



## Music Technology

### Level 1

Typically, pupils should show evidence of being able to:

- Access existing pre-recorded and/or selected performances and take part in a teacher-led discussion about them. Explore basic features of the music technology software and/or of digital devices such as play and record buttons etc. (Explore)
- Record a track or capture a performance with the teacher's help. (Express)
- Know that digital methods can be used to communicate. (Exchange)
- Talk about their recording, led by the teacher. (Evaluate)
- Play back their music track with the teacher's help. (Exhibit)

### Level 2

Typically, pupils should show evidence of being able to:

- Choose pre-recorded sounds to include in their music track. Carry out a series of instructions using the software to alter an existing sound file or sample. *This might include adding an effect such as a loop.* (Explore)
- Create a basic musical structure with the teacher's help. *This might include selecting and repeating a drumbeat and/or a bassline.* (Express)
- Identify and talk about how to use different digital methods to communicate. (Exchange)
- Talk about how to improve their music track, prompted by the teacher. (Evaluate)
- Save their music track and/or present it to the class or group with the teacher's help. (Exhibit)

### Level 3

Typically, pupils should show evidence of being able to:

- Research and choose copyright-free sound effects or samples from given digital sources for use in their work. Carry out and edit a series of instructions using the music technology software to make a music track. *This might include creating backing tracks for singers and/or instrumentalists.* (Explore)
- Create a music track and/or use digital editing software to adapt existing music or sound files. *This might include recording a sound using a digital recording device, and carrying out typical music technology actions such as dragging and dropping, and/or splitting a song to indicate sections, for example verse, chorus and intro.* (Express)
- Use a contemporary digital method to communicate or contribute to a supervised online activity. *This might include sending an email or making a post to a wiki, blog or discussion thread. The email or post might be to a teacher.* (Exchange)



- Make some modifications to improve their music track. *This might include removing some silence and/or distortion, increasing volume or removing samples.* (Evaluate)
- Save their music track with a filename. (Exhibit)

### Level 4

Typically, pupils should show evidence of being able to:

- Research and select different songs and/or music tracks, such as well-known rock and dance tracks, and investigate their structures for use in their work. Investigate and solve the problem set in the task brief. *This might include planning a loop-based track suitable for the audience and purpose defined in the task brief.* (Explore)
- Create their own music track that demonstrates an awareness of the audience and purpose defined in the task brief. Refine and play it in an appropriate program. *This might include using software tools to control gain and/or input level.* (Express)
- Use one or more contemporary digital methods to communicate, exchange and collaborate in supervised online activities. *This might include sending an email with an attachment or making several relevant posts to a wiki, blog or discussion forum.* (Exchange)
- Use appropriate ICT tools and features to improve their work. *This might include trying out alternative edits before deciding on the best approach to take.* (Evaluate)
- Save their completed music track in a named folder or class e-portfolio. (Exhibit)

### Level 5

Typically, pupils should show evidence of being able to:

- Research and select an appropriate music track and play in or program their own MIDI-based parts. Investigate and solve the problem set in the task brief. *This may include planning a track suitable for the audience and purpose defined in the task brief.* (Explore)
- Create a mixed music track that demonstrates a clear understanding of the audience and purpose defined in the task brief. *This might include editing digital effects inside a digital audio workstation, recording a vocal or instrument-based audio track and/or MIDI-based tracks, and/or using automated volume or pan commands in audio software.* (Express)
- Use a range of contemporary digital methods to communicate, exchange and share their information and multimedia products, collaborating online with their peers. *This might include working online to create a collaborative piece of music, or discussing, debating and/or negotiating online about which samples and/or effects to include in their individual pieces that would make them appealing to the target audience.* (Exchange)
- Use the 'plan, do, review' cycle to improve their work. *This might include designing, drafting and refining their track to make it relevant for the audience and purpose defined in the task brief. They might also ask peers to test and give feedback on their piece of music to generate suggestions for improvements.* (Evaluate)
- Organise, store and maintain their music track and any associated files and/or materials in a personalised area to showcase learning digitally across the curriculum. (Exhibit)



## Level 6

Typically, pupils should show evidence of being able to:

- Research and select more relevant examples of music produced using digital technologies and adapt ideas to use in their own music track. Investigate a range of tutorials, discussions and copyright-free assets such as samples, taking account of the audience and purpose defined in the task brief. (Explore)
- Identify end user and audience requirements, and plan and compose a mixed music track that includes a range of more sophisticated features. *This might include using a digital performance element, for example real-time manipulation of MIDI parts, or editing synth and effects presets to increase impact and expression for a specific audience and purpose.* (Express)
- Use a range of contemporary digital methods to communicate, exchange and share their composition, collaborating with peers, experts and end users. *This might include collaborating on the composition or recording with peers, for example sharing it in a discussion forum and allowing contributors to use collaborative features of the software to add quality comments and justifications.* (Exchange)
- Justify the software application they chose to complete the task, the alternatives they considered and the process they carried out in producing the music track. Justify how their sound file meets the requirements of the specified audience and purpose. *This might include identifying and describing the development process and identifying key points where they made value judgements that enhanced the final mix of the composition or recording.* (Evaluate)
- Organise, store and maintain their work in a personalised area to showcase learning digitally across the curriculum. (Exhibit)

## Level 7

Typically, pupils should show evidence of being able to:

- Research, select and evaluate potential sounds from a range of digital sources, found and created, discriminating between these for relevance, and justifying and referencing their sources. Select and justify the most appropriate package and features to use to meet the requirements of the end user defined in the task brief. *This might include identifying and using different effects, plug-ins and digital instruments, and experimenting with various mixes.* (Explore)
- Set out clearly defined user requirements, and plan, develop and test a composition or recording that contains a range of sophisticated features and multiple tracks, controlling the mix between them and producing a final mixdown. *This might include using and editing dynamic processing to increase the impact of the final master.* (Express)



- Exploit contemporary communication methods to exchange, share and collaborate on their developed ideas and information with peers, experts and end users, contributing to a collaborative global environment. *This might include uploading the recording or composition to a blog to gather feedback from peers, experts and end users, acting on this in a discriminating way to further enhance the high quality and suitability of the product for an end user defined in the task brief.* (Exchange)
- Identify, with increasing discernment, the end user's requirements and the task's purpose at the outset, and review systematically the completed track against the requirements at the end of the process, clearly identifying which have been met and which have not. *This might include gathering end user feedback and making further refinements or setting out recommendations for improvement.* (Evaluate)
- Manage and present a logically structured digital bank of work to showcase learning across the curriculum, taking account of format, portability, size, copyright and versioning. *This might include backing up files to an alternative location, managing multiple versions and choosing appropriate formats and resolutions.* (Exhibit)

**Pupils should demonstrate, when and where appropriate, knowledge and understanding of e-safety, including acceptable online behaviour.**