




YEAR 9 – ICT 5

'An ambitious curriculum that meets the needs of all'
Medium Term Planning - Topic: Remix



Curriculum Intent	In addition to working further on objectives from KS2, pupils will be taught, following National Curriculum guidelines, the following this term:
Skills/National Curriculum Links	<p><u>Intent</u></p> <p>This scheme of work is designed to build further on areas of the Music Curriculum. Students will be using Soundtrap based on the principles they learnt using previous ICT units. Students will use a combination of, or choose between, inputting parts or playing parts into the program before editing. Students are using Grieg's popular melody from <i>In The Hall of the Mountain King</i>, from the <i>Peer Gynt Suite</i> (familiar to most as the Alton Towers theme tune) and will remix it into a modern EDM context as many commercial artists have done. Students will be working with the Soundtrap interface which is effectively a graphic score that maps their work and musical intentions acceptable at GCSE and A Level as a form of relevant notation. Soundtrap's mode of visual representation of will be used explicitly to develop understanding of aural elements of texture (tracks) and dynamics (automation). Each topic's starter PowerPoints draw on a diverse range of music created and performed by great composers and musicians from the Western Classical Tradition and BAME musicians to deepen students' understanding of music and history as well as increase their aural discrimination of elements and styles.</p> <ul style="list-style-type: none">• Describing music using MADTSHIRT keywords• Analysis of a set work using MADTSHIRT keywords• Look at how music describes non-musical ideas (programme music)• Learning more complex music vocabulary• Recall Music ICT skills from year 7 & 8• Read music stave notation (pitch and rhythm)• Input a melody and accompanying parts• Make musical decisions in order to create a remix• Use melodic development skills• Try out different ideas and choose the most successful• Listen with discrimination <p>NC links</p> <ul style="list-style-type: none">• improvise and compose; and extend and develop musical ideas by drawing on a range of musical structures, styles, genres and traditions• use staff and other relevant notations appropriately and accurately in a range of musical styles, genres and traditions• identify and use the inter-related dimensions of music expressively and with increasing sophistication, including use of tonalities, different types of scales and other musical devices• listen with increasing discrimination to a wide range of music from great composers and musicians• develop a deepening understanding of the music that they perform and to which they listen, and its history
Spiritual, moral, social,	SMSC: Students will work together to learn vocab. Some will ask others, and some will help others. Some students will find their IT strengths in this topic and help others with IT issues. Starters use music of WCT and BAME musicians. ICT is notoriously temperamental. The ethos 'try 3 before

and cultural development	<p>me' will be implemented. Students choose sonorities that fit with the EDM genre. They make decisions about what is 'good' and what will contribute to the whole. Students can make creative decisions from all sorts of world music and cultures. Soundtrap is a DAW similar to those used by songwriters in the pop industry which informs a lot of youth culture. Starters use music of WCT and BAME musicians.</p> <p>PSHE/British Values: Tolerance, Resilience Skills Builder:</p> 
Numeracy	<p>Students correlate the intervallic distances between letters of the alphabet to notes on the keyboard.</p> <p>Students learn how beats are divided and the correlating symbol.</p> <p>Students learn how beats are grouped in bars.</p> <p>Soundtrap presents sound visually as a graph with x (time) and y (pitch) axes.</p> <p>Sections of music are labelled with letters like algebra.</p>
Literacy	<p>Vocabulary Tier 2: Describe, Compare, Input, Control, Development, Repetition Vocabulary Tier 3: Crotchet, Quaver, Minim, Rest, Stave, pitch, Grieg, Programme Music, Remix, EQ, Quantize, Panning, Sound quality, Reading: Students will read stave notation Writing: Oracy: Students apply the vocabulary throughout lessons and especially starters and plenaries/feedback. Students speak to each other about what is working about their performance and what they need to work on.</p>
Becoming future ready	Careers/Employability: ICT literacy
Adaptation	Throughout this topic, quality first teaching will provide differentiation:
QFT/SEND Provision	<p>By product:</p> <p>By resource:</p> <p>By Intervention: by providing different levels of supervision and support</p> <p>By Progressive Questioning: exploring pupils' understanding through interactive dialogue.</p> <p>By Grouping: according to prior attainment, gender, social preference, preferred learning style.</p> <p>By Task: Pupils should be involved in the identification of targets which are meaningful to them and in the selection of an appropriate task from the given range.</p> <p>By Offering Optional Activities: In class or as homework, to extend learning.</p> <p>This QFT/SEND provision will be explicit within the lesson-by-lesson schemes of work.</p>
Implementation Curriculum Delivery	<p>To be able to:</p> <p>To be able to describe unfamiliar music using MADTSHIRT keywords</p> <p>To be able to input parts from stave notation</p> <p>To be able to organise the structure</p> <p>To be able to play in time and to quantize</p> <p>To be able to edit note pitch, length and velocity</p> <p>To be able to balance parts using volume control and automation</p> <p>To be able to edit the elements of music to create a remix version</p> <p>To be able to explore the more complex editing and effects functions of Soundtrap</p> <p>To be able to use melodic development techniques</p> <p>Red denotes interleaving; aspects of knowledge covered previously.</p>
Learning Outcomes (Most Powerful Knowledge)	
Current learning to be developed in the future within:	<p>MADTSHIRT study leads on to study of set works at GCSE or particular genres for BTEC</p> <p>ICT skills will be developed further in the final composition unit</p>

Assessment	Refer to assessment maps for formative and summative assessment opportunities.		
	Formative	9MUS3 – Film Music Composition	Verbal feedback based on PLC
Impact	Attainment and Progress – Refer to assessment results / data review documentation.		