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What will pupils learn and when?

Subject	NCFE Level 1 Award in Music Technology	Year Group	6th Form
Subject Intent	In the NCFE Level 1 Award in Music Technology course, the intention is to provide learners with an introduction to the knowledge and technical skills required in music technology, as well as to enable them to progress to a Level 2 music technology qualification. Learners will apply their knowledge of music technology in context and will develop and enhance their ICT, communication, project management, time management, and teamwork skills.		

Term	Topic	Subject Content	Vocabulary	Sequencing
Autumn 1	**Unit 10:** Microphones in music production	This unit will enable learners to identify the various types of microphones used in music production, along with their key features and uses. Additionally, it will address the safe handling and storage of microphones. Learners will: • Be able to recognise different types of microphones. • Identify the main types of microphones used in music production, such as: o Condenser o Dynamic o Ribbon o Electret	**Tier 2:** Audio Music USB Sound Instrument Cable Editing **Tier 3:** Condenser Dynamic Ribbon Electret Piezoelectric Laser Polar pattern	**Building On** **Building Towards**

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		○ Piezoelectric ○ Laser • Understand the key features and uses of the primary microphone types in music production, including: ○ Shape ○ Construction ○ Use of phantom power ○ Directional response • Be able to set up and maintain microphones, stands, and cables used in music production. • Demonstrate safe handling and storage of microphones, microphone stands, and cables. **Questions** 1. Can you recognise the different types of microphones? 2. Do you understand the key features and uses of the primary microphone types in music production? 3. How do you set up and care for microphones, stands, and	Frequency response Time stretching Audio Effects MIDI Instrument Beat slicing Transposing Reversing MIDI editing & Sequencing Mastering	

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		cables used in music production? 4. How do you set up multiple microphones for use in music production? 5. Can you identify the key construction features of microphones, such as shape, use of phantom power, and directional response? 6. Are you able to conduct studio or live recordings of voices or instruments? 7. How can you apply what you have learned over the past five weeks to complete the Unit 10: Microphones in music production coursework?		
Autumn 2	**Unit 02: Use multi-track loop sequencing software**	This unit covers the use of loop sequencing software. Learners will learn how to utilise the music production software 'Ableton Live.' The software enables the use of both one-off and looped pre-recorded audio samples and MIDI parts for music production. The unit explores the basic	**Tier 2:** Software Audio Recording Editing Arrangement Playback Layers	

		principles behind this software and how to use it to create music. **Learners will:** • Be able to produce music using loop sequencing • Locate and audition audio/MIDI loops for use in a sequence • Use editing operations on audio parts • Use editing operations on 'virtual instrument' (MIDI) • Add, arrange, loop and crop parts to create an effective multi-track piece of music **Questions** 1. Do you know some of the key principles behind loop sequencing? 2. Can you provide examples of commonly used loop sequencing software packages along with their key features, such as Ableton Live? 3. Can you describe the limitations of loop sequencing when	**Tier 3:** Multi-track Loop sequencing MIDI Automation Effects Mixing Interface Plugins	

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		compared to full audio/MIDI sequencing? 4. Can you outline the key differences between audio and virtual instruments (MIDI)? 5. Can you explain the methods used by loop sequencing software to match the tempos of audio samples? 6. Do you know how to add, arrange, loop, and crop parts to create an effective multi-track piece of music? 7. How can you apply what you have learned over the past five weeks to complete the Unit 02: Use multi-track loop sequencing software coursework?		
Spring 1	**Unit 11: Use audio editing software**	In this unit, learners will explore the editing of mono and/or stereo audio files using dedicated audio editing software such as Ableton Live, Audacity, and Adobe Audition. Learners	**Tier 2:** Mixing Waveform Export Import Delay Silence	

		will split and join audio files, crop and delete sections of audio, and utilise fades and crossfades to conceal abrupt changes in level between sections and at the ends of audio files. **Questions** 1) What is the difference between mono and stereo audio files? 2) What are the different types of audio files, and what are their advantages? 3) What factors do you need to consider when identifying appropriate audio editing software? 4) Do you know how to confirm the editing operations required to meet specified production requirements? 5) How can you use the filing functions in editing software to manage source and edited audio files?	**Tier 3:** Equalization (EQ) Compression Amplification Fade Clipping Normalisation Panning Reverb Noise reduction Metering Frequency Recording Mastering	

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		6) How do you perform a range of edits to meet specified production requirements, including splits, joins, crossfades, and normalisation? 7) How can you apply what you have learned over the past five weeks to complete the Unit 11: Use audio editing software coursework?		
Spring 2	**Unit 13: multi-track audio recording**	In this unit, learners will gain an understanding of making multi-track recordings using microphones, mixing equipment, and recording devices or software. The unit covers the setup of the necessary equipment for a recording session and the effective recording of multiple audio sources before mixing and exporting as a stereo mastered track.	**Tier 2:** Gain Mixing Waveform **Tier 3:** Audio Bus Overdubbing	

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		Questions 1) Can you describe the layout of an audio mixing desk and prepare the mixing desk for use? 2) Can you prepare a multi-track recording device for use and record audio? 3) Are you able to set up, connect, and monitor microphones, sound capture levels, and label and log recording media using agreed conventions? 4) Can you identify and correct simple faults in the recording system? 5) How do you observe appropriate health and safety procedures during multi-track recording activities? 6) Can you describe the signal flow path through an audio mixer from the recording device to the mixer's output? How can you set up recording levels to optimise		

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		audio quality without introducing distortion? 7) Can you record multiple audio sources sequentially to separate tracks of the recording device or software? 8) How do you assess the sound quality of recordings against production requirements? 9) How can you apply what you have learned over the past five weeks to complete the Unit 13: multi-track audio recording coursework?		
Summer 1	**Unit 14: Location recording**	The purpose of this unit is to provide learners with a basic introduction to location recording. This includes how to plan and evaluate a recording while ensuring that the appropriate health and safety procedures are adhered to. This unit will also offer learners the	**Tier 2:** Sound Ambiance Capture Equipment	

		opportunity to further develop their communication and teamwork skills. **Questions** 1) How can you confirm production requirements for a location recording to meet a brief? 2) How do you select appropriate equipment and accessories in response to production requirements? 3) Can you describe the preparations required for the transportation of equipment and cast/crew to the location? 4) Can you connect microphones to recording equipment in preparation for a location recording? 5) How do you minimise noise using placement, shields and baffles during location recording? 6) How do you identify and rectify simple technical problems as	**Tier 3:** Boom Fidelity Dialogue Soundcheck Field recording Windscreen	

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		they arise during location audio recording? 7) How do you observe health and safety procedures appropriate to location recording? 8) How can you apply what you have learned over the past five weeks to complete the Unit 14: Location recording coursework?		
Summer 2	**Unit 15: Employment opportunities in music production**	In this unit, learners will explore the employment opportunities that may be available to them in the field of music production. They will investigate job roles using a variety of sources and identify a range of skills and personal qualities required for a chosen job role. Additionally, they will complete a CV detailing their skills, experience, and qualifications to date, serving as a starting point for developing a career development plan.	**Tier 2:** Live sound Digital audio **Tier 3:** Recording studios Freelancing Post-production Music labels Music distribution Content creation Workstations (DAWs) Collaborative projects Networking	

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		Questions 1) How do you identify sources of information about jobs in music production? 2) Can you list the key roles and responsibilities of typical jobs in music production? 3) How do you identify the skills, experience, and personal qualities that are likely to be required for a chosen job role in music production? 4) How do you produce a curriculum vitae (CV) detailing skills, experience, and qualifications relevant to a career in music production? 5) How can you apply what you have learned over the past five weeks to complete the Unit 15: Employment opportunities in music production coursework?	Music licensing Artist management Career advancement	