Curriculum Overview

	Music performance	Music Technology	Ensemble music
Year 7	**SoW 1:** Reading notation - Students will learn what music notation is and why it is so important to musicians - Students will learn what the word 'tempo' is and how to control it when performing - Students will learn to read accidentals within music and how to perform this on a keyboard - Students will understand the importance of dynamics within a musical performance - Students will learn how to read music and perform this on a keyboard without prompts. **SoW 2:** Singing - Students will learn how to sing in tune - Students will learn how to control their breath and basic vocal skills - Students will learn how to	**SoW 1:** Musician elements - Students will learn what the different families within the orchestra are and why they are in the order they are in - Students will learn about timbre and how instruments sound together - Students will learn 3 different textures and how this impacts on music they compose - Students will understand the importance of dynamics within a composition - Students will learn about the structure of music and how this helps to create music that they listen too - Students will learn how to use Loops on Logic Pro **SoW 2:** Pop - Students will learn how to select a drum loop that is suitable for their	**SoW 1:** Band instruments (Drums) - Students will learn how to read drum notation and what each part of the stave means for each part of the drum - Students will learn how to perform on a drum kit, having a consistent tempo during their performance - Students will learn each part of the drum kit and how to count in bars - Students will understand the importance of keeping in time - Students will learn what is the role of a drummer within an ensemble performance - Students will learn what makes a good performance **SoW 2:** African Drumming - Students will look into performance skills using a Djembe - Students will look into the origins of

	harmonise within an ensemble - Students will learn how to lead an ensemble - Students will learn 'what makes a good singer' - Students will learn correct diction - through the use of tongue twisters.	'pop' song. - Students will learn a given set of chords and record this into Logic Pro. - Students will understand what a 'bassline' is and select an appropriate loop to put into their Pop piece - Students will understand the characteristics of Pop music and how to create this structure in Logic Pro - Students will understand how to use Loops on Logic Pro - Students will understand how to record on a MIDI keyboard using Logic Pro X.	where African drumming came from and why it was used - Students will look at what polyrhythms are and how to perform them within groups - Students will learn what is a call and response and how to perform this as an ensemble - Students will learn what improvisation is and how to do this on a given instruments -Students will learn the main characteristics of african drumming
Year 8	**SoW 1:** Blues - Students will learn what is blues music and how did it originate - Students will learn what instruments are found in Blues typically and how did these develop over time - Students will learn to understand how a chord is made up - Students will understand what a walking bassline in	**SoW 1:** Pop - Students will learn how to select a drum loop that is suitable for their 'pop' song. - Students will develop their understanding of chords from Year 7 and start to record given chords into Logic Pro. - Students will start to develop their understanding of bassline from year 7 further and not only play, but	**SoW 1:** Band all instruments - Students will understand what each of the roles of each instrument are within a band setting. - Students will be able to read basic tab for both bass and electric guitar, using it to the standard of how a musician would use it - Students will understand how to perform as a live band ensemble and what makes a good

	- Students will understand what the word 'improvisation' means and how to do this effectively. - Students will learn how to perform 2 hands together. - Students will develop on skills learnt in year 7 on how to create a good performance. **SoW 2:** <u>Reggae</u> - Students will learn what is Reggae music and where did it originate - Students will learn what instruments are found in Reggae music - Students will learn to understand how a chord is made up and played on an 'off beat', something that is not usual to a normal chord structure - Students will understand what a walking bassline in - Students will understand what the word melody means - Students will learn how to perform 2 hands together. - Students will learn to perform as a duet	record, their own bassline, recording into Logic Pro. - Students will understand the characteristics of Pop music and how to create this structure in Logic Pro - Students will understand how to record on a MIDI keyboard using Logic Pro X. **SoW 2:** <u>Film music</u> - Students will learn how to create suspense using a major and minor key signature - Students will learn the importance of silence to create suspense - Students will learn how to use loops to create a melody that is suitable for their film trailer - Students will learn how to successfully record using a MIDI keyboard on Logic Pro. - Students will learn how to record to a metronome and keep in time - Students will learn how to create a piece of appropriate music setting the tempo of their piece.	performance - Students will understand the difference between bass and treble pitch - Students will be able to perform a basic drum rhythm and stay in time **SoW 2:** <u>Samba</u> - Students will learn where does Samba originated and what three cultures had a large influence over it - Students will develop year 7 skills and look into more complicated 'call and response', eventually writing their own - Students will learn the importance of silence in their performance and understand how to perform a 'break' - Students will learn the characteristics and rhythms of Samba -Students will learn how to perform as a class ensemble and also how to perform as a group ensemble.

	- Students will develop on skills learnt in year 7 on how to create a good performance.		
Year 9	**SoW 1:** Jazz - Students will develop their understanding of music notation and not have any prompts when reading both bass and treble clef. - Students will understand where the genre of Jazz has originated and characteristics that the genre has. - Students will develop skills from year 8 and will look at why Silence is so important, thinking about rests within a bar. - Students will understand the term syncopation and how these notes should be performed - Students will understand how to play a syncopated melody either two hands together/with a partner so that it is in time. - Students will be able to discuss what makes a good performance	**SoW 1:** Hip Hop - Students will learn what the term 'clicking in' means and the positives and negatives of this method. - Students will develop their understanding of chords from Year 7/8 and start to create their own chords, recording this into Logic Pro. - Students will start to develop their understanding of bassline from year 7/8 further and create their own bassline, recording into Logic Pro. - Students will understand the term 'sampling' and include this in their composition - Students will understand how to create a rap from the genre of Hip Hop and the characteristics that this genre is about - Students will understand how to record on a MIDI keyboard using Logic Pro X.	**SoW 1:** Band - Students will understand what each of the roles of each instrument are within a band setting. - Students will be able to read tab for both bass and electric guitar, using it to the standard of how a musician would use it - Students will understand how to perform as a live band ensemble and what makes a good performance - Students will understand what frets are and how do they correspond to pitch - Students will understand the difference between bass and treble pitch - Students will be able to perform a basic drum rhythm and stay in time. - Students will be able to read drum notation.

	SoW 2:	SoW 2:	SoW: 2
	Chords and melody	**Remix**	**Ukulele**
	- Students will develop their understanding of music notation and not have any prompts when reading both bass and treble clef. - Students will understand the difference between chords and melodies and how they fit together - Students will develop skills from year 8 and will look at why silence is so important, thinking about rests within a bar. - Students will understand the term syncopation and how these notes should be performed - Students will understand how to play a syncopated melody either two hands together/with a partner so that it is in time. - Students will be able to discuss what makes a good performance - Students will be able to differentiate to different levels of difficulties based on the BTEC specification (unit 5) and mark their own work	- Students will learn what the term 'ultrabeat' means and the positives and negatives of this method. - Students will develop their understanding of chords from Year 7/8 and start to create their own chords, recording this into Logic Pro. - Students will start to develop their understanding of bassline from year 7/8 further and create their own bassline, recording into Logic Pro. - Students will understand the term 'sampling' and include this in their composition - Students will understand the term A cappella - Students will understand how to record on a MIDI keyboard using Logic Pro X.	- Students will learn how to perform as an ensemble - Students will learn the strumming patterns for Ukulele - Students will understand the three basic chords to perform as an ensemble - Students will understand how to perform an offbeat rhythm - Students will learn how to perform in time - Students will learn the individual strings of the ukulele.

Homework Focus

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Year 7	End of Scheme of Work quiz		End of Scheme of Work quiz		End of Scheme of Work quiz	
Year 8	End of Scheme of Work quiz		End of Scheme of Work quiz		End of Scheme of Work quiz	
Year 9	End of Scheme of Work quiz		End of Scheme of Work quiz		End of Scheme of Work quiz	

Enrichment Opportunities

	Suggested Reading	Suggested Viewing	Suggested Experiences
Year 7	BBC Bitesize ABRSM Music Theory	Live performances on YouTube How to use basic Logic Pro on YouTube	Theatre trips, musician workshops and live concerts
Year 8	BBC Bitesize ABRSM Music Theory	Live performances on YouTube How to use basic Logic Pro on YouTube	Theatre trips, musician workshops and live concerts
Year 9	BBC Bitesize ABRSM Music Theory	Live performances on YouTube How to use basic Logic Pro on YouTube	Theatre trips, musician workshops and live concerts

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WELLING SCHOOL

Links to the KS3 National Curriculum

The National Curriculum	Welling Reference to the National Curriculum
Students will play and perform confidently in a range of solo and ensemble contexts playing instruments musically, fluently and with accuracy and expression. Students look into different styles, genres and traditions. Students learn to use staff notations appropriately and accurately in a range of musical styles, genres and traditions. Students will listen with increasing discrimination to a wide range of music from great composers and musicians. Students will develop a deepening understanding of the music that they perform and to which they listen, and its history. Students will learn to use technologies appropriately.	Year 7
Students will play and perform confidently in a range of solo and ensemble contexts playing instruments musically, fluently and with accuracy and expression. Students look into different styles, genres and traditions. Students learn to use staff notations appropriately and accurately in a range of musical styles, genres and traditions. Students will listen with increasing discrimination to a wide range of music from great composers and musicians. Students will develop a deepening understanding of the music that they perform and to which they listen, and its history. Students will learn to use technologies appropriately.	Year 8
will play and perform confidently in a range of solo and ensemble contexts playing instruments musically, fluently and with accuracy and expression. Students look into different styles, genres and traditions. Students learn to use staff notations appropriately and accurately in a range of musical styles, genres and traditions. Students will listen with increasing discrimination to a wide range of music from great composers and musicians. Students will develop a deepening understanding of the music that they perform and to which they listen, and its history. Students will also learn to improvise and compose. Students will learn to use technologies appropriately.	Year 9

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Year 10	**Music Performance:** **Unit 1:** - Small and medium venues - Large multi-use spaces - health and safety - security **Unit 5:** - independent practice - attendance - time management (adhering to rehearsal schedules) - readiness to work (including bringing correct equipment, if necessary) - listening to instruction/direction - rehearsal discipline - warm-ups - physical preparation, e.g. relaxation and breathing techniques and technical exercises (as appropriate) - learning repertoire - rehearsing with accompanist/band (as appropriate) - musical interaction with other performers (as appropriate) - receiving and giving constructive and positive feedback. **Music Technology** **Unit 1:** - Recording companies		**Music Performance** **Unit 1:** - Unions - Union support in the industry - Different relationships within the industry **Unit 5:** - accurate interpretation and reproduction of style - awareness and appreciation of accompaniment - physical expression - communication in performance – with other musicians and the audience - use of timing and rhythm - intonation - phrasing - expression and use of dynamics - confidence - stage presence. **Music Technology** **Unit 1:** - Performance and creative roles		**Music performance** **Unit 1:** - How to get paid - Self-employed and small enterprises - Exam technique and essay writing (in particular how to answer 4 and 8 markers) **Sit Unit 1 exam in June** **Unit 6:** Students will learn the following for a multitrack recording. - computer - mixing desk - microphones suitable for a range of instruments and voices - auxiliary equipment, e.g. cables, stands, DI boxes - audio interfaces - monitors and amplifiers - headphones - the recording environment. scheduling - availability of equipment that may need to be hired - availability of musicians who may need to be hired (session musicians) - technical resources, cables, mics and stands - line of sight if a conductor is being used - monitoring - noise, both in and outside the studio Music Technology	

	- Music publishing companies - Promoters - Broadcasters - Marketing and distributers - Royalty collection agencies **Unit 6:** Students will learn the following for a multitrack recording. - computer - mixing desk - microphones suitable for a range of instruments and voices - auxiliary equipment, e.g. cables, stands, DI boxes - audio interfaces - monitors and amplifiers - headphones - the recording environment. scheduling - availability of equipment that may need to be hired - availability of musicians who may need to be hired (session musicians) - technical resources, cables, mics and stands - line of sight if a conductor is being used - monitoring - noise, both in and outside the studio	- Management and promotional roles - Recording roles - Media and other roles - Getting and break and starting out **Unit 6:** Students will learn the following in the studio for a multitrack recording: - audio capture (microphone types, qualities and uses, e.g. condenser, dynamic, mics for specific uses such as bass drum mic, vocal mics, use of phantom power etc o microphone placement) - DI - line and mic levels - auxiliary equipment o mic stands and leads (including pop shields) - audio interface - equipment storage and handling - safe procedures - setting up o - monitoring levels - manual handling, electrical safety - audio capture process and procedures o - record level, distortion, noise - routing - monitoring - troubleshooting - project management	**Unit 1:** - How to get paid - Self-employed and small enterprises - Exam technique and essay writing (in particular how to answer 4 and 8 markers) **Sit Unit 1 exam in June** **Unit 6:** Students will learn to Mix the multitrack they have recorded: - Mixing the multi-track - Mixing multiple tracks together to create a finished product: - audio editing, e.g. trimming, take selection - levels - stereo field - EQ - effects, e.g. reverb, compression - bouncing down to stereo.
Year 11	Music Technology **Unit 7:**	Music Technology **Unit 7**	- Mixing the multi-track - Mixing multiple tracks together to create

	- Note input and editing - Different methods to add notes to a track - Adding notes with a mouse - Playing notes in with a MIDI keyboard - Steptime input - Importing MIDI material - Editing properties of notes - Duration - Note position - Pitch - Velocity - Copy and paste Music Performance **Unit 6** Students will learn the following for a multitrack recording. - computer - mixing desk - microphones suitable for a range of instruments and voices - auxiliary equipment, e.g. cables, stands, DI boxes - audio interfaces - monitors and amplifiers - headphones - the recording environment. scheduling - availability of equipment that may need to be hired - availability of musicians who may need to be hired (session musicians) - technical resources, cables, mics and stands - line of sight if a conductor is being used	- Selecting sounds to fit your brief - Project tempo - Recording MIDI - Region editing - Quantising - Event editing - Mixing Music Performance **Unit 6:** Students will learn the following in the studio for a multitrack recording: - audio capture (microphone types, qualities and uses, e.g. condenser, dynamic, mics for specific uses such as bass drum mic, vocal mics, use of phantom power etc o microphone placement) - DI - line and mic levels - auxiliary equipment (mic stands and leads) (including pop shields) - audio interface - equipment storage and handling - safe procedures - setting up - monitoring levels - manual handling, electrical safety - audio capture process and procedures o - record level, distortion, noise - routing - monitoring - troubleshooting	a finished product: - audio editing, e.g. trimming, take selection - levels - stereo field - EQ - effects, e.g. reverb, compression and bouncing down to stereo.

	- monitoring - noise, both in and outside the studio	- project management - Mixing the multi-track - Mixing multiple tracks together to create a finished product: - audio editing, e.g. trimming, take selection - levels - stereo field - EQ - effects, e.g. reverb, compression - bouncing down to stereo.	
Year 12	Music Technology Unit 2: - Concepts of multitrack recording - Monitoring for artist and engineer - Monitoring for artist and engineer - Microphone and studio equipment - Cabling, connections and recording format/quality - Concepts of multitrack recording - Monitoring for artist and engineer - Monitoring for artist and engineer - Microphone and studio equipment - Cabling, connections and recording format/quality Music Performance Unit 6 What is different about solo performance – awareness of aspects which differentiate it from performing as part of a group.	Unit 2: - Session planning - Studio-set up - PLanning a recording sessions - Recording techniques - Equalization and compression - Monitor mixes - Professional practice in a recording studio Unit 10: - Audio sequencing techniques for remixing - MIDI sequencing techniques for remixing - Characteristics of a successful remix - Appropriate structure relevant to genre - Appropriate 'production values' relevant to genre - Exploring and creating different types of remixes - Exploring and experimenting with different types of production techniques associated	Unit 2: - Session planning - session planning - time allowed - ensemble versus part-by-part recording - click track - band interaction. - Recording process - Spill, isolation. - Audio quality, head room, distortion. - The effect of room acoustics on recording. Unit 10: - Planning and preparing for a remix - Creating a remix - Finishing a remix - length, e.g. club mix, radio mix - mixing and mastering, e.g. aux/buses/sends, limiting and maximising - file types, e.g. bouncing down, MP3s,

	- Stage presence: audience engagement, confidence and being comfortable in front of other people, ability to play/sing under pressure - awareness of other musicians where appropriate, positioning on stage, microphone technique, awareness of monitors - selecting music – appropriate standard, length, genre, style, instrument. - Interpretation: taking material and presenting it in a personal and interesting way, playing with a high degree of accuracy and not just note for note, making a piece your own, appropriate use of dynamics, phrasing and articulation - responding to interpretation by other music	with remixing - Reflecting on production techniques associated with remixing Music Performance Unit 1: Examining the signs and symbols used in musical theory - Rhythm and pitch in staff notation - Rhythm and pitch in alternative forms of notation - How tempo, dynamics and expression can be notated - Rhythm and pitch in staff notation - Rhythm and pitch in alternative forms of notation - How tempo, dynamics and expression can be notated Unit 6: - Awareness of strengths and weaknesses, division of practice time according to what needs attention, choice of exercises appropriate to musical instrument o working with other musicians or an accompanist, leading rehearsals, availability of equipment and space - choice of material and practice pieces; breaking pieces into sections - integration of instrument/voice lessons. - Effectiveness: measurable and realistic goals; setting interim targets that are:	dithering - 'sharing', e.g. cloud-based storage, social networking sites, physical media. Music Performance Unit 1: - Constructing scales - Melodic construction and development - Rhythmic devices - Application of melodic compositional skills - Constructing scales - Melodic construction and development - Rhythmic devices - Application of melodic compositional skills - Appropriate forms of notation for the context - Transposition - Production of notation - Application of chordal harmony - Application of chord progressions Unit 6 Musical performance skills: - accuracy and confidence, precision of timing, intonation, notes and tuning - microphone and instrumental technique, tone production, musical communication with other musicians, interpretation and appropriateness to the style/genre - stagecraft, to include stage presence, positioning and audience engagement.

		considered, specific and relevant. - Structure: week-by-week, day-by-day allocation of time to be spent; choosing pieces and exercises for incremental improvement, planning out sessions. - Follow a routine: - Reflection: looking at speed of progress over time, listening back to rehearsals and identifying weaknesses, watching/listening back over performances, obtaining meaningful feedback after performances, honest self-reflection	
Year 13	Performance Unit 2: - Professional practice for industry success - Professional behaviours - Project planning - PPL, PRS for Music. - Legal requirements - Copyright and the issues surrounding the distribution of media and digital rights management - Health and safety - Health and safety regulations/responsibilities of venues, individuals and organisations. - Risk assessment and management. - Working with others in music - Marketing and promotion, advertising and marketing, social media - industry organisations Working with others	Performance Unit 3 - Personal ensemble management skills - Ensemble performance skills - Teamwork and collaboration - Response and planning - Planning individual process - Rehearsal - Planning rehearsals for ensembles - Participating in rehearsals for ensembles - Leading and taking on the role of musical director - Responding to musical developments - Reflecting on a rehearsal - Analysing decisions made. - Demonstrating/vocalising parts - Maintaining concentration and focus - Communication within the ensemble: - o verbal o non-verbal	Performance Unit 3 - Musical performance skills for an - Physical performance and presentation skills for an ensemble - Review and reflect on the effectiveness of the performance - Communication skills for ensemble performance - Review and reflect on the use of musical elements and techniques - Maintaining stage discipline - Review and reflect on the effectiveness of the process - Review and reflect on the effectiveness of the performance - How musical elements are applied within a piece - Execution of group performance skills.

in music industry organisations - Financial requirements - Business finances: Technology Unit 1: - FOH, monitor and input equipment used in live sound - Power amplifiers – how to choose appropriate power amplifiers for a live sound system - Monitoring equipment – different onstage monitoring configurations and how they are used - Processing equipment used in live sound - Connecting, positioning and checking of FOH and monitor system equipment - Health and safety requirements - Technical requirements of artists - Mixing live sound - Setting up microphones, DIs, monitors, onstage power and associated cabling based on a given written technical specification/stage plan - Recalling mixing desk and processor settings from soundcheck and making alterations where appropriate - Recording a live FOH mix produced in performance conditions	- Selecting and booking rehearsal space. - Selection and use of performance skills – when to solo and when not to. - Giving and taking instruction and direction - Attendance and punctuality. Technology Unit 6 - The principles of digital audio - Differences between MIDI and audio files - Input from MIDI keyboard - Inputting and editing of MIDI information - Setting up MIDI projects - Use of preference menus, setting up templates and keyboard shortcuts - Use of quantising with different values - Building up MIDI projects - Importing MIDI parts - Copy/paste of parts/regions - Use of transposition in software and from MIDI keyboard. - Continuous controllers and editing of controller input - Automation programming and through MIDI keyboard controller - Latching of MIDI controller to software – volume, pan, pitchbend, modulation. - Separating elements in parts into new MIDI parts, to include copying left hand and right hand elements of a MIDI keyboard part to separate MIDI parts, copying bass drum,	- Production values - Review of performance against original plan - Audience response and feedback - How the characteristics of a musical style are applied Technology Unit 6 - Importing and ripping audio - Manipulating audio - Digital equalisation and effects - Mixing techniques - Undertake creative projects on a DAW - Applying the knowledge, skills and techniques covered to create a number of original musical pieces demonstrating their use. - Using plug-ins and effect on RAM. - Slicing out faults and patching in a repair - Time stretching of audio parts to fit tempo. - Ripping audio from different sources - Use and editing of dynamics plug-ins. - Developing musical feel through manipulation of accent, timing and feel. - Following good studio practice by saving and backing up successive iterations of the project as it progresses. - Bouncing to stereo audio file. - Saving and organising audio files. - Sizing objects to fit grid.

		snare and hi-hat elements to separate midi parts.	

Homework Focus

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Year 10	Industry revision		Industry revision		Industry revision	
Year 11	Performance: Unit 2 (google classroom) Tech: Unit 7 (google classroom)		Performance: Unit 2 (google classroom) Tech: Unit 7 (google classroom)		Performance: Unit 2 (google classroom) Tech: Unit 7 (google classroom)	
Year 12	Performance: Unit 6 (rehearsal of chosen songs) Tech: Unit 2 (studio use and recording samples)		Performance: Unit 6 (rehearsal of chosen songs) Tech: Unit 2 (studio use and recording samples)		Performance: Unit 6 (rehearsal of chosen songs) Tech: Unit 2 (studio use and recording samples)	
Year 13	Performance: Unit 2 (revision for exam on music industry) Tech: Unit 1 (PA setup and rehearsal of live sound)		Performance: Unit 2 (revision for exam on music industry) Tech: Unit 6 (Logic skills and research on manipulating audio files)		Performance: Unit 3 (rehearsal of ensemble and research of genres) Tech: Unit 6 (Logic skills and research on manipulating audio files	

Enrichment Opportunities

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	Year 10	Year 11	Year 12	Year 13
Suggested Reading	**Music Technology** Multitrack-recording, Howstuffworks.com Homerecording, Digitalmusic -http://digitalmusic.tipcentral.net/homerecording.html **Music Performance** Each instrument/voice will have its own set of technique development material that will be available from libraries and music shops.	**Music Performance** Multitrack-recording, Howstuffworks.com Homerecording, Digitalmusic -http://digitalmusic.tipcentral.net/homerecording.html **Music Technology** Huber, D.M. (2007) *The MIDI Manual: A Practical Guide to MIDI in the Project Studio*, 3rd edition, Abingdon: Focal Press, 978 0 24080 798 0 Computer Music & Future Music magazines - www.musicradar.com	**Music Performance** Rapson, S. (2000) *The Art of the Solo Performer*, American Success Institute **Music Technology** Rumsey, F. and McCormick, T. (2014) Sound and recording: Applications and theory. 7th edn. United Kingdom: Focal Press. Corbett, I. (2014) MIC it!: Microphones, microphone techniques, and their impact on the final mix. United Kingdom: Focal Press.	**Music Performance** Taylor, L. (2011), *Stage Performance*, Revised edition CreateSpace Independent Publishing Platform; Buswell, D. (2006). *Performance Strategies for Musicians*. 1st ed. Stansted Abbotts: MX **Music Technology** Bartlett, B. and Bartlett, J. (2007) *Recording music on location: Capturing the live performance*. Amsterdam: Elsevier Focal Press. Davis, G.D., Yamaha, Jones, R. and Savoit, L. (1996) *The sound reinforcement handbook*. 2nd edn. Milwaukee, WI: Hal Leonard.
Suggested Viewing	Music Performance YouTube (www.youtube.com) has a wide range of videos for developing	Music Performance YouTube (www.youtube.com) has a wide range of videos for developing	Music Performance YouTube (www.youtube.com) has a wide range of videos for	Music Performance YouTube (www.youtube.com) has a wide range of videos for

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	instrumental/vocal techniques, including technical exercises Music Technology YouTube (www.youtube.com) to watch tutorials on Logic Pro and effects	instrumental/vocal techniques, including technical exercises Music Technology YouTube (www.youtube.com) to watch tutorials on Logic Pro, effects and use of MIDI	developing instrumental/vocal techniques, including technical exercises Music Technology Francis, G. (2010) The audio effects workshop [With DVD].	developing instrumental/vocal techniques, including technical exercises Music Technology Francis, G. (2010) The audio effects workshop [With DVD].
Suggested Experiences	Music Performance: Theatre trips and live concert trips to see live performance and live sound. Music Technology Trips to local studios to look at sound and equipment	Music Performance: Theatre trips and live concert trips to see live performance and live sound. Music Technology Trips to local studios to look at sound and equipment	Music Performance: Theatre trips and live concert trips to see live performance and live sound. Music Technology Trips to local studios to look at sound and equipment	Music Performance: Theatre trips and live concert trips to see live performance and live sound. Music Technology Trips to local studios to look at sound and equipment

Links to the Exam Specification

The Exam Specification	Welling Reference to the Exam Specification
https://qualifications.pearson.com/content/dam/pdf/BTEC-Firsts/Music/2013/Specification-and-sample-assessments/9781446936177_BTECFIRST_L12_AWD_MUSIC_Iss2.pdf	Year 10/11 Music
https://qualifications.pearson.com/content/dam/pdf/BTEC-Nationals/Music/2017/Specification/9781446928110_BTEC_Nat_ExtCert_Music_Spec_prepubfinal.pdf	Year 12/13 Music Performance
https://qualifications.pearson.com/content/dam/pdf/BTEC-Nationals/Music-Technology/2016/specification-and-sample-assessments/BTEC-L3-Nat-Ext-Certs-in-Music-Technology-Spec.pdf	Year 12/13 Music Technology