

Music Technology Policy 2022 - 2023

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1. Context

The Leamington LAMP Music Curriculum provides our students, when ready, to study for accredited qualifications with NCFE. These are;

- Level 1 Certificate in Music Technology
- Level 2 Certificate in Music Technology
- Level 3 Certificate in Music Technology

2. Aims

The music curriculum at LAMP aims to;

- develop music skills through listening, appraising, performing and composing
- allow opportunities for group work and a shared experience of music making
- make links with the PSHE curriculum and the concepts of British Values e.g. by studying music from different cultures
- embed skills in English and Maths e.g. writing performance schedules and timings
- ensure students understand the health and safety requirements of the subject

3. How will music technology be taught at LAMP?

Music Technology

Classes are taught in small groups in the control room or classroom depending on numbers. Students will be taught all aspects of creating music through technology using variety of programs including Native Instruments Maschine, Logic Pro X, Universal Audio Luna and Audacity. Practical tasks will be combined with theory tasks where the student will show competence in setting up audio and MIDI hardware and software ready for the creation of music using a variety of methods. Student will also plan and deliver multitrack recording sessions of live instruments, mixing and mastering skills and a review of their process to see where any improvements can be made.

Classes will last for a single 1-hour session or double sessions indicated on their personal timetable.

4. Assessment

The subject leader for music works closely with the NCFE Internal Quality Assessor at key times in the year to ensure that the correct students are registered for the correct qualifications. They also meet to review students' assessments and tutor briefs. Students record their work through the use of e-portfolio – Google Sites

All the NCFE music qualifications are 100% coursework based. (With the exception of

Level 3 which will have an end of year assessment)

When students arrive at LAMP there is an informal induction process to gauge their abilities. This will usually be in the form of an initial conversation about their previous experience with the subject. A basic task is then set in order to gauge the student's practical skill set.

Teachers will also take direction from the student's EHCP and, if available, information provided by the previous school and/or last placement of the student. Once in the classroom, the teacher will continue to assess skills through the tasks completed in class.

Induction:

- Read their EHCP plan to see their background and if there are any barriers to learning that the teacher should know about
- When they arrive, the teacher will usually ask them about their previous experience with music production or any experience with making music in any format. (Live or computer based)
- If they have no experience, the teacher will go through some terms used in music production in the glossary as they can be confusing initially. The teacher will start with Maschine as it's a tactile way to learn music. Going through the different parts of the software and getting them doing simple tasks.
- Use music loops so they get to know the length of bars in their music and how to count them. Then get them to create their own music patterns. Depending on how they get on this may take around 3 sessions.
- Once they have used Maschine, got used to it and got familiar with some of the methods, the teacher will usually get them to try Logic to see what they think of it. They may find that they are more comfortable with a different way of working or just to have knowledge of different software.
- Any new student without prior knowledge would start on Level Music Technology. If they have previous knowledge, they would start on Level 2.

During the course:

Progress and achievements are regularly monitored and discussed with teachers, the IQA and SLT throughout the year. Student reports are written twice yearly and subject staff feed progress update information into the half termly progress reviews that are held with

parents, referrers and students.

Learning Logs are updated at the end of each lesson in order to keep track of progress on where each student is on the course. Google Sites is used to upload the relevant course work to and is marked regularly as work is completed.

At the end of the course:

Work is submitted to the IQA to be sampled before the NCFE EQA visits (unless DCS has been achieved)

5. Functional Skills

Functional skills is embedded in the music course through the following ways;

- Researching other artists/musicians
- Researching different musical styles and genres
- Cross referencing which functional skills are met through qualification units (Literacy and Numeracy)

6. Planning

Schemes of work are created with the assessment objectives (AOs) as the focus. The aim is to make sure the students are prepared for any assessments, as well as fostering engagement and enjoyment in the subject.

7. Involvement with other key staff

Internal Quality Assessor

The subject leader for music works closely with the Internal Quality Assessor, throughout the year, through the close monitoring of the teaching and learning process and outcomes in music to ensure that they keep to the requirements of the NCFE specification.

SENCO

The subject leader for music technology works closely with the SENCO to ensure that they are aware of individual student SEN.

Education Quality Manager

The subject leader for music performance and music technology works closely with the Quality Manager, throughout the year, through the close monitoring of the teaching and learning process and outcomes in music technology.

8. Progression

Learners who achieve these qualifications could progress to:

- Level 2 Certificate in Moving Image Production
- Level 2 Music Technology qualifications
- Level 3 Performing Arts qualifications
- Creative and Media Diploma
- Level 3 Applied General Music Technology

9. Remote Learning

LAMP's Remote Learning Programme was implemented as a result of the Government's announcement that schools in England would be shut from 20th March except for the children of critical workers and vulnerable children.

Remote Learning at LAMP includes;

- Fully safeguarded processes and procedures.
- Taught sessions via video call using Microsoft Teams.
- Sessions taught through pre-recorded videos through Microsoft Teams with screen sharing facilities utilised
- 1:1 support in subjects.
- Individualised programmes developed to meet the needs of LAMP students.
- Remotely continue the ethos of life at LAMP when and where possible.
- Support and training for each student and family ahead of roll-out.

10. Health and Safety

LAMP Health and Safety policy aims to ensure the safety of students and staff members while taking part in sessions.

- Manage leads and cables in work area so they do not create obstruction or tripping hazards
- Return all equipment to where it was initially taken from
- Make sure volume/fader levels on mixers/amps are turned down before switching on
- Manage volume of music to comfortable levels to keep disturbances of other tutors/students to a minimum
- Use ear defenders/ear plugs when necessary
- No food and drinks in areas when making/performing music
- Clear anything that is in the vicinity of performing/creating music away that could

potentially cause tripping hazards

- Use Manual Handling protocol if moving pieces of equipment. Please get assistance for larger items (speakers, amps)
- Take breaks when necessary to minimise listening fatigue and eye strain from computer screens
- When sessions have finished shut down equipment in correct order and turn off from mains after use
- Please treat all LAMP music equipment with respect.

11. Links to other policies and documents

- Remote Learning Policy
- Teaching & Learning Policy
- Curriculum Policy
- Marking policy