

Curriculum Overview – Music Technology – 2025/26

| Year | Autumn 1 | Autumn 2 | Spring 1 | Spring 2 | Summer 1 | Summer 2 |
|---|---|---|---|---|--|--|
| Y7 | Learners will develop their skills in operating a Digital Audio Workstation. Creatively using audio, MIDI, hardware and editing tools. RRSA: 17, 13, 28, 29, 31 | Learners will develop a piece of music based on a specific style. Learners will learn about the key elements of their chosen style. RRSA: 17, 13, 28, 29, 31 | Learners will create a music magazine about the different genres used in music RRSA: 17, 13, 28, 29, 31 | Learners will learn about the basic sounds in film and how sound is edited. RRSA: 17, 13, 28, 29, 31 | Learners will learn the basics about DJing, and learn how to use the features on the Decks. RRSA: 17, 13, 28, 29, 31 | Learners will understand how to sequence music using the an online Ableton program. RRSA: 17, 13, 28, 29, 31 |
| Y8 | <i>1 Music busters quiz.</i> <i>Looking at key words in Music</i> <i>Creating music patterns using I pads – programming</i> <i>Science – physics, waves, frequency</i> RRSA: 17, 13, 28, 29, 31 | Understand Musical Instrument Vocabulary. • Explain the different categories of instruments <u>Cross Curriculum Links:</u> <i>English - extended writing</i> <i>Music – writing scores, history of music</i> RRSA: 17, 13, 28, 29, 31 | To be able to learn the basic of DJing • To understand how to load songs onto the Decks. <u>Cross Curriculum Links:</u> <i>Music – understanding the fundamentals of DJing</i> <i>Geography – locations</i> RRSA: 17, 13, 28, 29, 31 | Understand how to rhyming is done in Rap music. develop an understanding of basic rap music understand how import audio into Cubase and add MIDI loops. <u>Cross Curriculum Links:</u> <i>Music – writing scores</i> <i>Maths – patterns in numbers</i> RRSA: 17, 13, 28, 29, 31 | Learners will have a basic Understanding of the music industry <u>Cross Curriculum Links:</u> <i>English - extended writing</i> RRSA: 17, 13, 28, 29, 31 | Learners will learn about MIDI instruments Understand the differences between audio and MIDI <u>Cross Curriculum links:</u> <i>IT – programming</i> <i>Music – music technology</i> <i>Maths – number patterns</i> RRSA: 17, 13, 28, 29, 31 |
| KS3 literacy focus Command words: hardware ,software ,annotated diagrams, key elements, structure, rhythm, instrumentation , monitoring, demonstrate , dynamics, export, weaknesses, stereo, panning, foley, ambience, dialogue, underscore, audio, | | | | | | |
| Y9 | Learners will know how different sounds are created in movies and games. Understand all the various audio leads. <u>Cross Curriculum links:</u> <i>IT – programming</i> <i>Music – music technology</i> <i>Maths – number patterns</i> RRSA: 17, 13, 28, 29, 31 | <i>Understand how various instruments work</i> <i>Learners will know how to Compose different sounds with instruments and put them together to create a song</i> <u>Cross Curriculum links:</u> <i>IT – programming</i> <i>Music – writing music</i> RRSA: 17, 13, 28, 29, 31 | To understand how voices can be edited or changed using software To be able to summarise and discuss how to manipulate sounds in audacity. <u>Cross Curriculum links:</u> <i>English - extended writing</i> RRSA: 17, 13, 28, 29, 31 | Learners will understand what the Foley is in movies /trailers and adverts To be able to understand how important timings are when making a video. <u>Cross Curriculum links:</u> <i>English - extended writing</i> RRSA: 17, 13, 28, 29, 31 | Learners will understand how to remix and arrange sound Understand the importance of sound arrangement <u>Cross Curriculum links:</u> <i>English - extended writing</i> RRSA: 17, 13, 28, 29, 31 | <i>Understand basic rock beats Learners will be performing the basic rock beat using Garage Band on the I pads.</i> <i>Understand the quantise feature</i> <u>Cross Curriculum Links:</u> <i>English - extended</i> RRSA: 17, 13, 28, 29, 31 |
| KS4 literacy focus Command words: health and safety, microphones, interfaces, monitoring, studio, sessions, multi-track recorder, editing, equalisation, effects, dynamics, balance, automation, direct injection, hazards, risks, composition, computer, presentation, report, synthesizers, export, software, audio, midi | | | | | | |