KS4 Music-Composing & Performing using Music Technology
Composing a piece of digital music

Subject curriculum intent:	Students will have the opportunity to sing, compose, to listen to music, to experience different musical instruments, to perform and to enjoy music. Music is a universal language that embodies one of the highest forms of creativity. As pupils progress, they will develop a critical engagement with music, allowing them to compose, and listen to a wide range of music from their own cultural heritage and from other cultures. Students will also develop their life skills as they use problem solving, communication, teamwork, self-belief and self-management as they work within various ensembles to compose and perform their music. Students will also have an opportunity to further develop their musical skills via school ensembles and small group instrumental lessons.

End of KS3 intent/outcome	End of KS4 intent/outcome	End of KS5 intent/outcome
Students will have an understanding of how to play a range of different instruments and know that music can be graphically represented in the same way for each one. Students will know that that there are a range of different styles of music and be able to analyse each type	Students will have a deeper understanding of how to perform and compose music. They will develop an understanding of musical notation and how it applies to performed music Students will understand that music can be listened to for pleasure and that there is a range of different types of music and different people may prefer different styles of music	N/A

Intent for this topic:	Students will be able to identify that a range of musical lines are arranged together to create a piece of music. They will develop an understanding that this can be created or arranged using technology such as ipads or computers. Students will develop their understanding of graphic scores and how they denote what is to be played. They will develop their understanding of how tempo and dynamics affect the music.
Core vocabulary needed for this subject/topic:	**Subject:** Music, compose, perform, instruments, voice, technology, pitch, tempo, dynamics, rhythm, melody **Topic:** Instrument, woodwind, brass, strings, percussion, conductor, orchestra, score
Vocabulary pupils will have accessed in other topics or subject areas:	Composition, perform, graphic score, fast, slow, loud, quiet, dynamics, tempo, instrument, orchestra, strings, brass, woodwind, percussion

Key vocabulary taught within this topic:	composition, perform, graphic score, form, structure, section, conductor			

Prior knowledge: what pupils may already have studied

Key stage	Subject	Topic title	Term/year taught	Content/What might pupils already know?
KS3	Music	Music for film – graphic scores	Autumn/year 2	Pupils may have followed and created their own graphic scores during this topic.
KS3	Music	Sing sing sing	Spring/year 2	Pupils may have had the opportunity to perform as part of a group or individually.
KS3	Music	Keyboard skills	Summer/year 2	Pupils may have opportunities to learn to play the keyboard and perform to their peers.
KS3	Music	Melodies	Autumn/year 3	Pupils will be aware of what a melody is and may have had opportunities to compose and perform their own melody.
KS3	Music	Indian music	Autumn/year 3	Pupils may have explored a range of different instruments for a specific purpose. They will have covered which instruments may be grouped together eg. Sitars and guitars are both stringed instruments. They may also have experience of playing different parts as part of a group piece (raga, tala and drone)
KS3	Music	Music Technology	Summer/year 3	Students will have explored how to create specific styles of music. They will have explored different styles of music and how to create different parts of a score that work together to create a whole piece of music. They will also have experienced using ipad and computer software to create their own music
KS3	Music	Orchestral	Autumn/year 1	Pupils may have learnt about different instruments of the orchestra and learn about different forms of orchestral music.
KS3	Music	Rock Band	Summer/year 1	Pupils may have had the experience of playing different instruments in a rock band. Pupils may have also experienced these instruments digitally on applications such as GarageBand.
KS3	Music	Sing sing sing	Spring/year 2	Pupils may have had the opportunity to perform as part of a group or individually.

Links to other subjects: ICT, phonics (sound discrimination)

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 step 1	B2 step 2	B2 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 of 2 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 of 2 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 of 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 and knows why. 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 terms happy, sad, fast and slow.	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 match photographs of music technology to usage	Is able to open a digital book, trigger sound and record verbal responses (naming the instrument and describing a sequence of 5 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 match tasks to music technology (i.e. I want to record a	Is able to open a digital book, trigger sound and record verbal responses (naming the instrument and describing a sequence of 5 notes, including a harmony line). 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. Is able to match tasks to music technology and apply them appropriately (i.e. I want to record a guitar but I can't play guitar, what can I do?).	

		via linking images to statements or recording verbal responses.	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 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 including simple directions eg. Loud/ quiet 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 including more complex instructions eg. Gradually get louder 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 create a sample to include within the song.	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 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.