

Music – Year Group Overview

2 lessons per week	Term 1 (6 weeks)	Term 2 (8 weeks)	Term 3 (6 weeks)	Term 4 (5 weeks)	Term 5 (7 weeks)	Term 6 (7 weeks)	Careers
	Unit 1 The Music Industry	Unit 1 The Music Industry	Unit 1 The Music Industry	Unit 1 The Music Industry	Unit 1 The Music Industry	Unit 1 The Music Industry Unit 2 Managing Music Product	
Year 10	<p>Venues. Small and medium venues. Large multi-use venues. Venues – Health & Safety. Job Roles – performance & creative. Exam style questions relating to this section of the course. Past paper practice.</p>	<p>Promotion and Production. Record companies (major and independent). Music publishing (major and self-publishing). Promoters. Job Roles – performance & creative. Exam style questions relating to this section of the course. Past paper practice.</p>	<p>Service Companies. Royalty collection societies (PRS, MCPS, PPL). Artist representation. Transport companies. Job Roles – performance & creative. Exam style questions relating to this section of the course. Past paper practice.</p>	<p>Service Companies. Unions (MU, Equity, BECTU). Contracts. Employment Patterns. Trade bodies. Job Roles – performance & creative. Exam style questions relating to this section of the course.</p>	<p>Promotion and Production. Broadcasting. Marketing & distribution. Job Roles – performance & creative. Exam style questions relating to this section of the course. External exam (depending on resists in Y11).</p>	<p>Job Roles. Creative and Performance. Exam style questions relating to this section of the course. Past paper practice for home learning and PCD. See below for main lesson content for all sessions: Discussions on product – what will be. Practise concert Summer Showcase.</p>	<p>Throughout the Music curriculum students develop skills and techniques through the role of the performer and composer, explore a range of musical styles and genres developing confidence, which they can apply in the future to any chosen career. There are many opportunities to focus in on different roles within the music industry and explore how students may pursue a future career in the Arts. In Y10, this is embedded through all schemes of learning with extended opportunities supported through our business partners at Leeds Grand Theatre and Wakefield Theatre Royal.</p> <p>Term 2 – Watch the process of how to prepare for a concert. Understanding the roles what is involved in the behind the scenes of a live performance. This will link into the Unit 2 concert as the pupils will be setting the</p>
	<p>Ensemble Skills – Unit 1 Music Industry and Unit 7 Sequencing</p>	<p>Unit 7 Introducing Music Sequencing</p>	<p>Unit 7 Introducing Music Sequencing</p>	<p>Unit 7 Introducing Music Sequencing</p>	<p>Unit 7 Introducing Music Sequencing</p>	<p>Unit 2 Managing a Music Product</p>	
	<p>Band Skills. Rehearsal Skills. Boulevard of Broken Dreams. I Gotta Feelin. Clocks. Sweet Dreams. Learning aim A: Explore music sequencing techniques.</p>	<p>Learning aim A: Explore music sequencing techniques. Different methods to add notes to a track: adding notes with a mouse, playing notes in with a MIDI keyboard, stptime input – adding notes in musical steps, importing MIDI material.</p>	<p>Learning aim A: Explore music sequencing techniques Effects. Learners should explore the use of effects to enhance their music: ● software mixer ● digital effects – EQ, chorus, reverb.</p>	<p>Learning aim B: Use music sequencing software to create music. Horizons TV advert brief. Intentions: ● selecting sounds to fit the brief – software instruments, loops, samples. ● project settings – tempo, time signature. Recording and editing.</p>	<p>Learning aim B: Use music sequencing software to create music. Completion of sequenced piece. Annotations and Idiots Guide on how to use Cubase using notes from lessons.</p>	<p>Learning aim A: Plan, develop and deliver a music product. Promotion and target audience material. Production meetings. Production log book. Job Roles. Performance. Rehearsal. King's Fest.</p>	



	<p>Different methods to add notes to a track: adding notes with a mouse, playing notes in with a MIDI keyboard, steptime input – adding notes in musical steps, importing MIDI material.</p> <p>Editing the properties of note events: duration, note position, pitch, velocity.</p> <p>Log of sequencing techniques.</p>	<p>Editing the properties of note events: duration, note position, pitch, velocity.</p> <p>Copying and pasting notes and regions: copy and paste using mouse, copy and paste using keyboard shortcuts.</p> <p>Using loops and pre-recorded samples: choosing loops and samples, looping regions.</p> <p>Selecting instruments and sounds: using software instruments, selecting pre set sounds.</p> <p>Log of sequencing techniques.</p>	<p>Learning aim B: Use music sequencing software to create music.</p> <p>Assignment: Music for Horizons Travel Advert.</p> <p>Choose appropriate piece to sequence or sequence own piece suitable for the advert</p>	<ul style="list-style-type: none">● recording MIDI – real time capture, step recording, clicking in.● region editing – looping, copy and paste, resizing and trimming, time-stretching.● quantising.● event editing – note position, note length, note pitch, note velocity. <p>Mixing:</p> <p>The tracks should be mixed together to create a finished product. Some elements of the mixing process naturally occur during the sequencing process.</p> <ul style="list-style-type: none">● volume balance.● stereo field – appropriate panning of instruments.● effects – using insert effects, e.g. reverb, delay, chorus, distortion.● the end product – bouncing down to stereo.● Learners should monitor their activities on a regular basis.			<p>stage, sound and lights for their concert. (Unit 2)</p> <p>Stage Left Audio - Event Video 11 - YouTube</p> <p>Term 4 – Introduction to music sequencing. Pupils will need to understand how to input drum patterns and to create melodies and bass lines, understanding pitch. This will give pupils an insight into how their some of their favourite songs are created. Make patterns with pitch Learning Music (Beta) (ableton.com)</p> <p>Term 6 - Learn the role of a session musician, preparing for a performance as a performer. Using the skills, techniques and creativity to put on a performance. (Unit 1 and 5)</p> <p>Headlining Reading & Leeds Festival with STORMZY - YouTube</p>
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