

SUBJECT CURRICULUM OUTLINE

Term	Topic/Unit of work	Knowledge	Skills	Assessment
Autumn Term 1	MUSPRA 375 Radio/Podcast Production	<ul style="list-style-type: none"> ● The difference between the content and delivery of radio shows and podcasts. ● Different demographics / target audiences. ● A range of radio shows and podcast platforms. ● Use of microphones and audio interfaces. ● How to download and import mp3 audio into Cubase. ● How to fade seamlessly between dialogue and music audio. ● How to add effects in Cubase. ● How to record without creating digital distortion. 	<ul style="list-style-type: none"> ● Effectively appealing to a target demographic within the content and musical repertoire of the radio show/podcast. ● Creating an effective script that seamlessly incorporates content related to the theme, interviews and transitions between dialogue and audio. ● Composing an effective jingle and sting that relates to the theme of the radio show/podcast. ● Effective planning skills to show thoroughness and structure to thought process. ● Adding effects in Cubase. ● Recording accurately into Cubase. ● Composing a catchy chord progression, melody and lyrics to fit the theme of the show. 	<ul style="list-style-type: none"> ● Task 1.1 written plan. ● Task 1.2 radio show/podcast mp3 ● Task 1.3 written evaluation.
Autumn Term 2	MUSPRA 304 Composing (styles)	<ul style="list-style-type: none"> ● Knowledge of a range of different genres and subgenres. ● Musical features that are idiomatic of their chosen style. ● Aurally identifying musical features. ● Adding audio tracks on Cubase. ● Adding MIDI/instrument tracks on Cubase. ● Adding effects e.g. EQ, compression and reverb. ● Understanding of panning within the stereo field. ● Knowledge of the circle of fifths ● Writing effective lyrics 	<ul style="list-style-type: none"> ● Being able to effectively apply idiomatic features into their chosen genre. ● Composing a chord progression using diatonic chords. ● Composing a short melody that is effective for a jingle. 	<ul style="list-style-type: none"> ● Task 1.1 mp3 draft ● Task 1.2 Cubase annotation ● Task 1.3 evaluation
Spring Term 1				

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		<ul style="list-style-type: none"> ● Modulating to different keys ● Layering a variety of instruments. 		
Spring Term 2	MUSPRA 349 Planning for a Career in Music	<ul style="list-style-type: none"> ● Self-analytical skills in order to assess current strengths and areas for development. ● Knowledge of different sectors within the music industry. ● Knowledge of different skills that are relevant to a range of jobs. 	<ul style="list-style-type: none"> ● Being able to assess your own skills, strengths and areas for development. ● Being able to identify the links between sectors within the industry. ● Creating a vision in order to achieve a music career. ● Listening skills (industry speakers) 	<ul style="list-style-type: none"> ● Task 1.1 Knowledge and Skills analysis ● Task 1.2 Learning development plan ● Task 1.3 job research ● Task 1.4 Career action plan.
Summer Term 1	MUSPRA 361 Music Performance to Camera	<ul style="list-style-type: none"> ● Knowledge of the features of a strong performance. ● Camera angles ● Engaging with a moving camera ● How to create a strong stage theme that is supported by outfits, lighting, staging and props. ● How to create an effective stage plan. 	<ul style="list-style-type: none"> ● Performing (vocals and/or an instrument) to camera with accuracy of rhythm and pitch. ● Performing with expression e.g. use of dynamics. ● Engaging with the camera and developing an onstage persona. ● Recording with multiple cameras or various camera angles. ● Effectively applying initial plans and ideas into a material performance. ● Evaluative skills to identify strengths and areas for development. 	<ul style="list-style-type: none"> ● Task 1.1 initial plan ● Task 1.2 preparatory document. ● Task 1.3 performance to camera (filmed) ● Task 1.4 evaluation
Summer Term 2	MUSPRA 387 Live Performance mock	<ul style="list-style-type: none"> ● How to read chord charts, TAB and traditional notation. ● Knowing potential health and safety issues with performing and how to prevent/overcome them. ● How to interpret a theme and justify it with an articulate response. ● A range of artists/bands and songs from a wide range of genres. 	<ul style="list-style-type: none"> ● Singing or playing an instrument with accurate rhythm and pitch. ● Teamwork/ensemble skills in order to perform effectively as a band. ● Listening. ● Interpreting song lyrics/moods to fit the brief. 	<ul style="list-style-type: none"> ● Task 1 written plan. ● Task 2 rehearsal log ● Task 3 performance (filmed) ● Task 4 evaluation.

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		<ul style="list-style-type: none">• Knowledge of spelling, punctuation and grammar in order to form a mature response to the question or statement in the brief.• How to design a stage plan.	<ul style="list-style-type: none">• How to engage effectively with an audience.• Evaluative skills to weigh up the strengths/improvements of performance.	
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