format. Learners must choose 3 styles and identify the musical elements that define those styles and the cultural and technological developments that have influenced them.
Summer	**Unit 3: Multitrack audio, recording, mixing and mastering**	The availability of technology has allowed some areas of the multitrack recording, mixing and mastering process to become more widely accessible, but basic skills in capturing and balancing recorded sound have remained largely unchanged. In this unit the learner will understand technical concepts in context and apply them to a recording project. The learner will review their work to gain understanding of the process of creating a recording from the initial recording session to the final stereo master.

Autumn	**Unit 4: Sound Creation**	In this unit learners will study the properties of sound and how sound is theoretically represented, perceived and relates to music. Learners will apply knowledge by creating sampled and synthesized instruments and will be able to review their work. Learners should work to a brief to produce a report which shows understanding of key concepts in relation to the properties of sound. Learners could be asked to undertake a study of different types of sound creation using appropriate historical examples explaining different methods of sound production. Learners could explain sampling theory in relation to learning outcome 2 and synthesis theory in relation to learning outcome 3.
Spring	**Unit 5: Live Sound performance technology**	In this unit learners will plan and undertake a performance which makes use of music technology. Learners will undertake the performance in the role of performer or sound engineer. Learners must plan for a live performance of at least 15 minutes which uses music technology. They should state what their role in the performance will be: Roles. Learners should choose at least one role to be undertaken during the planning and performance stages: • - performer eg vocalist, instrumentalist, DJ, laptop musician - sound engineer. Learners who select the role of sound engineer must work with performers during the planning and rehearsal stages and be actively involved in preparations for the performance
Summer	**Unit 6 : Digital music business**	In this unit learners will release an original piece of music digitally. The learners will research ways in which music can be distributed, plan how they will undertake the release, and implement the plan. Learners will review the success of their plan to inform future engagement with the digital music business. Learners must produce a plan for the release of an original piece of music. This could be a piece they have produced during the course or other original material. The plan should define how the learner will approach the release considering appropriate model, format and distributor; projected costing and income; marketing and promotional ideas and research into the role of organisations relevant to a digital release.