



# KS4 Curriculum Overview

# Music Technology

## Exam Board & Syllabus: NCFE Level 1/2

### Curriculum Intent

By the end of year 11, those who opt to study music tech. will aim to become musicians/producers/composers who have a broad introductory knowledge of industry-standard hardware and software, compositional skills, as well as an understanding of how professionals operate within the music industry. Students will know how to use a Digital Audio Workstation, multi-track recording and Live Sound equipment. They will have skills and knowledge in the creation of sound as well as underpinning knowledge of musical elements and styles.

This qualification is distinct from GCSE music, as it encourages learners to use knowledge and practical tools to focus on specific creative and technical music technology outcomes. They will develop significant personal and vocation skills than can be transferred to further study and eventually employment.

### How does the KS4 curriculum build on that from KS3?

By the end of KS3 students should know how to read treble and bass clef notes, as well as having a basic understanding of the elements of music. They will have knowledge of the structural elements of pop songs which will be integral for sequencing and recorded projects within the Music Tech. course. Students will have used So Garageband on their iPads to compose and produce, and this will be built on and explored in more significant detail.

### What do students *do* with this knowledge or these skills?

Students will be able to compose pieces that are extended or work within a particular style/genre based on their associated musical elements. Students will know which equipment to use to enhance the presentation of recorded or sequenced pieces. They may record and produce their own work and/or the work of other performers. They should know how to setup basic PA equipment for Live Sound needs (e.g. a DJ or Live Band)

NEA (60%) = Externally set synoptic project  
EA (40%) = External set/marked written examination

### How does the KS4 curriculum align to the National Curriculum?

This technical award has been developed to meet the DfE's qualification requirements.  
It has appropriate content for the learners to acquire core knowledge and practical skills  
Allows for graded assessment  
Provides a synoptic coursework project with which to demonstrate knowledge and practical skills

Enables progression onto further study at L2/L3, or potentially apprenticeships

What new knowledge or skills are students taught?				
Term	Year 10		Year 11	
Autumn	<b>Content Area 2 – The Digital Audio Workstation (DAW)</b> <b>The DAW</b> Hardware components Software functions Creating audio Health & Safety	<b>Content Area 3 – Musical Elements, Musical Style and Technology</b> Form & Structure Melody, Harmony & Rhythm Instrumentation Musical elements and style Style & technology	<b>Content Area 4 – Sound Creation</b> Forms of media Types of sound creation Methods Arranging sound creation Exporting	<b>Recap and further development</b> knowledge of the 5 Content areas
			<b>Preparation for Synoptic Project</b> Explore and practice skills/knowledge using sample brief	
Spring	<b>Content Area 1 – Introduction to Music Technology and the Music Business</b> Roles & Responsibilities Development of Music Tech. Marketing Promotion Selling & Distributing Music		<b>Synoptic project (17 hours)</b> Students produce coursework under supervised conditions	(The deadline for submissions of learner marks will be 30 April each session).
Summer	<b>Content Area 5 – Multi-track recording</b> Equipment in the recording studio Health & Safety Planning multi-track sessions Multi-track recording Mixing, Stereo mixdowns	<b>Mock Exam preparation</b> and exam revision	<b>Exam preparation and exam revision</b> Past papers, exam technique, revision strategies... Mind maps, flash cards, knowledge organisers, extended question response techniques 1.5 Hour external examination	

<b>Rationale for this sequencing</b>	<p>Most of the subject content has to be broadly covered during Year 10 in order to allow for the synoptic project to be undertaken during year 11. The Content Areas generally follow a logical order in terms of increased difficult/detail. For example, it is wise to have carried out some sequencing skills before trying to undertake a multi-track recording as there are directly transferrable skills and knowledge</p>	<p>The coursework project cannot be set or undertaken until all Content Areas have been sufficiently taught. Time needs to be allowed for processing of learner submissions and marks before the deadline for learner marks.</p>
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### Additional support at home

<b>Additional reading</b> for enjoyment, enhancement and extension	<ul style="list-style-type: none"> <li>• <a href="#">Music Radar</a></li> <li>• <a href="#">Sound on Sound</a></li> </ul>
<b>Online resources</b> to practice, consolidate and revise	<ul style="list-style-type: none"> <li>• <a href="#">Focus on Sound</a> (sign-in with your school email address)</li> <li>• <a href="#">Sound Trap Tutorials</a></li> </ul>
<b>Workbooks &amp; revision guides</b> to practice, consolidate and revise	<ul style="list-style-type: none"> <li>• <a href="#">BBC Bitesize</a></li> </ul>