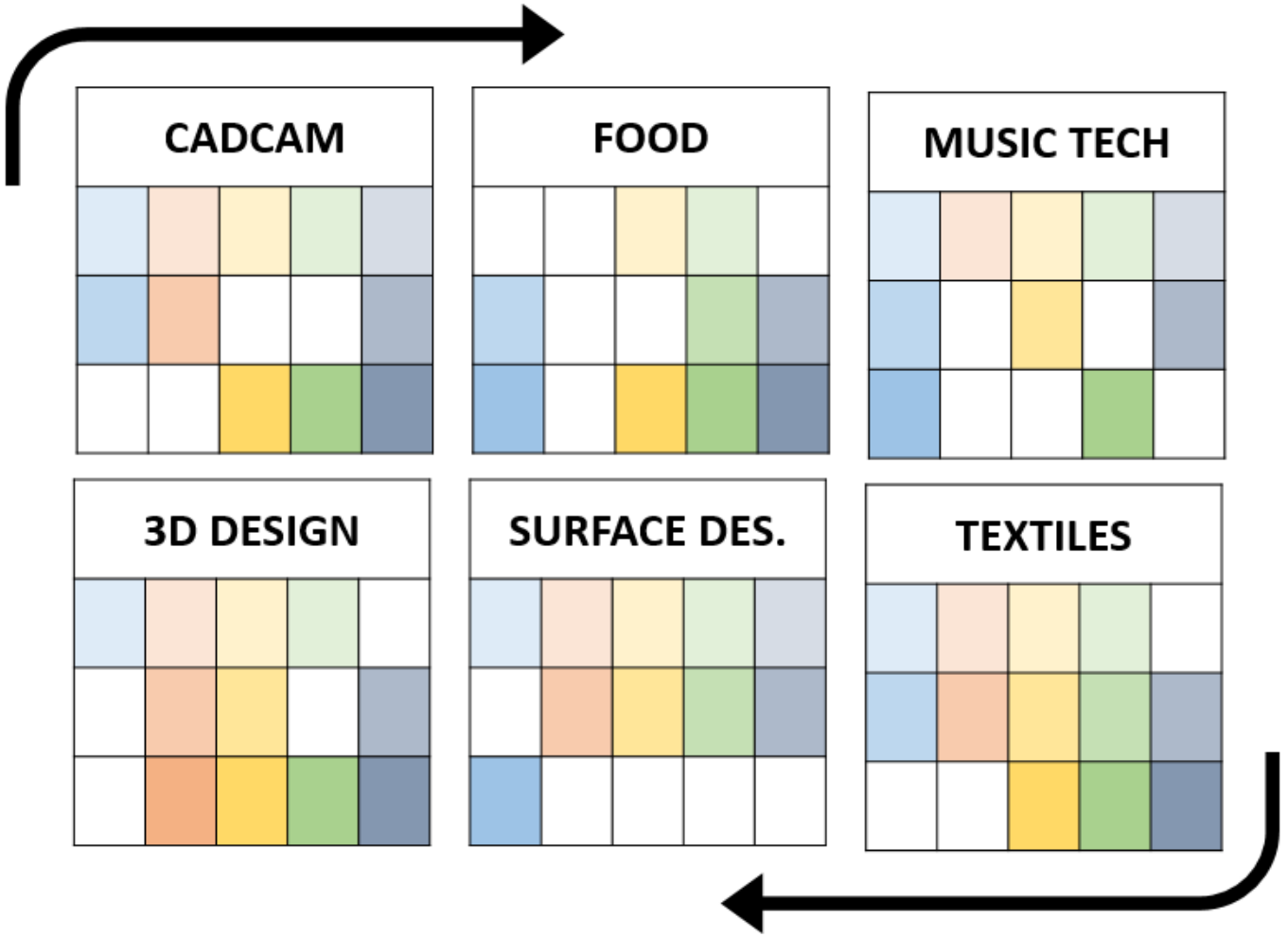
REPSONDING TO DESIGN SCENARIOS	DESIGN DEVELOPMENT	HEALTH AND SAFETY	MARKING AND MEASURING	USING SOFTWARE
PRODUCT ANALYSIS	VISUAL COMMUNICATION TECHNIQUES	PROPERTIES OF MATERIALS	OPERATING MACHINERY	QUALITY CONTROL
CLIENT PROFILING	ANTHROPOMETRICS AND ERGONOMICS	SUSTAINABILITY	PROTOTYPING	3D MODELLING

KS3 DESIGN ROTATION – CURRICULUM OVERVIEW



Knowledge builds and connects over time

Each rotation will develop;

- Understanding of the design process
- Specialist technical skills
- Confidence using shared concepts and vocabulary

The design process

Research

Ideas

Plan

Make

Evaluate

KS3 Curriculum Intent – Design: Music Technology

Intent **By the end of KS3 students are able to…**		**What new knowledge/content do we introduce?** **Each teaching group rotates around our 6 specialisms in year 8 and 9**		**How does this curriculum go beyond the National Curriculum? How does going beyond the NC ensure challenge?**
After following the complete rotation pupils will have; • developed the creative, technical and practical expertise needed to perform everyday tasks confidently and to participate successfully in an increasingly technological world • build and apply a repertoire of knowledge, understanding and skills in order to design and make high-quality prototypes	**Music Technology**	**Lesson sequence**	**Progression of knowledge and skill**	Students are able to build and connect knowledge over time by revisiting the design process; research, ideas, plan, make and evaluate throughout each specialism. Students will also develop confidence using shared design concepts and vocabulary. Students are challenged through the range of
		Students use GarageBand software to embark upon a range of creative projects, developing in skill level required and knowledge of software and musical ideas required The projects covered include: - **Sequencing 1 and 2 –** functions of GarageBand, recording a simple part using the piano roll and MIDI keyboard, importing audio to create a given ostinato, importing loops to create a given structure - **Live Sound Recording** – recording live sounds, transferring sounds between iPad and computer, manipulating audio to create rhythmic ostinatos, creating contrast - **Pachelbel –** using the MIDI keyboard and the piano roll to import parts of greater complexity - **Film Music –** exploring the use of leitmotif; considering how DR T SMITH can be used to create atmosphere; using skills developed so far to create atmospheric music using MIDI and audio, including Foley Sounds and dialogue recording - **Musescore –** an introduction to Musescore software; understanding how and why	The music technology rotation combines musicianship skills and design skills. The musicianship skills are outlined in the lesson sequence and the design skills developed are outlined below. Students carry these skills out in each project, with each project increasing in difficulty and complexity: - **Research:** Students look at how music technology is used in our everyday lives. They learn basic transferable music technology skills such as cutting, pasting, copying, looping, splitting, importing and bouncing. - **Ideas:** Students are given a range of music technology scenarios. They consider how they can creatively meet the given brief. This will be duplicated in a series of mini projects which progressively incorporate music technology skills at a more advanced level. - **Plan:** Students begin to create initial snippets of musical ideas that could be used within their project. They consider how they will work towards creating a final piece of work. - **Make:** Students create their projects using GarageBand and audio recording software.	

and products for a wide range of users • critique, evaluate and test their ideas and products and the work of others • understand and apply the principles of nutrition and learn how to cook. Pupils will also learn how to problem solve and take risks, becoming resourceful, innovative, enterprising and capable citizens. They will develop a critical understanding of design and its impact on daily life and the		notation software might be used as a form of music technology.	Students develop skills manipulating audio and recording MIDI using a keyboard or the editor. - **Evaluate:** Students listen to their own and others' work. Does it meet the brief? Does it sound professional? How can it be improved? Students' core knowledge includes: - What is audio? What is MIDI? How can they be used differently? (discussion of the properties of these forms) - In what ways can we work with audio and MIDI using GarageBand? (cutting, pasting, copying, looping, splitting, importing and bouncing, use of automation to add effects). - In what ways can DR T SMITH be used to create musical effect? - How can we apply our existing musical understanding to create a piece of music that meets a given brief? (E.g. in the Live Sounds topic, students will use their knowledge of **ostinato** when creating a polyrhythmic piece using their Live Sound recordings)	specialisms they will experience, allowing them to explore a wide variety of ways of designing and making using specialist technical skills We also offer additional opportunities such as Architecture day in partnership with local architecture firms and the University of Cambridge

wider world and how high-quality design makes an essential contribution to the creativity, culture, wealth and well-being of the nation.	**Rationale for this sequence**	This lesson sequence has been developed to give students the opportunity to gain confidence in using the basic functions of GarageBand software proficiently, as well as exploring other types of software and considering their purposes. The content of each lesson builds on prior knowledge from the previous lesson, allowing students to practise their skills, and at times also builds on skills or knowledge learnt by students in their music curriculum lessons.	Design Ventura competition Drop down food days Extra-curricular music technology club Weekly After school art / textile club
	How does the KS3 curriculum build on previous learning at KS2?	Students come to us with mixed knowledge and skills from KS2 so we build on prior learning, establishing a use of the design process and building on shared concepts and vocabulary throughout the two-year rotation. All with a focus on enjoying practical experiences. In Music Technology, some students have had experience of using software at home or in primary school and some have not; we build on these skills with the creative projects we undertake in lessons, allowing all to succeed. We also build on learning in KS3 Music lessons.	
