

	Content /Topic	NC/Specification reference	Essential Knowledge	Assessment	Rationale
YEAR 11					
HT1 & 2	1. Managing a Musical Product	<p>Plan, develop and deliver a music product.</p> <p>Promote a music product.</p> <p>Review the management of a music product.</p>	<p>Students will learn what products are and decide if they would like to plan for a live concert/event or create a CD or online product.</p> <p>They will learn about planning techniques, factors affecting form and content and the logistical requirements of making their musical product.</p> <p>Students will learn what promotion is, discuss how CDs, concerts and online products are promoted using examples.</p> <p>Students will embark on Practical work: 'promoting live events' (similar suggestions could include 'promoting a compilation CD', 'launching your band', 'launching your venue', 'promoting your website', 'launching your studio',</p> <p>Students will learn about promotional strategies, delivering a music product and how important teamworking skills, teamworking and personal management skills is in the Music industry.</p> <p>Students will finally critically review and assess their promotion activity, the process and the success of their musical product.</p>	<p>Students will be given the opportunity to bring altogether their knowledge about their musical product by building a portfolio about the planning stages, the promotion and the review of their musical product.</p> <p>The chosen musical product will be assessed as an entire unit of work and formally assessed through the KS4 journey.</p> <p>Formative-</p> <ul style="list-style-type: none"> • One to One discussion • Observation of skill application • Use of questioning to assess understanding <p>Open, closed, higher order, Hinge, and process</p> <ul style="list-style-type: none"> • Demonstration to students and from students • Peer discussion • Peer Teach • Observation of skills and work in process <p>Individual teacher marking, group and departmental moderation are all used</p>	<p>Students will use the knowledge they gained from the music industry topic to manage the planning, delivery and promotion of a music event. The success of the music product will rely heavily on the planning and development process. It is important that different types of audience are understood, and successful promotion can effectively engage these audiences. Students will research and work in a defined role to apply the specialist skills, knowledge and understanding required for the aspect of the work for which they are responsible for. Students must demonstrate appropriate planning skills for the creation of their product. Their planning will lead to the final delivery of the event. Students will be required to work with others as well as achieving personal goals, ensuring the event reflects their work and the qualities they show. The music industry requires teamwork at all levels of operation and students must support others to achieve to their full potential. Students will also include the promotion of the music product, reflecting the fact that the industry does not depend purely on what happens on stage, but also on what happens in the marketplace, in retail and in audience generation and engagement.</p>

				<p>when assessing the outcomes produced.</p> <p>Written feedback is given and opportunities for students to improve their work and their grade.</p> <p>Learners are also assessed throughout the unit by using Peer/Self assessments and verbal feedback.</p>	
HT3 & 4	2. Introducing Live Sound	<p>Plan for a live music event.</p> <p>Demonstrate understanding of health and safety.</p> <p>Set up and use live music systems.</p>	<p>Students will learn about the components of the live sound rig by asking learners to identify and label each one.</p> <p>They will learn how to plan for a live sound gig/concert and plan for the following:</p> <ul style="list-style-type: none"> • equipment requirements • stage planning • creating inventories • organisational requirements, roles and responsibilities • Legal considerations <p>Students will learn about the health and safety factors associated with live gigs. They will learn about visual checks, what to do in the event of electric shock, incident reporting, food and drink on site, Manual handling, PPE, how to carry out a Risk assessment, Electrical safety (PAT Tests).</p> <p>Students will rehearse the set-up and operation of the PA as required.</p>	<p>Students will be given the opportunity to bring altogether their knowledge about live sound events/gig by building a portfolio about the planning stages of putting on a live event, operating live music systems and adhering to health and safety legislation.</p> <p>Formative-</p> <ul style="list-style-type: none"> • One to One discussion • Observation of skill application • Use of questioning to assess understanding <p>Open, closed, higher order, Hinge, and process</p> <ul style="list-style-type: none"> • Demonstration to students and from students • Peer discussion • Peer Teach • Observation of skills and work in process 	<p>Live sound is the heart of the music industry. The sound engineer's role is key to its success and is a rewarding and challenging career path. This unit offers students the opportunity to learn about live sound and carry out the role of a live sound engineer. As a sound engineer, students must be able to manage the technical requirements for an entire concert, such as festivals, concerts, shows, gigs, school events, charity fundraisers, open air events, theatre and small venue events. Students will begin by considering the sound requirements of the venue. Students must ensure that there is sufficient amplification for the audience to enjoy the performance without exceeding safe sound limits. Students must organise and direct sound checks and students must know how to use and operate equipment safely without causing injury to themselves or others. During performances students will mix sound signals together from a variety of sources in real time to give the audience a balanced sound. Many of the tasks in live sound are the same as in a recording studio, but students must be aware that the environment is likely to change and the mix will need constant reviewing and adjustment. The sound engineer must be able to adapt and respond to technical problems in performance and ensure that</p>

			<p>All learners should have the opportunity to show the skills and roles required for the exercise.</p> <p>Students will learn how to set (rig) and de-rig the PA system safely in teams. They will learn how to conduct a sound check, checking for the quality of sound, making records of levels and settings and securing suitable FOH mix.</p>	<p>Individual teacher marking, group and departmental moderation are all used when assessing the outcomes produced.</p> <p>Written feedback is given and opportunities for students to improve their work and their grade.</p> <p>Learners are also assessed throughout the unit by using Peer/Self assessments and verbal feedback.</p>	<p>minimal disruption to the event occurs. Finally, students will de-rig at the end of the show and ensure that all equipment is checked and stored safely. Students will be the first to arrive and the last to leave as the success of a live music event relies heavily on a skilled and attentive sound engineer.</p>
HT 4 & 5	3. Introducing Music Recording	<p>Plan a recording session.</p> <p>Use recording equipment safely to produce multi-track recordings.</p>	<p>Students will learn what a multi-track recording is, what we mean by mono, stereo and the DAW and its' components.</p> <p>They will learn about the different types of microphones and how suitable they are for different voice, timbres and instruments. Students will learn how to set up the given microphones, stands and cables safely position the microphone correctly suggest different positions for different types of microphone (sensitive and non-sensitive).</p> <p>Students will learn how to specify the equipment required for a multi-tracked audio recording and be able to operate it.</p>	<p>Students will be given the opportunity to bring altogether their knowledge about music recording by building a portfolio about the planning stages, the recording and mixing of their multi-track recordings.</p> <p>Formative-</p> <ul style="list-style-type: none"> • One to One discussion • Observation of skill application • Use of questioning to assess understanding <p>Open, closed, higher order, Hinge, and process</p> <ul style="list-style-type: none"> • Demonstration to students and from students • Peer discussion 	<p>The ability to create audio recordings is essential for anyone with a desire to work in the music industry in a technical role. In this unit, students will use music technology to create multi-track recordings. Students will record from audio sources such as acoustic instruments, amplified instruments, electronic instruments and vocals. Students will learn how to control the input signals from real sound sources using gain and microphone placement. Once the tracks have been recorded successfully, students will mix these sounds together into a finished recording using some basic processing such as reverb, chorus and EQ. Studio engineers and producers work with a range of technology, so it is important that students learn how to use this technology correctly and safely. Knowledge of health and safety is essential to ensure that equipment is maintained and risks to individuals are minimal. Recording professionals also need to be very organised and efficient in their use of recording time. Students will learn how to</p>

		<p>They will learn about the different timbres of certain instruments including their characteristics:</p> <ul style="list-style-type: none"> ● pitch – high or low ● volume – high or low ● articulation – aggressive or gentle ● Quality of sound – distorted or pure. <p>Students will learn how they would plan and organise the recording sessions:</p> <ul style="list-style-type: none"> ● availability of equipment (may need to be hired) ● Availability of musicians (may need to be hired – session musicians). <p>Students will finally learn how to mix multiple tracks together to create a finished product. They will learn how to trim, edit, re-size, pan, add effects, blend, add EQ and mix their final recording.</p>	<ul style="list-style-type: none"> ● Peer Teach ● Observation of skills and work in process <p>Individual teacher marking, group and departmental moderation are all used when assessing the outcomes produced.</p> <p>Written feedback is given and opportunities for students to improve their work and their grade.</p> <p>Learners are also assessed throughout the unit by using Peer/Self assessments and verbal feedback.</p>	<p>make the most of their session time and record effectively and efficiently.</p>
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