

## In2Music: WCET Yearly Overview

<b>WCET Instrument(s)/Area of Study:</b>	<b>Music Production</b>
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*NB: Each unit should be designed to last for one half-term (typically 5 lessons).*

	Unit 1	Unit 2	Unit 3	Unit 4	Unit 5	Unit 6
<b>Learning Objectives:</b> (WALT) (3-4 LOs per Unit)	Introduction to musical terminology.  Active listening.  Recognising instruments or sounds and describing them using appropriate terms and wording.  Major and Minor scales.  Introduction to midi sequencing.	Creating different rhythms using different note values.  Quantising and swing.  Creating a simple song from loops.  Exploring genres and their geographical and cultural influences.	Composing to a brief.  Introduction to mixing using EQ balancing.  Layering tracks  Case studies of popular Producers.  Basic audio engineering and techniques involved.	Introduction to the stereo field and frequency spectrum.  Mixing using EQ advanced.  Using FX creatively.  Recognising and treating problematic areas within our production.	Dynamics processing.  Sampling techniques and how we apply them to a production.  Sound design.  Writing a press release or Bio.	Finalising a project.  Mixing/ Mastering  Designing artwork for a future release.
	<b>Unit 1</b>	<b>Unit 2</b>	<b>Unit 3</b>	<b>Unit 4</b>	<b>Unit 5</b>	<b>Unit 6</b>

<p><b>Suggested Activities, Repertoire &amp; Resources</b></p>	<p>Ongoing discussions/quiz questions regarding terminology.</p> <p>Students are encouraged to listen to a piece of music and recall all instruments they can hear, describe feeling, structure, form and energy using descriptive language.</p> <p>Using the Beat Grid in Soundtrap to create short midi sequences. <b>(Tutorial)</b></p>	<p>Using the piano roll feature to draw in short scales or chords, and then experimenting with rhythms using different note values. <b>(Tutorial)</b></p> <p>Adding swing to a sequence using the step sequencer, and then moving notes left or right manually to achieve a similar outcome and noting the similarities. <b>(Tutorial)</b></p> <p>Research assignment; Choosing a genre of music and researching the cultural/ political influences and key players.</p>	<p>Students are given a choice of 3 composition briefs and asked to produce a piece of music to a set of criteria. <b>(Tutorial)</b></p> <p>Balancing a song with faders set at 0db. <b>(Tutorial)</b></p> <p>Students will create a case study of a producer of their choice, outlining their signature style, and any techniques they are known for. Actively listening to one of the artist' songs and describing in detail the instrumentation, form and structure of the piece.</p>	<p>Students use panning to create space or depth within their compositions. <b>(Tutorial)</b></p> <p>Using a pre made track with intentional mistakes, students are encouraged to use EQ and balancing to rectify the problem.</p> <p>Using reverb and delay on a drum track to create depth. Adding 'ear candy'. <b>(Tutorial)</b></p>	<p>Adding compression to level dynamics.</p> <p>Sampling tutorial using a pre made track, outlining the procedure and techniques used and why. <b>(Tutorial)</b></p> <p>Sound design using a synthesiser, using waveforms and oscillators.</p> <p>An example of how to write a press release and why this is important. Encouraging students to express themselves and think creatively using descriptive language.</p>	<p>Finalising our arrangements, naming and grouping tracks and basic mastering. <b>(Tutorial)</b></p> <p>Continually encouraging students to avoid any peaking/ clipping, clashes in frequency etc.</p> <p>Using existing artwork as an example allow the students to design album artwork to accompany their productions.</p>
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### **General Musicianship Learning Objectives (Starter and Plenary Activities)**

- To be able to recall terminology with ease, use descriptive language to explain ideas or themes.
- Understand and recall standard production techniques.
- To actively listen to a piece and identify instruments and FX well.
- To internalise the pulse and recall rhythmic phrases of increasing complexity with confidence.
- To be able to navigate Soundtrap and its features comfortably.
- To be able to recognise problems within a production and use relevant tools and techniques to resolve them.
- Be able to work confidently on their own or in a group to produce music, share ideas and execute them.

### **Assessment Opportunities**

One or more completed tracks demonstrating the following criteria; Sampling, carefully chosen and well arranged sounds or loops, use of midi editing or recording, good choice of panning and instrument placement, tracks are balanced well with no peaking or clipping, clear song structure, use of EQ in problematic areas, use of FX, a clear theme or idea carefully planned and confidently executed.

Classes usually start with a short improvised quiz based on a variety of terms and techniques we have learnt over the year. Students are encouraged to raise their hand if they know the answer and take notes in their yellow books on subjects that they are unsure of.

1 on 1 observations in class, taking into consideration the level of musicianship, creative and technical capabilities and their progression throughout the year.

NB: This Overview provides a guide outline of the expected learning outcomes of an In2Music WCET group of the course of up to 1 year. It should be read in conjunction with the accompanying Termly SoW, which provides a week-by-week breakdown of suggested learning intentions.

MMF tutors are encouraged to adopt, adapt, and add-to these Unit Learning Objectives for their lessons in order to meet the needs of their class.

Support and resources are available from the MMF core team, email: [in2music@mmf.org.uk](mailto:in2music@mmf.org.uk) for help.