KS4 Music-Composing & Performing using Music Technology

Composing a piece of digital music

In this module pupils study a variety of music technology based recording, editing and composing techniques in order to create a piece of electronic dance music.

	B2 P step 4-6	B2 P step 7-8	B2 NC step 1	B2 NC step 2	B2 NC step 3
Theme-Listening and appraising Electronic Dance Music and identifying key pieces of music technology.					
Subject specific knowledge	Understands that a piece of electronic dance music (EDM) is comprised of key musical lines (i.e. bass, drum, keyboard and vocal). Understands the keywords: Happy Sad Fast Slow And how they relate to EDM	Understands that a piece of electronic dance music (EDM) is comprised of key musical lines (i.e. bass, drum, keyboard and vocal). Knows the name and purpose key pieces of music technology equipment. Understands the keywords: Tempo Dynamic Melody Pitch Texture And how they relate to EDM	Understands that a piece of electronic dance music (EDM) is comprised of key musical lines (i.e. bass, drum, keyboard and vocal). Knows the name and purpose key pieces of music technology equipment. Understands the keywords: Tempo Dynamic Melody Pitch Instrumentation Texture And how they relate to EDM Understands that EDM has a lot of repeated sound patterns in it. Understands the role of a microphone.	Understands that a piece of electronic dance music (EDM) is comprised of key musical lines (i.e. bass, drum, keyboard and vocal). Knows the name and purpose key pieces of music technology equipment. Understands the keywords: Tempo Dynamic Melody Pitch Instrumentation Structure Texture Timbre And how they relate to EDM Understands that EDM has a lot of repeated sound patterns in it. Understands the role of a microphone. Understands how sound is created and heard.	
Subject specific skills	Is able to open a digital book, trigger sound and record verbal responses (naming the instrument / sound and recalling sounds in order to verbally impersonate). Is able to open and navigate a digital book in order to listen to various pieces of electronic music and record verbal responses using the	Is able to open a digital book, trigger sound and record verbal responses (naming the instrument and describing a sequence of 3 notes). Is able to open and navigate a digital book in order to listen to various pieces of electronic music and record verbal	Is able to open a digital book, trigger sound and record verbal responses (naming the instrument and describing a sequence of 3 notes). Is able to open and navigate a digital book in order to listen to various pieces of electronic music and record verbal responses using the keywords listed above.	Is able to open a digital book, trigger sound and record verbal responses (naming the instrument and describing a sequence of 3 notes). Is able to open and navigate a digital book in order to listen to various pieces of electronic music and record verbal responses using the terms listed above.	

	terms happy, sad, fast and slow.	responses using the keywords listed above. Is able to match photographs of music technology to usage via linking images to statements or recording verbal responses.	Is able to match tasks to music technology (i.e. I want to record a guitar but I can't play guitar, what can I do?).	Is able to match tasks to music technology (i.e. I want to record a guitar but I can't play guitar, what can I do?). Is able to record a simple presentation explaining how sound is created and heard.

Theme- Composing & Performing using Music Technology

Subject specific knowledge	Understands the purpose of a graphic score/how to read and perform a graphic score using a digital based instrument / sound source. Understands the definition of music sample. Is able to navigate around a DAW in order to select and arrange samples.	Understands the purpose of a graphic score/how to read and perform a graphic score using a digital based instrument / sound source. Understands the definition of music sample and DAW (digital audio workstation) Is able to identify and understand the use of key and generic features of a Digital Audio Workstation (time line, samples, tool bar, tracks etc).	Understands the purpose of a graphic score/how to read and perform a graphic score using a digital based instrument / sound source. Understands the definition of music sample and DAW (digital audio workstation) Is able to identify and understand the use of key and generic features of a Digital Audio Workstation (time line, samples, tool bar, tracks etc). Understands that beats can be programmed within the DAW.	Understands the purpose of a graphic score/how to read and perform a graphic score using a digital based instrument / sound source. Understands the definition of music sample and DAW (digital audio workstation) Is able to identify and understand the use of key and generic features of a Digital Audio Workstation (time line, samples, tool bar, tracks etc). Understands that beats can be programmed within the DAW. Is able to programme beats and melodies using a DAW. Understands the concept of MIDI. Understands the key elements of mixing within a DAW (eq, volume levels, panning).
Subject specific skills	Is able to follow a GS template in order to arrange a series of samples on individual tracks. Is able to edit samples using the appropriate tools.	Is able to follow a GS template in order to arrange a series of samples on individual tracks. Is able to use a virtual music keyboard to input parts. Is able to make use of simple editing tools to correct errors.	Is able to follow a GS template in order to arrange a series of samples on individual tracks. Is able to use a virtual music keyboard to input parts. Is able to use an electronic keyboard to input a melody line. Is able to make use of simple editing tools to correct errors.	Is able to follow a GS template in order to arrange a series of samples on individual tracks. Is able to use a virtual music keyboard to input parts. Is able to use an electronic keyboard to input a melody line / counter melodies Is able to make use of simple editing tools to correct errors. Is able to create a sample to include within the song.

			Is able to create a sample to include within the song.	Is able to use mixing and editing tools to enhance the final song.

Personal development

Problem solving-
Linked to composing to a specific criteria / identifying and correcting errors.
Teamwork-
Linked to the leadership and collaboration work involved with the group compositions and performances.
Self-management
Linked to the appropriate selection, collection and use of the equipment. Prioritising tasks when working to a set brief.
Communication skills-
Asking appropriate questions and listening to responses when troubleshooting ICT issues.
Self-belief-
Never giving up if unable to resolve the issues, performing as part of a group as well as solo. Embracing appropriate feedback.

Suggested activities

P5-8
-Book creator listening exercises
-sound bingo
-Perform a colour based graphic score using Keezy app
-record various musical and non-musical sounds for Keezy app in prep for above
-perform as part of a small ensemble.
-manipulate pre made colour based graphic scores in order to compose own music

Level 1-3
-worksheet / PowerPoint based activities for timeline work and listening activities
-sound bingo / sound maps
-PowerPoint flow chart to illustrate how sound is created and how we hear sound
-use PowerPoint based graphic scores to perform
-manipulate pre made PowerPoint templates to compose
-manipulate audio clips in order to interpret musical structure
-manipulate pre made song templates in order to compose (music maker)
-students watch video tutorials based upon programming / editing
-PowerPoint tasks to evidence keyword knowledge.

Online resources

https://leicestershiremusichub.org/music-tech-ks3
https://www.bbc.co.uk/teach/class-clips-video/music-ks3-gcse-introduction-with-dev/zmyygwx
https://www.bbc.co.uk/search?filter=bitesize&scope=bitesize&q=music+technology
https://www.musicrepo.com/music-technology-glossary-of-terms/
https://www.soundonsound.com/sound-advice/glossary-technical-terms

Evidencing Work

All work sheets need to be printed off (where appropriate levelled in accordance with the rubric), students need to self-assess and work needs to be put in student folders.
Practical activities need to be evidenced with an individual picture feedback sheet (see example in curriculum folder).
Save any individual Book Creator activities/files to a student folder.
Live performances need to be recorded and formatted within Book Creator.