

Subject overview: Music (KS5)

Subject Rationale (Intent) linked to [whole school curriculum mission](#)

The Pearson BTEC Level 3 National Extended Certificate in Digital Music Production provides good preparation for learners considering an apprenticeship in digital music production. This qualification has been developed in consultation with employers and professional bodies to ensure that it is appropriate for those interested in working in the sector. In addition, higher education representatives have been involved to ensure that the qualification fully supports entry to the relevant range of specialist degrees.

There are **two mandatory units**, which cover the following aspects of digital music production:

- Music And Sound For Media
- Digital Audio Workstation (DAW) production.

Learners will be able to add three optional units, from a choice of four, to the mandatory content. These have been designed to support their progression to a range of employment opportunities in digital music production, and to a range of higher education courses. Optional units will introduce learners to sector specialist areas of their choice, including working in particular environments, and link with relevant technical roles. The **optional units** cover areas such as:

- Creative Synthesis And Sampling
- Remixing and Reworking
- Mixing and Mastering Techniques
- Commercial Music Production.

While taking this qualification, learners will be required to engage with sector employers as part of their course, where they will be given opportunities to develop practical skills in preparation for employment.

As well as direct entry to employment, this qualification will prepare learners for higher study of a specialist degree or BTEC Higher National Diploma. This route gives learners the opportunity to enter the sector at a higher level, or in a more specialist role.

No prior study of the sector is needed but learners should normally have a range of achievement at Level 2, in GCSEs or equivalent qualifications, including English, mathematics and science.

YEAR 12

TERM	Topic sequence (What are you teaching?)	Topic sequence rationale (Why are you teaching this? How does it link to prior learning? Any notable links to St Edmund's curriculum mission)	Main method of assessment?
Term 1:1	Unit 3: Music and Sound for Media In this unit, students will explore a range of music and sound creation scenarios that might exist in a typical portfolio for someone working in the music industry. They create and produce music for games, films and apps, as well as create original sounds, noises and effects to support interactivity and action.	This takes students' knowledge of Sound for Media covered in Y9 and Y10 and takes it to a much higher level of knowledge. This knowledge then provides a foundation for the rest of the course.	Portfolio of Music and Sound and Media products
Term 1:2			
Term 2:1	Unit 8: Creative Synthesis And Sampling In this unit, students will learn how to use synthesisers and samplers along with the language used to describe sound. From physical experiments on strings and pipes, through to analogue and digital electronics, students will look at how sound can be created, changed, bent and manufactured into anything a creative musician could hope for.	From learning how to manipulate sound for video, this unit goes into depth at the specifics of how to use synths and samplers. Students learn this theoretical knowledge and then apply it in a practical way which then underpins the rest of the course.	Portfolio of Synth and sample patches
Term 2:2			
Term 3:1	Unit 16: Commercial Music Production. In this unit, students will develop the technical skills required to produce modern, commercially driven songs, and also explore the creative techniques which help to define the sound of commercial music.	No students understand how to make music products and specifically how to change synth/sampler patches, students now move on to understanding what it takes to produce a final commercial music song.	Portfolio of: Musical ideas Final finished track Written evaluation
Term 3:2			

YEAR 13

TERM	Topic sequence (What are you teaching?)	Topic sequence rationale (Why are you teaching this? How does it link to prior learning? Any notable links to St Edmund's curriculum mission)	Main method of assessment?
Term 1:1	<p>Unit 10: Remixing and Reworking</p> <p>In this unit, students will experiment with unique, creative digital audio workstation (DAW)-based techniques associated with remixing. The skills learned will enable them to manipulate music in highly technical and innovative ways, and they will create a portfolio of contrasting remixes and reworks using a wide range of creative audio and musical instrument digital interface (MIDI) sequencing techniques.</p>	<p>After learning about Commercial Music Production and the specifics of what makes a great track, these skills can be applied to changing the style/genre of other tracks and remixing them. This also provides the final stage of learning before going into the Unit 6 exam.</p>	<p>Portfolio of:</p> <p>Remix reviews Remix ideas (sketches) Finished remixes</p>
Term 1:2			
Term 2:1	<p>Unit 6: Digital Audio Workstation (DAW) production</p> <p>In this unit, students will explore how the features of a DAW can be used to create and develop your own music. They will understand some of the background principals of how a DAW works, along with the associated specialist and technical terms. To complete the assessment task within this unit, students will need to draw on their learning from across the course.</p>	<p>Unit 6 must be delivered at the end of the course as students use all of the knowledge they have learned though the units they have studied in this final exam style coursework project.</p>	<p>Portfolio of music based evidence created in response to the live exam brief</p>
Term 2:2			