

Year 12 RSL MUSIC PRACTITIONERS Curriculum Map

Term	Topic/Unit title	Essential knowledge (what students should know and understand by the end of the unit/topic)	Essential skills (what students should be able to do by the end of the unit/topic)
Autumn	<p>Introduction to the course; Solo and Ensemble rehearsal skills Improving Music Technology Skills</p> <p>Unit 349 CORE Unit</p> <p>Work on a choice of 2 from the following optional units;</p> <p>Unit 385 Improving instrumental Performance</p> <p>Unit 366 Music Sequencing</p> <p>Unit 369 Digital recording and Production</p> <p>Unit 304 Composing Music (Styles)</p>	<p>Introduction to Performance Core Unit 349 -Planning for a Career in Music</p> <p>Learning to use the recording studio</p> <p>Introduction to the optional units and performance and technology pathways.</p> <p>Learning to use the recording studio;</p> <p>Able to choose the correct Mic choice know the best place to put mics depending on the instrument/mic being recorded.</p> <p>Learning to set up the desk Able to use Logic X and Studio 1 Pro.</p> <p>Able to play/sing with a click track</p>	<p>Core Unit 349 Assessment Criteria (summary)</p> <p>1.1 Carry out a personal knowledge and skills analysis focusing on current, specialist knowledge and skills, employability and study skills. This should incorporate all skills, knowledge and understanding developed through completion of optional units.</p> <p>1.2 Use professional (tutor, mentor, industry specialist etc.) feedback and guidance in relation to 1.1, to create a learning and skills development plan that contains the following:</p> <ol style="list-style-type: none"> a. An assessment of current knowledge and skills b. An overview of current aspirations and goals c. An assessment of knowledge and skills required to attain the goals d. An assessment of how current music and education activity will contribute to the attainment of the identified goals e. A schedule for ongoing review of progress towards goals <p>1.3 Using the information gathered for 1.2 to inform the process, assess the potential for progress into two music industry roles (agreed as relevant to their identified goals), evaluating their suitability for each role through an analysis of:</p> <ol style="list-style-type: none"> a. Current skills and required skills for the role b. Accepted routes into the role c. Availability of the role d. Competition for the role <p>1.4 Based on the findings in 1.1–1.3, analyse what has been learned from the process and create an aspirational career action plan</p> <p>Unit 366 Music Sequencing Assessment Criteria (summary)</p> <p>1.1 Use Logic Pro X to create and manage a project file, meeting the following requirements:</p> <ol style="list-style-type: none"> a. The project must contain a minimum of ten tracks (including both software instruments and audio), and including: <ol style="list-style-type: none"> i. Two original synth patches which, between them, show use/manipulation of at least four of the following: <ul style="list-style-type: none"> . Oscillators . Envelopes (ADSR)
	Spring		<p>Continuing to work through the Assignment Briefs of 2 or 3 of the optional units listed in Autumn 1</p>

			<ul style="list-style-type: none"> . Pitch . Filters . LFOs <p>ii. A sampler to create the following patches:</p> <ul style="list-style-type: none"> . Drum patch from an audio file . Melodic/pitch-based patches <p>b. Use quantisation techniques to reach a desired outcome</p> <p>c. Use audio/MIDI editing techniques to reach a desired outcome</p> <p>d. Use at least four insert and four send effects to reach a desired outcome</p> <p>e. The project uses automation on:</p> <ul style="list-style-type: none"> .At least two parameters of the mixer . A software instrument . An effects unit <p>f. Unused audio files are removed and all used assets are contained in the project</p>
Summer			

	<p>Finalising all 3 units from Y12 ready for submission</p>		<p>g. The project is saved as an optimised folder, accompanied by an mp3 stereo bounce of the project</p> <p>Unit 385 Assessment Criteria (summary)</p> <p>1.1 Undertake activities relating to the efficient operation of their instrument in context, including an analysis of personal Health & Safety issues and risks in relation to the demands of their instrumental playing and performance</p> <p>1.2 Demonstrate an analytical understanding of personal instrument and equipment choice.</p> <p>2.1 Analyse own current instrumental skills in relation to personal goals and devise an action plan (to be agreed with the tutor) relating to the achievement of the personal goals. This should include:a) A personalised practice plan, detailing strategies for the improvement of specific skill sets, for example, technical development, sight reading, ear training etc. b)Regular opportunities to evaluate progress through peer/tutor critique to inform their ongoing review of the practice plan.3.1 Over an agreed study period, demonstrate developmental progression as an instrumentalist in:</p> <ul style="list-style-type: none"> a. Technical ability b. Dexterity c. Stamina d. Control of the instrument <p>3.2 Review the progression in 3.1, citing at least two areas for development, revising the timeframe for achievement.</p> <p>Unit 369 Digital recording and Production (summary)</p> <p>Using a suitable DAW, create a sample pack which could be used by a client to form the basis of a piece of music. The sample pack should contain recordings from a minimum of 6 different instruments. This sample pack should meet all of the assessment criteria below: Produce a rationale for the recording session(s) detailing the following criteria.</p> <ul style="list-style-type: none"> a. The purpose and intention of the recording session(s) b. The instruments/voices that are to be recorded (at least six) c. The resources needed to record the instruments/voices
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			<p>d. A justification of microphone types and placement</p> <p>e. Date and time of recording, working schedule and a list of musicians and other personnel (as applicable)</p> <p>Based on the rationale created in 1.1 and using Logic Pro X, create recordings of the instruments and voices, meeting the following requirements.</p> <p>a. Use of a variety of microphones and mic'ing techniques</p> <p>b. Use of direct injection</p> <p>c. Use of effective gain structure</p> <p>Based on the rationale created in 1.1, edit the recordings made in 2.1 using software/hardware applications. The process should include:</p> <p>a. Appropriate labelling of audio tracks and audio files</p> <p>b. Deletion of unused audio files</p> <p>c. Truncation of used audio files (trim and crop)</p> <p>d. Appropriate manipulation of samples (for example: time stretching, pitch correction, looping, reversing etc.)</p> <p>e. Application of EQ and effects to process the audio, as appropriate</p> <p>f. Presentation of the audio/recordings in relevant file format in relation to the rationale</p> <p>Consider the results of the audio recordings created in 2.1 and edited in 3.1, justifying decisions made and assessing strengths and areas for development</p> <p>Unit 304</p> <p>1.1 Work alone to compose two completed musical pieces, each of a minimum of three and a maximum of four minutes duration, which meet the following requirements:</p> <p>A. Each piece must be a convincing example of the chosen style, reflecting detailed research into compositional methods associated with each style</p> <p>B. Each piece must be recognisably different in character</p> <p>C. Each piece must contain at least four musical and/or vocal parts</p> <p>D. Each piece must evidence a process of musical and structural arrangement representative of each style</p> <p>1.2 Describe the arrangement of the composed pieces, identifying the structural and instrumental arrangement using one or more of the following methods:</p>
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- A. DAW annotated screenshots
- B. Graphic diagrams
- C. Lead sheet
- D. Chord charts
- E. Musical score

1.3 Evaluate how well the compositions created in 1.1 met the specified criteria and assess strengths and areas for development utilising SMART targets

Year 13 RSL MUSIC PRACTITIONERS Curriculum Map 2022-23

Term	Topic/Unit title	Essential knowledge (what students should know and understand by the end of the unit/topic)	Essential skills (what students should be able to do by the end of the unit/topic)
Autumn	<p>Choice of Final Optional unit from either any unit above or;</p> <p>Unit 365 Auditioning for Music</p> <p>If a student has a specific interest in an area, there is the possibility of further choice in the optional units to suit the individual's interests and strengths/</p>	<p>Students complete all Assessment criteria of their final chosen unit (s) during this term.</p>	<p><u>Unit 365 (summary)</u></p> <p>Produce a presentation and analyse personal goals in relation to effective audition techniques, implementing strategies relating to the following:</p> <ol style="list-style-type: none"> a. Understanding the purpose of auditioning b. Refinement of personal instrumental and/or vocal skills c. Refinement of verbal communication skills d. Refinement of soft skills (appearance, manner etc.) e. Punctuality <p>Review the profile of an audition for a specific role in relation to the strategies identified in 1.1, explaining the following: The requirements of the audition The rationale for their approach to the audition</p> <ol style="list-style-type: none"> c. Rationale for choice of repertoire performance in the audition d. Functioning effectively in the audition e. Personal equipment needs f. Personal Health & Safety implications <p><u>Task 1.3</u></p> <p>Undertake the audition as identified in 1.2 and in line with personal goals in 1.1 This will</p>

			<p>be recorded and written feedback will be given.</p> <p>Draw conclusions on the success of the audition process by analysing tutor comments (distinguishing between strengths and areas requiring further development, to inform strategies for effective auditioning in the future) made in relation to:</p> <ul style="list-style-type: none"> ● The outcome of the audition ● Musical performance in the audition ● Verbal performance in the audition ● understanding of the audition process as a whole
Spring	<p>Unit 387 and 388 Controlled Assessment Performance or Technology Pathway</p>	<p>To complete the Assessment criteria in a brief set by the exam board</p>	<p>To complete the Assessment criteria in a brief set by the exam board</p>
Summer	<p>Final improvements on chosen optional units (if needed)</p>		