

# MUSIC CURRICULUM MAP

BASSINGBOURN VILLAGE COLLEGE  
AUTUMN 2020

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| CURRICULUM DELIVERY | Students at Bassingbourn Village College work through a scheme of learning which flows through Years 7 and 8 to prepare them to start the qualification course in Year 9 with confidence and knowledge. Within the scheme of learning specific LO and assessment areas are set which help the students to progress steadily with technical language and understanding whilst being able to explore the creative and therapeutic qualities of the subject.                                                                                                                                                                                                                                                                                                                                                                                              |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        |
| CURRICULUM AIMS     | The music department at BVC is dedicated to providing a broad, immersive and enriching curriculum for all students, no matter of ability. The Technical Award Music Technology course is structured over 3 years, providing an interesting and relevant look at the music industry as a whole, covering composing, performing, theory and business. The belief that music is a vitally important part of young peoples' development both academically and socially is core to the subjects studied and their delivering, with guided learning and creative space coupled with small group, targeted learning and clear differentiation to ensure that all students are given the opportunity and support to develop and grow equally.                                                                                                                  |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        |
| CURRICULUM CONTENT  | AUTUMN TERM                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            | SPRING TERM                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    | SUMMER TERM                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            |
| Year 7              | <p>Introduction to Pop Music:<br/>Theory – what is a pop song, why are they so popular.<br/>Composition – from single note composing, introduction of basic chords, creating a single composition, compose and notate using instruments from the orchestra.<br/>Lyrics – understanding and analysing lyrics and their meaning. Learning to write lyrics using “face value” and “poetic license”<br/>Analysis – critically analysing what has been achieved and planning for the next module.</p>                                                                                                                                                                                                                                                                                                                                                       | <p>What is World Music:<br/>Theory – examining music from around the globe, focussing on India, African and Asian music.<br/>Indian Music – an introduction – looking at Raga, function and components of a Tabla finishing on composing and performing.<br/>African Music – essential elements of African music, learning basic Djembe patterns, exploring other instruments of African music, culminating with class presentation explaining and demonstrating African music.<br/>Asian Music- Introducing the key elements of Japanese themed music, understanding what the pentatonic scale is and how it sounds finishing the topic on composing a basic Asian piece of music using pentatonic scale.</p> | <p>The Blues:<br/>Theory – introducing the Blues, its history, development and importance.<br/>Mapping the Blues – understanding the movement and development and differences derived from cultural impact.<br/>Blues chord progression – understanding the common blues chord progression of I IV V to start to play a simple Blues piece.<br/>The Blues Scale – understanding the Blues Scale and the relationship to the Major scale.<br/>Lyrics of Blues – Understanding the lyrics of Blues – their theme and language.</p>                                                                                                                                                                                                       |
| Year 8              | <p>What is Production Music:<br/>Theory – introducing the topic and key elements and aspects of production music.<br/>Key composers – building knowledge of key film composers and identifying their signature sounds.<br/>Leitmotifs and form – understanding what a leitmotif is and examining the form of a piece.<br/>Composing - compose a short piece of music to accompany an advert.<br/>Analysis - critically analysing what has been achieved and planning for the next module – how to improve<br/>Developing the sound – understanding the importance of texture and dynamics in an underscore and using different instruments.<br/>Composing – compose an underscore for a short film. Working in a group to plan a film and shoot it as well as compose the underscore.<br/>Review and analysis – Presentation of work and feedback.</p> | <p>Music Technology :<br/>Theory – what is music technology, why use technology and the pros and cons of technology.<br/>Components of a studio – the essential elements of a studio. Defining the components and understanding the function of each.<br/>Using technology to create music – drum programming and using a matrix to create music.<br/>Loops – what are royal free loops? How can they be used?<br/>Harmony &amp; Tension – introducing the concept of “tension” through extended harmony.<br/>Composing – creating a composition using extended chords for a set II IV progression<br/>Closing – Summary of the module – demonstration of chord voicing and congratulations.</p>               | <p>The Business Of Music:<br/>Theory - introducing the concept of making money from music<br/>Avenues for Revenue – ways in which to make a business from music – composing, performing, producing, designing, PR, publishing.<br/>Profit &amp; Loss/Risk &amp; Reward- understanding a P/L account and looking at the risk/reward concept.<br/>Enterprise project – come up with a business idea (music centred) and create a business plan.<br/>Analysis and feedback – presentation of business ideas and feedback<br/><br/>Class performance – working in groups, students will write an original song based on an existing song of their choice. They will write, record and produce the work for a finished releasable song.</p> |

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| <p>Year 9</p>  | <p>Introduction to the KS4 course<br/>Core skills within the DAW and the importance of analogue vs digital.<br/>Introduction to the DAW basic Logic operation. What is digital audio? Storage, distribution, reliability, health associated with digital music.<br/>Creating original MIDI content. Creating blank Midi regions and use the piano roll to programme data.<br/>Plug-In's – EQ, Dynamics, Reverb; Delay<br/>Components of the studio – explanation of the hardware required for modern recording studio.<br/>A-D Conversion. More in depth explanation of the need to convert analogue audio into a digital signal and how the process works.</p> | <p>Sound Design and implementation<br/>What is sound design? Methods of sound design – focus on Foley and special FX.<br/>Microphones (recording Foley) How do microphones differ; polar patterns and characteristics.<br/>Foley and Special FX. Understanding what Foley is and why it is used. Understanding how special FX are created and the role of synthesis/original audio/editing and libraries in sound production.</p>                                                                                                                                                                                                                |
| <p>Year 10</p> | <p>Composing Music<br/>Genres – looking at core genres of music (pop, rock, blues, soul, jazz, disco, RnB, Hip Hop, EDM)<br/>Understanding key signature, harmony, and chord construction, melody, structure and technical features.<br/>Discussing how technology has changed the genre and should be explored.<br/>Outcome Assessment 1 – to be completed and to pass at least to a Level 2 Merit outcome.<br/>Outcome Assessment 2 - to be completed and to pass at least to a Level 2 Merit outcome.</p>                                                                                                                                                    | <p>Sound Design<br/>Review of the subject area from Year 9.<br/>Consider methods of sound creation/design and develop ideas around capturing and creating sound.<br/>Editing sounds from libraries/loops to create original content. Using editing tools to manipulate the audio from a library. Cut, copy, paste, flex, glue and plug-ins to create original content.<br/>Creating special FX. Planning and testing of sounds. Using layering techniques to create realistic and useable sounds.<br/>Audio and synthetic sounds layered together.<br/>Interleaving microphone techniques.<br/>Outcome 1 Assessment<br/>Outcome 2 Assessment</p> |

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| Year 11 | <p>Studio recording<br/>Introduction to the unit<br/>Recording audio for music – understanding the principles of recording sound and be able to plan a recording session.<br/>Attention should be given to the blend and spill, maximising the gain level for input and output, microphone choice and placement, signal chain.</p> | Exam preparation | Exam preparation |
|---------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------|------------------|

| ENRICHMENT OPPORTUNITIES | Year 7                                             | Year 8                                             | Year 9                                             | Year 10                                            | Year 11                                            |
|--------------------------|----------------------------------------------------|----------------------------------------------------|----------------------------------------------------|----------------------------------------------------|----------------------------------------------------|
|                          | Band<br>Music Technology Club<br>Song writing Club | Band<br>Music Technology Club<br>Song writing Club | Band<br>Music Technology Club<br>Song writing Club | Band<br>Music Technology Club<br>Song writing Club | Band<br>Music Technology Club<br>Song writing Club |

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