

# MUSIC

Victor Hugo 'Music expresses that which cannot be said and on which it is impossible to be silent'.

## Year 12

Students have the freedom to specialise in units they are interested in. There are around 50 different units students can choose from and the table below includes the most popular units. Students need a minimum of 45 credits generated from optional units. Units range from being 5, 10 or 15 credits. The units for year 12 reflect popular ones chosen by students.

	Autumn	Spring	Summer
Curriculum Knowledge	<p><b><u>Optional Unit 304- Composing Musical Styles</u></b></p> <ul style="list-style-type: none"> <li>Work alone to compose two completed musical pieces, each of a minimum of three and a maximum of four minutes duration, which meet the following requirements:               <ol style="list-style-type: none"> <li>Each piece must be a convincing example of the chosen style, reflecting detailed research into compositional methods associated with each style</li> <li>Each piece must be recognisably different in character</li> <li>Each piece must contain at least four musical and/or vocal parts</li> <li>Each piece must evidence a process of musical and structural arrangement representative of each style</li> </ol> </li> <li>Describe the arrangement of the composed pieces, identifying the structural and instrumental arrangement using one or more of the</li> </ul>	<p><b><u>Optional Unit 353- Music Event Management</u></b></p> <ul style="list-style-type: none"> <li>Analyse an existing event, the team structure and strategy for the event – highlighting the job roles and responsibilities surrounding the event (or series of events)</li> <li>Demonstrate their own ability to manage a team towards the realisation of a specific event</li> <li>Evaluate their performance as a manager and team member by critically reviewing the impact of their role and their contribution to the success of the event, identifying any areas for improvement</li> </ul>	<p><b><u>Optional Unit 320 Music Dissertation</u></b></p> <ul style="list-style-type: none"> <li>Create a structured dissertation project with a minimum word count of 2000 words up to a maximum of 3000, which sets out a reasoned, objective argument in response to a chosen music-related question. The dissertation should evidence the following:               <ol style="list-style-type: none"> <li>Clear structure:                   <ol style="list-style-type: none"> <li>Synopsis</li> <li>Introduction</li> <li>Research details</li> <li>Discussion</li> <li>Conclusion</li> <li>References</li> <li>Bibliography</li> </ol> </li> <li>Use and evaluation of primary research material</li> <li>Use and evaluation of secondary research material</li> </ol> </li> </ul>

	<p>following methods:</p> <ol style="list-style-type: none"> <li>DAW annotated screenshots</li> <li>Graphic diagrams</li> <li>Lead sheet</li> <li>Chord charts</li> <li>Musical score <ul style="list-style-type: none"> <li>Evaluate how well the compositions created in 1.1 met the specified criteria and assess strengths and areas for development utilising SMART targets</li> </ul> </li> </ol>		<ol style="list-style-type: none"> <li>Discussion around the main musical/historical/cultural events in the area defined by the chosen question</li> <li>Discussion around the influence of wider contextual issues</li> <li>A conclusion which summarises the main discussion and indicates how firmly the question has been answered</li> </ol>
Tier 3 Vocabulary	<p>Specific musical styles chosen by the student e.g. Britpop, grunge, house, reggae, The musical elements including pitch, harmony, melody, texture, homophony, heterophony, monophony, rhythm, tempo, structure Graphic score, DAW, lead sheet, notation</p>	<p>Promotion Marketing Agents Tour manager Live Sound Engineer Roadie Licencing Insurance &amp; liabilities Revenue, income &amp; profit Health &amp; safety</p>	<p>Primary &amp; secondary research material, contextual awareness, Regional and cultural trends, economics, socio-economics, societal trends, equality, historical and chronological context</p>
Curriculum Opportunities	<p>Sixth form music trip to Media City &amp; Spirit Studios Talks from outside speakers</p>	<p>Talk by or visit an events management organisation e.g. Andy Smith (founder of Kendal Calling), visit to the Brewery Arts Centre</p>	<p>Dissertation topic specific opportunities e.g. local visits, talks from outside speakers.</p>

### Year 13

Unit 349 -'Planning a Career in Music' is the only compulsory unit students must take and their optional units help support this unit. In the Spring term, students complete a controlled assessment. They have an option of four different pathways to choose from in this assessment including rehearsal skills, Live Sound Recording, Music Promotion and Composition. In the summer term students complete another optional unit & an example of a popular unit has been given.

	Autumn	Spring	Summer
Curriculum Knowledge	<p><b><u>Core unit 349- Planning a Career in Music</u></b></p> <p><b>Professional Development</b></p> <ul style="list-style-type: none"> <li>● Knowledge of own place within a music, music related and/or creative industries context</li> <li>● Awareness of the professional landscape and opportunities within it across music and the creative industries</li> <li>● Awareness and understanding of own suitability to a variety of music and/or creative industries roles</li> <li>● Awareness of training opportunities to support professional development in music and the creative industries</li> <li>● Understanding requirements for professional engagement and/or employment in music and/or the creative industries</li> </ul> <p><b>Personal Development</b></p> <ul style="list-style-type: none"> <li>● Knowledge of own strengths and areas for development</li> <li>● Ability to set targets for development</li> <li>● Ability to plan to achieve targets</li> <li>● Ability to define short, medium and long term planning objectives</li> <li>● Ability to define learning and measure impact of the learning against defined parameters</li> </ul>	<p>Each student will complete a control assessment during the Spring term. This will be following the Performance, Composition, Business or Music Technology pathway. An overview of each is given below.</p> <p><b><u>Core Unit 387- Rehearsal Skills &amp; Live Music Performance</u></b></p> <ul style="list-style-type: none"> <li>● Produce a rehearsal plan for the performance</li> <li>● Describe the purpose and benefits of the rehearsal process</li> <li>● Explain the rationale for the choice of repertoire</li> <li>● Describe Health &amp; Safety requirements for the rehearsal</li> <li>● Rehearse planned material for the performance</li> <li>● Maintain a record of developments and ideas arising throughout rehearsals</li> <li>● Use feedback from peers/tutors to improve their performance</li> <li>● Evaluate their skills development throughout the process</li> <li>● Perform the set of music in a live environment</li> <li>● Evaluate the success of the performance, identifying strengths and areas for further development</li> </ul>	<p><b><u>Optional Unit- 364 Music Improvisation</u></b></p> <ul style="list-style-type: none"> <li>● Analyse personal aims in relation to the live performance of the following two contrasting improvisations:</li> </ul> <ol style="list-style-type: none"> <li>1. Over a set musical structure</li> <li>2. Around an outlined theme, concept, groove or vamp, implementing strategies relating to the development of the following: <ol style="list-style-type: none"> <li>a. Concept behind each</li> <li>b. Secure knowledge of technical and musical requirements in each, including: <ol style="list-style-type: none"> <li>i. awareness of style and context</li> <li>ii. awareness of the underlying harmony and scale relationships, where appropriate</li> <li>iii. rhythmic awareness</li> </ol> </li> <li>c. ability to respond to stimuli by processing musical information whilst performing</li> <li>d. experience of improvising in structured and free environments</li> </ol> </li> </ol> <ul style="list-style-type: none"> <li>● Perform the two contrasting improvisations</li> <li>● Draw conclusions on the success of each improvisation by analysing tutor comments made (distinguishing between strengths and areas requiring further development, to inform strategies for effective improvisation in the future) in relation to: Improvisation technique Musical performance</li> </ul>

**Core Unit 388- Live Sound Recording & Sound Reinforcement**

- Produce a recording plan that includes:
  - a) The piece of music to be recorded, its instrumentation and required personnel
  - b) Accommodation, location and accessibility
  - c) Resources required for recording
  - d) Schedule, date and timescale
  - e) Creation of track sheet/plan
    - Label desk and/or Digital Audio Workstation tracks
    - Describe the sound reinforcement requirements for a specified live music performance including:
      - a) Venue accommodation and acoustics
      - b) Power supply
      - c) Health & Safety and risk assessment
        - Set up a performance PA system, placing and correctly connecting the components of the rig
        - Test the system and rectify any problems that may occur
        - Conduct a full sound check of an ensemble
        - Observe Health & Safety requirements
        - Create a multi-track live recording of four instruments/voices including at least eight simultaneously recorded audio tracks
        - Use a variety of mic'ing techniques
        - Make adjustments to the live recording process
        - Create a stereo track guide mix demonstrating correct gain structure
        - Dismantle the system and coil all cables

Understanding of the concept of improvisation as a whole

- Evaluate the success of the finished recording in relation to choices made regarding sound reinforcement and recording techniques, identifying strengths and areas for improvement

**Core Unit 389- Music Promotion & Events Management**

- Devise a strategy for managing the event including:
  - a) The purpose of the event
  - b) Constraints of the event including timescales
  - c) Financial, technical and human resources
  - d) Health & Safety considerations
  - e) Risk and contingency considerations
    - Plan a promotional campaign for the event
    - Produce a marketing strategy that includes:
      - a) Target audience
      - b) Timeline
      - c) Price settings
      - d) Marketing methods and planned promotional materials
        - Produce and implement promotional materials
        - Identify team goals and communicate them to the team members
        - Liaise with venue to confirm event requirements
        - Supervise the publicity campaign and manage promotional activities for the event
        - Prepare the venue to ensure all necessary resources are in place and technical regulations are met

- Stage the event, providing appropriate standards of customer care at the event
- Evaluate the success of the event and the influence of the promotional activities. Evaluate their role in planning and implementing the promotional activities.
- promotional activities.

**Core Unit 390- Composing Styles & Music Sequencing**

- Research compositional methods associated with the style
- Include at least four musical and/or vocal parts in the musical piece
- Demonstrate the process of musical and structural arrangement representative of the style
- Use digital audio workstation software to create and manage a project file, containing a minimum of ten tracks (including both software instruments and audio), and meeting the following requirements: Two original synth patches, which between them show use/manipulation of at least four of the following: Oscillators, Envelopes, (ADSR) Pitch, Filters, LFOs
- Use of quantisation techniques (creative and/or corrective)
- Use of audio/MIDI editing techniques (creative and/or corrective)
- Use of at least four insert and four send effects across the 10 tracks
- Use of automation on at least 2 tracks
- The project is saved as an optimised project folder, accompanied by an

		mp3 stereo bounce of the master output	
Tier 3 Vocabulary	Employability skills Study skills Specialist knowledge Career Action Plan Job specification Music industry roles Self employed Contract CV	<p><b><u>Core Unit 387- Rehearsal Skills &amp; Live Music Performance</u></b></p> Repertoire Health & Safety Intonation Tuning Stage presence Warm up techniques Scales Instrumental techniques Tone Timing Expression Dynamics <p><b><u>Core Unit 388- Live Sound Recording &amp; Sound Reinforcement</u></b></p> Track sheet Digital Audio Workstation Health & Safety risk assessment Sound desk PA system Multitrack recording Mic'ing techniques Gain structure <p><b><u>Core Unit 389- Music Promotion &amp; Events Management</u></b></p> Promotional campaign Target audience Marketing Promotional material Financial resources	Syncopated rhythms, grooves, time signature, scales, modes, chord types, harmony, harmonic progression, modulation, form & structure

		<p>Technical resources Human resources Staging an event</p> <p><b><u>Core Unit 390- Composing Styles &amp; Music</u></b> <b><u>Sequencing</u></b> Synth patches Manipulation Oscillators Envelopes (ADSR) Pitch Filters LFOs Loop MIDI Automation</p>	
Curriculum Opportunities	Sixth form music trip to Media City & Spirit Studios Talks from outside speakers	Talks from outside speakers e.g. Andy Smith from Kendal Calling, BBC Radio Cumbria	Talks from outside speakers