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Your Music. Our Technology.
Your Future.

Mastering Music
UK Teacher's Guide

This guide is to be given to the Music Teachers who will be using Mastering Music

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Mastering Music Teacher's Guide

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Overview

The Mastering Music™ Package comes with 2 Guides.
➢ Teacher's Guide
➢ I.T. Manager's Guide.

This is the **Teacher's Guide** and includes all the relevant information for the operation of Mastering Music™ and the I. T. Manager's Guide includes all the relevant information for the installation and setup of Mastering Music™.

This Teacher's Guide also includes an Installation Guide in the appendix for your information. However, the I.T. Manager's Guide also includes advanced network and security information for operation of Mastering Music™ in various configurations.

The Installation Guide in the appendix includes detailed information regarding the contents of the Installation CD and a check list to ensure that Mastering Music has been correctly installed.

The Mastering Music™ installation has three major components.
➢ Mastering Music™ Lessons
➢ Music Master Professional™ (Sequencing/Notation/Audio engine) AND
➢ Video Tutorials ("how to" functional tutorials)

The I.T. staff should have installed Mastering Music™ in accordance with the I. T. Manager's Guide and the included check list ensures that Mastering Music™ is fully functional.

The installation CD also includes the full manuals for Mastering Music™ and Music Master Professional™ and a Music Master® Quick Start. Each of these can be installed from the Manuals section of the CD. Please discuss this item with your I.T. Manager.

This Teacher's Guide includes a **Users Guide** and lesson content guides to assist you in selecting the relevant lessons for the topics you are covering.

This Teacher's Guide also includes information on In-Service Training Courses that are available including the outcomes, overview and prerequisites for each level. Please contact your supplier for further information on these courses.

Introduction

Mastering Music™ consists of a structured set of lessons that are accessed from either an icon on the desktop or from the program menu.

There are well over 400 lesson tasks to be completed across all years from 5 to 12 and beyond. The teacher must determine the best methodology to progress through these lessons in teaching music to their students. Datasonics has provided three methodologies that may assist the teacher in this task.

♦ **Curriculum Guide** - *follows the curriculum*
♦ **Year Level Guide** - *following a year level guideline*
♦ **Lesson Order Guide** - *sets out a "start to finish" approach*

System Requirements

Operating System: Windows 2000, XP or Vista
Processor: 500MHz+
RAM: 128 Mb+
Applications: Music Master Professional™
                     Internet Explorer v5.5+

Class Management

Mastering Music™ includes a Class Management application. This will be installed as part of Mastering Music™ when the "Typical" option is chosen, but will not normally be installed if the "Custom" is chosen. To install Class Management later run *InstallClassManagement.hta* that can be found in the Class Management folder that is inside the Mastering Music™ folder (normally in C:\Program Files\Datasonics\Mastering Music). This will create a desktop icon and a menu entry from which Class Management can be run.

Mastering Music™ uses a student log for each student to track their progress through the lessons and to store student e-portfolio and results from aural lessons. The Class Management application allows you to set up classes and students to considerably simplify the assessment and reporting operation and to produce student and class reports.

Student Assessment

Each student log includes the lessons attempted including the time taken to complete the lesson and also contains links to the song files that they created so that they can found later by the teacher for assessment and reporting in the Class Management software.

The normal method of completing the student assessment is by using the Class Management software as this allows the teacher to view each student's log and open their work into the same context that the student used when completing the lesson. In order for the student log to be created, each student must log on with his/her own logon code or be part of a class logon where they will be directed to choose their name from a list each time they start Mastering Music™.

For students with laptops working at home, they need to synchronize their laptops with the school network each time they complete additional lessons. This process will copy their student log and song files to the school network and update the Class Management database to allow the teacher to monitor each student's progress.

Operating Mastering Music

When a student opens Mastering Music™ for the first time he/she will be asked to supply their name and class. This information will be written to the log file that is created.

Each time thereafter the system will automatically direct them to the correct log by using their logon code and append further information to this log as they work through the lessons.

None of these lessons require piano keyboard skills to complete them, so these lessons are ideally suited for the computer lab in your school or university. However, MIDI keyboards can be connected and used for real-time recording either inside or outside of the lesson environment.

The lessons have been structured into four learning areas –

- ➢ **Performing** (playing songs on your chosen instrument)
- ➢ **Composing** (experimenting with creating and editing music)
- ➢ **Publishing** (learning about writing and printing notation)
- ➢ **Musicianship** (exercises that help to understand the language of music)

The navigation through the lessons is very simple and identical in each of the four learning areas.

Each learning area contains a list of buttons each of which represents a different lesson topic. When you select a lesson topic, it opens the first lesson task for that lesson. The lesson outline in the top section of the split screen shows the required steps to complete this lesson while the bottom section shows the lesson task for the student to complete the work. At any stage, you can click on the text hyperlinks shown in the lesson outline to get help about the skills required to complete this task. This help screen also contains a link to the context-sensitive help and video tutorial if further information is required. This approach enables students to work at their own pace with minimal supervision.

Each lesson also contains a summary of the aims and objectives, activities, outcomes and assessment to map these lessons to your curriculum (Curriculum tab). Click on the outline tab to view the lesson outline again or the related tab to work on a related lesson. Most of the lesson topics also contain additional challenges for the more-advanced students. These can be accessed by using the next and previous buttons at the top of the screen or accessed directly by using the tasks tab.

If the lesson topic that you wish to open is an unrelated one, you can open it directly by clicking on the appropriate learning area button in the top right of the screen and selecting it from the list.

In the aural lessons contained in the Musicianship area, each student is required to listen to the aural examples and determine their type. Their answers will be automatically stored in their log and may also be printed.

Mastering Music™   English Curriculum Guide

How to use this Curriculum Guide

This Curriculum Guide shows how Mastering Music™ e-learning software supports and assists in delivering the National Music Curriculum for England for Key Stages 2 - 5.

Several sections of the National Music Curriculum for England have been reproduced in the following pages as a ready reference in demonstrating how Mastering Music™ supports the various elements of this Curriculum.

Mastering Music™ is e-learning music software that covers a broad range of lesson topics that teach pupils about most aspects of music. It should be noted that Mastering Music™ will not address all of the curriculum requirements for music, simply because not all aspects of music can be learned by using a computer, eg learning to play an instrument or to sing. However, by adopting a novel approach to how the music elements are presented and worked on, it is our considered opinion that upward of 80% of a pupil's total musical knowledge and understanding can be obtained by self-paced lesson tasks in Mastering Music™.

The pages that follow show the Mastering Music™ lesson topics that apply to each Key Stage. Because Mastering Music™ contains multiple activities (program levels) for each lesson topic that become harder as you progress through them. Most lesson topics span multiple Key Stages and so will appear several times throughout this Curriculum Guide. The important information contained at each Key Stage shows which aspects of the music curriculum are covered by each lesson topic.

You will see from this Curriculum Guide that many of the lesson topics actually cover more than one element of the music curriculum. This supports the **Breadth of Study** guidelines mentioned in each of the Key Stages that state that the musical activities should integrate performing, composing and appraising skills wherever possible.

Use of Information and Communication Technology across the Curriculum

The National Music Curriculum for England makes special mention on the use of ICT in assisting teachers and pupils in learning about all aspects of music. Mastering Music™ gives pupils the greatest opportunity to use ICT in an interactive manner within an e-learning framework and have fun doing it!

Special mention should be made of the Curriculum Online initiative, introduced recently by the UK Government. This initiative demonstrates the importance of ICT in every subject area. Mastering Music™ being an e-learning software package for music supports this initiative more fully than any other music software package currently in the marketplace.

Mastering Music™   English Curriculum Guide

The Structure of the English National Music Curriculum

Key Stages and Year Groups

There is a standard way of labelling school year groups and deciding in which year group each child belongs across the country. For the sake of the National Curriculum, year groups have been divided into a series of 'Key Stages'. Students are in the Key Stages of Foundation, 1 and 2 in Primary School and in Key Stages 3, 4 and 5 in Secondary School.

Listed below is a table showing how each Year Group corresponds with each Key Stage.

Year Group	Key Stage
R (Reception)	Foundation
1 (Primary School)	1
2 (Primary School)	1
3 (Primary School)	2
4 (Primary School)	2
5 (Primary School)	2
6 (Primary School)	2
7 (Secondary School)	3
8 (Secondary School)	3
9 (Secondary School)	3
10 (Secondary School)	4
11 (Secondary School)	4
12 (Secondary School)	5
13 (Secondary School)	5

The Programmes of Study

The programmes of study set out what pupils should be taught in music at key stages 1, 2 and 3 and provide the basis for planning schemes of work. When planning, schools should also consider the general teaching requirements for inclusion, use of language and use of Mastering Music™ that apply across the programmes of study.

The **Knowledge, skills and understanding** in the programmes of study identify the aspects of music in which pupils make progress:
- Controlling sounds through singing and playing – performing skills
- Creating and developing musical ideas – composing skills
- Responding and reviewing – appraising skills
- Listening and applying knowledge and understanding.

Teaching should ensure that listening, and applying knowledge and understanding, are developed through the interrelated skills of performing, composing and appraising.

Breadth of study describes the types of activities that bring together requirements from each of the aspects, the different starting points and size of groups, and the range of music to be experienced, including both live and recorded, and from different times and cultures.

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Attainment Target and Level Descriptions

The attainment target for music sets out the 'knowledge, skills and understanding that pupils of different abilities and maturities are expected to have by the end of each key stage'. The attainment target consists of eight level descriptions of increasing difficulty, plus a description for exceptional performance above level 8. Each level description describes the type and range of performance that pupils working at that level should characteristically demonstrate.

In music, the level descriptions indicate progression in the aspects of the knowledge, skills and understanding set out in the program of study. Each level in music begins with an overarching statement, which identifies the key characteristic of attainment at that level. The detail that follows illustrates how this expectation is demonstrated through performing, composing and appraising activities. Progression in music also occurs within each level in terms of pupils' increasing confidence, independence and ownership.

The level descriptions provide the basis for making judgements on pupils' performances at the end of key stages 1, 2 and 3. At key stage 4, national qualifications are the main means of assessing attainment in music.

Range of levels within which the great majority of pupils are expected to work		Expected attainment for the majority of pupils at the end of the key stage	
Key Stage	Levels	Age	Level
1	1-3	7	2
2	2-5	11	4
3	3-7	14	5/6

Level 1
Pupils recognise and explore how sounds can be made and changed. They use their voices in different ways such as speaking, singing and chanting, and perform with awareness of others. They repeat short rhythmic and melodic patterns and create and choose sounds in response to given starting points. They respond to different moods in music and recognise well-defined changes in sounds, identify simple repeated patterns and take account of musical instructions.

Level 2
Pupils recognise and explore how sounds can be organized. They sing with a sense of the shape of the melody, and perform simple patterns and accompaniments keeping to a steady pulse. They choose carefully and order sounds within simple structures such as beginning, middle, end and in response to given starting points. They represent sounds with symbols and recognise how the musical elements can be used to create different moods and effects. They improve their own work.

Level 3
Pupils recognise and explore the ways sounds can be combined and used expressively. They sing in tune with expression and perform rhythmically simple parts that use a limited range of notes. They improvise repeated patterns and combine several layers of sound with awareness of the combined effect. They recognise how the different musical elements are combined and used expressively and make improvements to their own work, commenting on the intended effect.

Level 4
Pupils identify and explore the relationship between sounds and how music reflects different intentions. While performing by ear and from simple notations they maintain their own part with awareness of how the different parts fit together and the need to achieve an overall effect. They improvise melodic and rhythmic phrases as part of a group performance and compose by developing ideas within musical structures. They describe, compare and evaluate different kinds of music using an appropriate musical vocabulary. They suggest improvements to their own and others' work, commencing on how intentions have been achieved.

Level 5

Pupils identify and explore musical devices and how music reflects time and place. They perform significant parts from memory and from notations with awareness of their own contribution such as leading others, taking a solo part and/or providing rhythmic support. They improvise melodic and rhythmic material within given structures, use a variety of notations and compose music for different occasions using appropriate musical devices such as melody, rhythms, chords and structures. They analyse and compare musical features.

Level 6

Pupils identify and explore the different processes and contexts of selected musical genres and styles. They select and make expressive use of tempo, dynamics, phrasing and timbre. They make subtle adjustments to fit their own part within a group performance. They improvise and compose in different genres and styles, using harmonic and non-harmonic devices where relevant, sustaining and developing musical ideas and achieving different intended effects. They use relevant notations to plan, revise and refine material. They analyse, compare and evaluate how music reflects the contexts in which it is created, performed and heard. They make improvements to their own and others' work in the light of the chosen style.

Level 7

Pupils discriminate and explore musical conventions in, and influences on, selected genres, styles and traditions. They perform in different styles, making significant contributions to the ensemble and using relevant notations. They create coherent compositions drawing on internalised sounds and adapt, improvise, develop, extend and discard musical ideas within given and chosen musical structures, genres, styles and traditions. They evaluate, and make critical judgements about, the use of musical conventions and other characteristics and how different contexts are reflected in their own judgements.

Level 8

Pupils discriminate and exploit the characteristics and expressive potential of selected musical resources, genres, styles and traditions. They perform, improvise and compose extended compositions with a sense of direction and shape, both within melodic and rhythmic phrases and overall form. They explore different styles, genres and traditions, working by ear and making accurate use of appropriate notations and both following and challenging conventions. They discriminate between musical styles, genres and traditions, commenting on the relationship between the music and its cultural context, making and justifying their own judgements.

Exceptional Performance

Pupils discriminate and develop different interpretations. They express their own ideas and feelings in a developing personal style exploiting instrumental and/or vocal possibilities. They give convincing performances and demonstrate empathy with other performers. They produce compositions that demonstrate a coherent development of musical ideas, consistency of style and a degree of individuality. They discriminate and comment on how and why changes occur within selected traditions including the particular contribution of significant performers and composers.

Assessing Attainment at the End of a Key Stage

In deciding on a pupil's level of attainment at the end of a key stage, teachers should judge which description best fits the pupil's performance. When doing so, each description should be considered alongside descriptions for adjacent levels.

Arrangements for statutory assessment at the end of each key stage are set out in detail in QCA's annual booklets about assessment and reporting arrangements.

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Key Stage 1 Programme of Study

Knowledge, skills and understanding

Teaching should ensure that **listening, and applying knowledge** and **understanding** are developed through the interrelated skills of **performing, composing** and **appraising.**

Controlling sounds through singing and playing – performing skills
1. Pupils should be taught how to:
   a. use their voices expressively by singing songs and speaking chants and rhymes
   b. play tuned and un-tuned instruments
   c. rehearse and perform with others (eg starting and finishing together, keeping to a steady pulse).

Creating and developing musical ideas – composing skills
2. Pupils should be taught how to:
   a. create musical patterns
   b. explore, choose and organise sounds and musical ideas.

Responding and reviewing – appraising skills
3. Pupils should be taught how to:
   a. explore and express their ideas and feelings about music using movement, dance and expressive and musical language
   b. make improvements to their own work.

Listening, and applying knowledge and understanding
4. Pupils should be taught:
   a. to listen with concentration and to internalise and recall sounds with increasing aural memory
   b. how the combined musical elements of pitch, duration, dynamics, tempo, timbre, texture and silence can be organised and used expressively within simple structures (eg beginning, middle, end)
   c. how sounds can be made in different ways (eg vocalising, clapping, by musical instruments, in the environment) and described using given and invented signs and symbols
   d. how music is used for particular purposes (eg for dance, as a lullaby).

Breadth of study

5. During the key stage, pupils should be taught the **Knowledge, skills and understanding** through:
   a. a range of musical activities that integrate performing, composing and appraising
   b. responding to a range of musical and non-musical starting points
   c. working on their own, in groups of different sizes and as a class
   d. a range of live and recorded music from different times and cultures.

How Mastering Music delivers the National Music Curriculum for Key Stage 1

Mastering Music™ has <u>not</u> been designed for pupils in Key Stage 1. Each of the items 2a, 2b, 3b, 4a and 4b all present ICT opportunities, and Datasonics intends to address these in a future version of Mastering Music™.

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Key Stage 2 Programme of Study

Knowledge, skills and understanding

Teaching should ensure that **listening, and applying knowledge** and **understanding,** are developed through the interrelated skills of **performing, composing** and **appraising.**

Controlling sounds through singing and playing – performing skills
1. Pupils should be taught how to:
   a. sing songs, in unison and two parts, with clear diction, control of pitch, a sense of phrase and musical expression
   b. play tuned and un-tuned instruments with control and rhythmic accuracy
   c. practice, rehearse and present performances with an awareness of the audience.

Mastering Music Lessons that cover the above topics

Performing	Composing	Publishing	Musicianship
Beginner Songs			
Easy Songs			
Play-along Songs			

Creating and developing musical ideas – composing skills
2. Pupils should be taught how to:
   a. improvise, developing rhythmic and melodic material when performing
   b. explore, choose, combine and organise musical ideas within musical structures.

Mastering Music Lessons that cover the above topics

Performing	Composing	Publishing	Musicianship
Beginner Songs	Keyboard Editor	Writing Manuscript	Rhythmic Dictation
Easy Songs	Drum Loops	Lyrics	Melodic Dictation
Play-along Songs		Note Recognition	

Responding and reviewing – appraising skills
3. Pupils should be taught how to:
   a. analyse and compare sounds
   b. explore and explain their own ideas and feelings about music using movement, dance, expressive language and musical vocabulary.

Mastering Music Lessons that cover the above topics

Performing	Composing	Publishing	Musicianship
Beginner Songs	Changing Instruments	Writing Manuscript	Writing Counts
Easy Songs	Correcting Instruments	Lyrics	
Play-along Songs	Selecting Instruments		

Listening, and applying knowledge and understanding
4. Pupils should be taught:
   a. to listen with attention to detail & to internalise and recall sounds with increasing aural memory
   b. how the combined musical elements of pitch, duration, dynamics, tempo, timbre, texture and silence can be organised within simple structures and used to communicate different moods and effects
   c. how music is produced in different ways and described through relevant established and invented notations
   d. how time and place can influence the way music is created, performed and heard.

Mastering Music Lessons that cover the above topics

Performing	Composing	Publishing	Musicianship
Beginner Songs	Using Dynamics	Writing Manuscript	Intervals Aural
Easy Songs	Mixing		Intervals Written
Play-along Songs	Tempo		Chords Aural
	Ensemble Balance		Chords Written

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Breadth of study

5. During the key stage, pupils should be taught the **Knowledge, skills and understanding** through:
   a. a range of musical activities that integrate performing, composing and appraising
   b. responding to a range of musical and non-musical starting points
   c. working on their own, in groups of different sizes and as a class
   d. using ICT to capture, change and combine sounds
   e. a range of live and recorded music from different times and cultures.

How Mastering Music delivers the National Music Curriculum for Key Stage 2

The table below shows how each of the lesson topics in Mastering Music™ addresses the various elements contained within the National Music Curriculum for England for Key Stage 2.

Lesson Topic	Performing	Composing	Appraising	Aural	Pitch	Duration	Dynamics	Tempo	Timbre	Texture	Structure	Sound Production	Musical Influences
Performing													
Beginner Songs	✓		✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	
Easy Songs	✓		✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	
Play-along Songs	✓		✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	
Composing													
Changing Instruments		✓	✓	✓					✓			✓	
Correcting Instruments		✓	✓	✓					✓			✓	
Using Dynamics			✓	✓			✓						
Mixing			✓	✓					✓	✓	✓	✓	
Tempo		✓		✓		✓		✓					
Ensemble Balance			✓	✓					✓	✓	✓	✓	
Keyboard Editor		✓		✓	✓	✓	✓						
Drum Loops		✓	✓	✓		✓			✓				
Publishing													
Writing Manuscript	✓	✓	✓	✓	✓	✓	✓						
Lyrics		✓				✓					✓		
Note Recognition	✓	✓	✓		✓								
Musicianship													
Intervals Aural			✓	✓	✓								
Intervals Written			✓	✓	✓								
Chords Aural			✓	✓	✓								
Chords Written			✓	✓	✓								
Rhythmic Dictation			✓	✓	✓	✓							
Melodic Dictation			✓	✓	✓	✓							
Writing Counts	✓					✓		✓			✓		

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Key Stage 3 Programme of Study

Knowledge, skills and understanding

Teaching should ensure that **listening, and applying knowledge** and **understanding,** are developed through the interrelated skills of **performing, composing** and **appraising.**

Controlling sounds through singing and playing – performing skills
1. Pupils should be taught how to:
   a. sing unison and part songs developing vocal techniques and musical expression
   b. perform with increasing control of instrument-specific techniques
   c. practice, rehearse and perform with awareness of different parts, the roles and contribution of the different members of the group, and the audience and venue.

Mastering Music Lessons that cover the above topics

Performing	Composing	Publishing	Musicianship
Play-along Songs			
Folk Songs			
Christmas Solos			
Choir Songs			

Creating and developing musical ideas – composing skills
2. Pupils should be taught how to:
   a. improvise, exploring and developing musical ideas when performing
   b. produce, develop and extend musical ideas, selecting and combining resources within musical structures and given genres, styles and traditions.

Mastering Music Lessons that cover the above topics

Performing	Composing	Publishing	Musicianship
Play-along Songs	Adding Chords	Writing Manuscript	Rhythmic Dictation
Folk Songs	Drum Loops	Lyrics	Melodic Dictation
Christmas Solos	Remix	Note Recognition	
Choir Songs	Radio Remix	Enharmonic Notes	
	Audio Editing	Time Signatures	
	Wavesample Editing		
	Composing Parts		
	Film Scoring		

Responding and reviewing – appraising skills
3. Pupils should be taught how to:
   a. analyse, evaluate and compare pieces of music
   b. communicate ideas and feelings about music using expressive language and musical vocabulary to justify their own opinions
   c. adapt their own musical ideas and refine and improve their own and others' work.

Mastering Music Lessons that cover the above topics

Performing	Composing	Publishing	Musicianship
Play-along Songs	Changing Instruments	Writing Manuscript	
Folk Songs	Correcting Instruments	Lyrics	
Christmas Solos	Identifying Instruments		
Choir Songs	Arranging		
	Ensemble Arranging		

Listening, and applying knowledge and understanding
4. Pupils should be taught to:
   a. listen with discrimination and to internalise and recall sounds
   b. identify the expressive use of musical elements, devices, tonalities and structures

c. identify the resources, conventions, processes and procedures, including use of ICT, staff notation and other relevant notations, used in selected musical genres, styles and traditions

d. identify the contextual influences that affect the way music is created, performed and heard.

Mastering Music Lessons that cover the above topics

Performing	Composing	Publishing	Musicianship
Play-along Songs	Using Dynamics	Writing Manuscript	Intervals Aural
Folk Songs	Mixing	Time Signatures	Intervals Written
Christmas Solos	Tempo		Chords Aural
Choir Songs	Ensemble Balance		Chords Written
			Scales Aural
			Scales Written
			Note Comparison
			Writing Dynamics

Breadth of study

5. During the key stage, pupils should be taught the **Knowledge, skills and understanding** through:
   a. a range of musical activities that integrate performing, composing and appraising
   b. responding to a range of musical and non-musical starting points
   c. working on their own, in groups of different sizes and as a class
   d. using ICT to create, manipulate and refine sounds
   e. a range of live and recorded music from different times and cultures including music from the British Isles, the 'Western classical' tradition, folk, jazz, and popular genres, and by well-known composers and performers.

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How Mastering Music delivers the National Music Curriculum for Key Stage 3

The table below shows how each of the lesson topics in Mastering Music™ addresses the various elements contained within the National Music Curriculum for England for Key Stage 3.

Lesson Topic	Skills			Knowledge and Application										
				Aural	Musical Elements							Sound Production	Musical Influences
	Performing	Composing	Appraising	Aural	Pitch	Duration	Dynamics	Tempo	Timbre	Texture	Structure	Sound Production	Musical Influences
Performing													
Play-along Songs	✓		✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	
Folk Songs	✓		✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	
Christmas Solos	✓		✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	
Choir Songs	✓		✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	
Composing													
Changing Instruments		✓	✓	✓					✓			✓	
Correcting Instruments		✓	✓	✓					✓			✓	
Identifying Instruments		✓	✓	✓					✓			✓	
Arranging	✓		✓	✓	✓		✓		✓	✓		✓	
Ensemble Arranging	✓		✓	✓	✓		✓		✓	✓		✓	
Using Dynamics			✓	✓			✓						
Ensemble Balance			✓	✓	✓		✓		✓	✓		✓	
Mixing			✓	✓					✓	✓	✓	✓	
Tempo		✓		✓		✓		✓					
Remix		✓	✓	✓							✓	✓	
Radio Remix		✓	✓	✓							✓	✓	
Drum Loops		✓	✓	✓		✓						✓	
Audio Editing		✓	✓	✓	✓	✓						✓	
Wavesample Editing		✓	✓	✓	✓	✓						✓	
Composing Parts		✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	
Film Scoring		✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
Publishing													
Writing Manuscript	✓	✓	✓	✓	✓	✓	✓						
Lyrics		✓				✓						✓	
Enharmonic Notes			✓		✓								
Time Signatures		✓	✓			✓						✓	✓
Note Recognition	✓	✓	✓		✓								
Musicianship													
Intervals Aural			✓	✓	✓								
Intervals Written			✓	✓	✓								
Chords Aural			✓	✓	✓								
Chords Written			✓	✓	✓								
Scales Aural	✓	✓	✓	✓	✓								
Scales Written	✓	✓	✓	✓	✓								
Rhythmic Dictation	✓	✓	✓	✓		✓							
Melodic Dictation	✓	✓	✓	✓	✓	✓							
Writing Counts	✓					✓		✓				✓	
Writing Dynamics			✓	✓			✓						

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Key Stage 4 Programme of Study

At Key Stage 4, national qualifications are the main means of assessing attainment in music. There is currently no National Curriculum for Music at Key Stage 4. However, there are three awarding bodies (Edexcel, AQA and OCR) that have areas of study for students studying at GCSE level.

AQA Areas of Study

The Subject Content of the specification is structured into five Areas of Study, each of which defines a body of music for study, listing repertoire and indicating the opportunities which may be explored through performing, composing, and appraising activities.

In addition to the five Areas of Study, a body of Musical Language is also provided to serve as the basis for the approach to all the music contained within an Area of Study. Not all of the items listed below will apply universally but it is anticipated that the listing will provide guidance on the scope of teaching and learning, and assist in the acquisition of a musical vocabulary.

Area of Study	Description
Music for Film	This Area of Study will allow candidates to explore the means by which composers achieve appropriately dramatic effects through their deployment of musical elements and resources in a particular context. No prior knowledge of any particular film will be required but candidates should have considered music from films in each of the listed genres.
Music for Dance	This Area of Study will allow candidates to study various forms and styles of social dance music, exploring how sounds are organised and produced for various types of dance, and the contextual influences affecting its creation, performance and audience.
Music for Special Events	This Area of Study will allow candidates to explore the ways in which composers have responded to briefs and commissions to produce music suitable for a variety of special events, for example, celebrations, festivals and commemorations.
Orchestral Landmarks	This Area of Study will allow candidates to explore the development of the orchestra across three centuries. Candidates will study orchestral works which exemplify the expansion and changing use of orchestral resources at distinctive points during this period. Through this, candidates will gain knowledge and understanding of the characteristics of each point, of developments in orchestral writing, and of how orchestral resources have changed across time. It is intended that candidates explore these developments through aural perception; detailed score analysis will not be required.
The Popular Song since 1960	This Area of Study will allow candidates to engage with song from 1960 to the present day. Some understanding of the antecedents of styles which have persisted and developed over the period will be helpful in increasing candidates' understanding of, for example, blues, jazz, and call and response songs. Candidates should gain insight into the cultural fusions inherent in popular song. They must demonstrate knowledge of the distinctive characteristics of music from different world traditions, of the way that popular song has sought to blend them, and of the impact of music technology on the popular song.

AQA Musical Language

Through performing, composing and appraising, the specification will allow candidates to develop skills in aural perception and knowledge and understanding of:

1.   the use of musical elements, devices, tonalities and structures

2.   the use of resources, conventions, processes and relevant notations including staff notation

3.   the contextual influences which affect the way music is created, performed and heard, for example, the effect of different intentions, uses, venues, occasions, available resources and the cultural environment.

Element	Musical Items	
Melody & Harmony	Melodic step and leap diatonic intervals up to an octave, and the tritone major, minor, chromatic, pentatonic and blues scales phrasing and articulation ornamentation including glissando unison and octave major and minor chords, discords, sevenths, fifths/power chords, inversions/slash chords note clusters, dissonant/consonant harmonic rhythm cadence, modulation	
Rhythm & Metre	pulse – regular/irregular/free syncopation cross-rhythms tempo/speed simple and compound time accentuation	
Instrumentation & Texture	instruments/voices singly and in combination synthesized and computer-generated sounds, sampling harmonic/homophonic, contrapuntal/polyphonic	
Dynamics	gradation of dynamics common signs, symbols and terms	
Musical Devices	sequence – melodic and harmonic ground bass, drone, pedal, ostinato, riff imitation, fugue, canon leitmotif	
Tonalities	major, minor, modal, pentatonic, atonal, bitonal	
Structures	binary, ternary, rondo, theme and variation, call and response arch-shape, strophic, popular song forms	
Notations	*Staff*	treble clef from GI to CIII including all accidentals bass clef from CII to F including all accidentals rhythm notation from semiquaver to semibreve including dotted notes and ties, triplets and all equivalent rests, including familiarity with American terminology, from sixteenth note to whole note key signatures up to 4 sharps and 4 flats commonly used signs and symbols metronome marks quantizing and aligning
	Graphic	use of graphic notation to represent sounds
	Chords	use of letter names to represent major and minor chords (including sevenths)
	Processes	understanding of and engagement with the ways in which the listener, through aural perception, understands and appraises how music is composed and performed, its cultural and social context, enabling him/her to become critically aware of his/her own work and that of others

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How Mastering Music delivers the AQA Programme of Study for Key Stage 4

The table below shows how each of the lesson topics in Mastering Music™ addresses the various elements contained within the AQA Programme of Study for Key Stage 4.

Lesson Topic	Skills			Musical Elements							
	Performing	Composing	Appraising	Melody & Harmony	Rhythm & Metre	Instruments & Texture	Dynamics	Musical Devices	Tonalities	Structures	Notations
Performing											
Choir Songs	✓		✓	✓	✓	✓	✓	✓	✓	✓	✓
Jazz Songs	✓		✓	✓	✓	✓	✓	✓	✓	✓	✓
Rock Songs	✓		✓	✓	✓	✓	✓	✓	✓	✓	✓
Folk Advanced	✓		✓	✓	✓	✓	✓	✓	✓	✓	✓
Christmas Ensembles	✓		✓	✓	✓	✓	✓	✓	✓	✓	✓
Orchestral Songs	✓		✓	✓	✓	✓	✓	✓	✓	✓	✓
Improvisation	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
Performance	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
Advanced Performance	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
Composing											
Identifying Instruments		✓	✓			✓					
Arranging	✓	✓	✓	✓	✓	✓		✓	✓		
Ensemble Arranging		✓	✓	✓	✓	✓		✓	✓		
Adding Chords		✓	✓			✓					
Mixing			✓	✓	✓	✓					
Remix		✓	✓	✓	✓	✓		✓	✓	✓	
Radio Remix		✓	✓	✓	✓	✓					
Quantizing			✓		✓						
Editing Notes		✓	✓	✓	✓						
Audio Editing		✓	✓	✓	✓						
Wavesample Editing		✓	✓	✓	✓						
Sampling		✓	✓	✓	✓						
Drum Loops	✓	✓	✓	✓	✓	✓				✓	
Composing Parts	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
Film Scoring	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓

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Lesson Topic	Skills			Musical Elements							
	Performing	Composing	Appraising	Melody & Harmony	Rhythm & Metre	Instruments & Texture	Dynamics	Musical Devices	Tonalities	Structures	Notations
Publishing											
Writing Manuscript	✓	✓	✓	✓	✓		✓				✓
Note Spacing		✓			✓					✓	✓
Rhythmic Beaming			✓		✓						✓
Chord Symbols	✓	✓	✓	✓		✓					✓
Time Signatures		✓	✓		✓					✓	✓
Anacrusis		✓	✓		✓					✓	✓
Repeats		✓	✓							✓	✓
1st & 2nd Endings		✓	✓							✓	✓
DC al Fine		✓	✓							✓	✓
DS al Fine		✓	✓							✓	✓
DC al Coda		✓	✓							✓	✓
DS al Coda		✓	✓							✓	✓
Instrument Ranges		✓	✓	✓		✓					
Musicianship											
Intervals Aural	✓	✓	✓	✓							
Intervals Written	✓	✓	✓	✓							✓
Chords Aural	✓	✓	✓	✓		✓					
Chords Written	✓	✓	✓	✓		✓					✓
Scales Aural	✓	✓	✓	✓							
Scales Written	✓	✓	✓	✓							✓
Cadences Aural	✓	✓	✓	✓		✓					
Cadences Written	✓	✓	✓	✓		✓					✓
Note Comparison	✓	✓	✓	✓							✓
Rhythmic Dictation	✓	✓	✓		✓						✓
Melodic Dictation	✓	✓	✓	✓	✓						✓
Changing Tonality		✓	✓	✓					✓	✓	✓
Clefs		✓	✓	✓							✓
4 Part Writing		✓	✓	✓	✓	✓			✓		✓

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Edexcel Areas of Study

The specification content is defined by the lists of forms and styles for each Area of Study. Candidates will study the way sound is organised through relevant musical elements, devices, instrumental resources, tonalities, structures, notations and contextual influences.

In addition to the four Areas of Study, a body of Musical Language is also provided to serve as the basis for the approach to all the music contained within an Area of Study. Candidates will be expected to have encountered most of the concepts included and to use some of them in Performing and Composing. The list is not exhaustive and candidates may wish to use other terms for which they will be given full credit. It does not necessarily include all the specialist vocabulary which will be specific to each topic eg names of instruments and formal and compositional devices.

Area of Study	Description
Repetition and Contrast in Classical Music 1600-1899	Through the study of: • ground bass • variations • ternary form • rondo.
New Directions in Western Classical Music 1900 – present day	Through the study of: • serialism • minimalism • experimental music eg aleatoric music, performance art, the use of graphic notation • electronic music.
Popular Song in Context	Through the study of: • 12 bar blues • reggae • club dance remix • songs from musicals.
Rhythms, Scales and Modes in music from around the world	Through the study of: • gamelan music • Indian raga • African drumming • music which draws together at least two different cultures eg bhangra, folk rock.

Edexcel Musical Language

Through performing, composing and appraising, the specification will allow candidates to develop skills in aural perception and knowledge and understanding of:

1. the use of musical elements, devices, tonalities and structures

2. the use of resources, conventions, processes and relevant notations including staff notation

3. the contextual influences which affect the way music is created, performed and heard, for example, the effect of different intentions, uses, venues, occasions, available resources and the cultural environment.

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Element	Musical Items	
Pitch	*Pitch*	*pitch names* *sharp, flat* *octave* *intervals within an octave* *range* *register* *(diatonic) key* *tonic* *sub-dominant* *dominant* *blues scale* *blue notes* *pentatonic* *slendro and pelog (gamelan)* *raga (Indian)* *series/note row*
	Melody	*Movement:* *Step* *Leap* *Scalic* *Interval* *Chromatic* *Glissando*
	Harmony and Tonality	*Consonance* *Dissonance* *Major* *Minor* *Modal* *Atonal* *concept and recognition of cadences:* *perfect, imperfect, plagal, interrupted* *concept and recognition of modulation of related keys:* *IV, V and relatives* *Transpose* *Pedal* *Drone* *chord pattern* *arpeggio/broken chord*
	Notation	*Conventional staff notation:* *Stave, score* *clefs (treble and bass)* *bar* *double bar line* *key signature* *time signature* *note values* *phrase* *articulation marks* *dynamic signs* *ornament signs* *non-standard notation* *3-line staves showing relative pitch* *graphic notation* *prose score* *oral tradition*

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Duration and Tempo	*Duration*	*note values* *pulse/beat* *triplet* *dotted rhythm* *phrase (length and shape)* *phrase structure*
	Metre	*simple duple, simple triple, simple quadruple* *compound duple* *irregular* *tala (Indian)* *syncopation* *off beat* *cross rhythm* *rhythmic* *counterpoint* *swing rhythm*
	Tempo Instructions	*Adagio* *Largo* *Andante* *Moderato* *Allegro* *Vivace* *Presto* *Accelerando* *ritardando/rallentando* *allargando* *rubato* *silence* *pause*
Dynamics and articulation	*Dynamics*	*Fortissimo* *Forte* *mezzo forte, mezzo piano* *piano/pianissimo* *crescendo, diminuendo*
	Articulation	*Subito* *accent, sforzando* *legato, staccato* *tremolo*
Timbre	*Vocal sounds and vocal combinations*	*Treble* *soprano, alto, tenor, bass* *falsetto* *a cappella* *choir* *chorus* *backing vocals*

	Instrumental families	*brass, percussion, strings, woodwind*
		electric
		<u>*Keyboard*</u>
		  piano, harpsichord, electric piano
		<u>*Electronic*</u>
		  sampler, synthesizer, drum machine

	Instrumental Combinations /ensembles	*orchestra, chamber orchestra* *wind band,* *brass band* *gamelan* *rock band* *drum and bass*

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Texture	*Monophonic, heterophonic, homophonic, polyphonic* *melody and accompaniment* *solo* *unison* *doubling* *2/3/4 part* *tutti* *counter melody* *descant* *contrapuntal*
Structure	*ground bass* *rondo* *variations* *ternary form* *12 bar blues* *minuet and trio* *repetition* *recapitulation* *decoration* *sequence* *imitation* *canon* *ostinato* *riffs* *motivic development* *episode* *introduction* *coda* *ternary* *strophic* *ritornello* *sequence* *raga, alap* *jhor, jhala* *through composed aleatoric/chance* *verse and chorus* *middle eight* *break* *tape loop* *improvised*
Style	*jazz* *blues* *rock and roll* *reggae* *ska* *serialism, minimalism* *experimental music* *performance art* *banghra* *chamber, orchestral, symphonic*

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The table below shows how each of the lesson topics in Mastering Music™ addresses the various elements contained within the Edexcel Programme of Study for Key Stage 4.

Lesson Topic	Skills			Musical Elements						
	Performing	Composing	Appraising	Pitch	Duration &Tempo	Texture	Dynamics & Articul'n	Timbre	Style	Structure
Performing										
Choir Songs	✓		✓	✓	✓	✓	✓	✓	✓	✓
Jazz Songs	✓		✓	✓	✓	✓	✓	✓	✓	✓
Rock Songs	✓		✓	✓	✓	✓	✓	✓	✓	✓
Folk Advanced	✓		✓	✓	✓	✓	✓	✓	✓	✓
Christmas Ensembles	✓		✓	✓	✓	✓	✓	✓	✓	✓
Orchestral Songs	✓		✓	✓	✓	✓	✓	✓	✓	✓
Improvisation	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
Performance	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
Advanced Performance	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
Composing										
Identifying Instruments		✓	✓					✓		
Arranging	✓	✓	✓	✓	✓	✓		✓	✓	
Ensemble Arranging		✓	✓	✓	✓	✓		✓	✓	
Adding Chords		✓	✓	✓	✓				✓	✓
Mixing			✓	✓	✓	✓		✓		✓
Remix		✓	✓	✓	✓	✓		✓		✓
Radio Remix		✓	✓	✓	✓	✓		✓		✓
Quantizing			✓		✓					
Editing Notes			✓	✓	✓					
Audio Editing		✓	✓	✓	✓					✓
Wavesample Editing		✓	✓	✓	✓					✓
Sampling		✓	✓	✓	✓					✓
Drum Loops	✓	✓	✓	✓	✓				✓	✓
Composing Parts	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
Film Scoring	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓

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Lesson Topic	Skills			Musical Elements						
	Performing	Composing	Appraising	Pitch	Duration &Tempo	Texture	Dynamics & Articul'n	Timbre	Style	Structure
Publishing										
Writing Manuscript	✓	✓	✓	✓	✓		✓			✓
Note Spacing		✓			✓					✓
Rhythmic Beaming			✓		✓					
Chord Symbols	✓	✓	✓	✓		✓				
Time Signatures		✓	✓		✓					
Anacrusis		✓	✓		✓				✓	✓
Repeats		✓	✓							✓
1st & 2nd Endings		✓	✓							✓
DC al Fine		✓	✓							✓
DS al Fine		✓	✓							✓
DC al Coda		✓	✓							✓
DS al Coda		✓	✓							✓
Instrument Ranges		✓	✓	✓				✓		
Musicianship										
Intervals Aural	✓	✓	✓	✓						
Intervals Written	✓	✓	✓	✓						
Chords Aural	✓	✓	✓	✓		✓				
Chords Written	✓	✓	✓	✓		✓				
Scales Aural	✓	✓	✓	✓						
Scales Written	✓	✓	✓	✓						
Cadences Aural	✓	✓	✓	✓		✓				
Cadences Written	✓	✓	✓	✓		✓				
Note Comparison	✓	✓	✓	✓						
Rhythmic Dictation	✓	✓	✓		✓					
Melodic Dictation	✓	✓	✓	✓	✓					
Changing Tonality		✓	✓	✓						✓
Clefs		✓	✓	✓						
4 Part Writing		✓	✓	✓	✓	✓			✓	

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OCR Areas of Study

These areas of study address two important aspects in the development of music and are designed to offer candidates broad perspectives within which their skills and learning about details of specific repertoire, and their understanding of the background of its cultural context, can be developed. The general principles learned can be applied to help candidates understand, and respond to, unfamiliar music.

Area of Study	Description
Tonality	The dominance of tonal principles in the composition of Western classical music over the three centuries spanning roughly 1600 to 1900 makes this arguably an essential body of prerequisite knowledge and understanding for any study of music. Its adoption and adaptation in jazz in the twentieth century provides a further significant strand. Candidates are expected to know and be able to recognise the most common procedures, as they perform and listen, to understand the background against which these flourished, and to be able to apply this understanding to music of their own devising.
The Expressive Use of Instrumental Techniques	The starting-point for this area of study is candidates' own experience of performing, at GCSE and in other contexts. The modules provide opportunities for them: • to develop a fuller understanding of the nature and repertoire of their own instrument (including voice, which singers should understand in comparable terms); • to acquire relevant knowledge about other instruments; • to develop their awareness of the sounds and performing techniques which characterise their • own and other instruments, both as solo instruments and in combination with others; • to develop an understanding of the principal contexts in which they are, or have been, used.

OCR Musical Language

Through performing, composing and appraising, the specification will allow candidates to develop skills in aural perception and knowledge and understanding of:

1. the use of musical elements, devices, tonalities and structures

2. the use of resources, conventions, processes and relevant notations including staff notation

3. the contextual influences which affect the way music is created, performed and heard, for example, the effect of different intentions, uses, venues, occasions, available resources and the cultural environment.

How Mastering Music delivers the OCR Programme of Study for Key Stage 4

The table below shows how each of the lesson topics in Mastering Music™ addresses the various elements contained within the OCR Programme of Study for Key Stage 4.

Lesson Topic	Skills			Musical Elements							
	Performing	Composing	Appraising	Pitch	Duration	Texture	Dynamics	Devices	Timbre	Forms	Notations
Performing											
Choir Songs	✓		✓	✓	✓	✓	✓	✓	✓	✓	✓
Jazz Songs	✓		✓	✓	✓	✓	✓	✓	✓	✓	✓
Rock Songs	✓		✓	✓	✓	✓	✓	✓	✓	✓	✓
Folk Advanced	✓		✓	✓	✓	✓	✓	✓	✓	✓	✓
Christmas Ensembles	✓		✓	✓	✓	✓	✓	✓	✓	✓	✓
Orchestral Songs	✓		✓	✓	✓	✓	✓	✓	✓	✓	✓
Improvisation	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
Performance	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
Advanced Performance	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
Composing											
Identifying Instruments		✓	✓						✓		
Arranging	✓	✓	✓	✓	✓	✓		✓	✓		
Ensemble Arranging		✓	✓	✓	✓	✓		✓	✓		
Adding Chords		✓	✓	✓	✓					✓	✓
Mixing			✓	✓	✓	✓			✓		
Remix		✓	✓	✓	✓	✓		✓	✓	✓	
Radio Remix		✓	✓	✓	✓	✓					
Quantizing			✓		✓						
Editing Notes			✓	✓	✓						
Audio Editing		✓	✓	✓	✓					✓	
Wavesample Editing		✓	✓	✓	✓					✓	
Sampling		✓	✓	✓	✓					✓	
Drum Loops	✓	✓	✓	✓	✓					✓	
Composing Parts	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
Film Scoring	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓

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Lesson Topic	Performing	Composing	Appraising	Pitch	Duration	Texture	Dynamics	Devices	Timbre	Forms	Notations
	Skills			**Musical Elements**							
Publishing											
Writing Manuscript	✓	✓	✓	✓	✓		✓				✓
Note Spacing		✓			✓						✓
Rhythmic Beaming			✓		✓						✓
Chord Symbols	✓	✓	✓	✓		✓					✓
Time Signatures		✓	✓		✓						✓
Anacrusis		✓	✓		✓					✓	✓
Repeats		✓	✓							✓	✓
1st & 2nd Endings		✓	✓							✓	✓
DC al Fine		✓	✓							✓	✓
DS al Fine		✓	✓							✓	✓
DC al Coda		✓	✓							✓	✓
DS al Coda		✓	✓							✓	✓
Instrument Ranges		✓	✓	✓					✓		✓
Musicianship											
Intervals Aural	✓	✓	✓	✓							
Intervals Written	✓	✓	✓	✓							✓
Chords Aural	✓	✓	✓	✓		✓					
Chords Written	✓	✓	✓	✓		✓					✓
Scales Aural	✓	✓	✓	✓							
Scales Written	✓	✓	✓	✓							✓
Cadences Aural	✓	✓	✓	✓		✓					
Cadences Written	✓	✓	✓	✓		✓					✓
Note Comparison	✓	✓	✓	✓							✓
Rhythmic Dictation	✓	✓	✓		✓						✓
Melodic Dictation	✓	✓	✓	✓	✓						✓
Changing Tonality		✓	✓	✓						✓	✓
Clefs		✓	✓	✓							✓
4 Part Writing		✓	✓	✓	✓	✓				✓	✓

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Key Stage 5 Programme of Study

Focus Statement

At key stage 5, national qualifications are the main means of assessing attainment in music. There is currently no National Curriculum for Music at Key Stage 5 studying at "A" level. The lesson material provided by Datasonics is an extension of the lessons provided for Key Stage 4, but with a higher degree of difficulty.

Lesson Topic	Skills			Musical Elements							
	Performing	Composing	Appraising	Pitch	Duration	Texture	Dynamics	Devices	Timbre	Forms	Notations
Performing											
Choir Songs	✓		✓	✓	✓	✓	✓	✓	✓	✓	✓
Jazz Songs	✓		✓	✓	✓	✓	✓	✓	✓	✓	✓
Rock Songs	✓		✓	✓	✓	✓	✓	✓	✓	✓	✓
Folk Advanced	✓		✓	✓	✓	✓	✓	✓	✓	✓	✓
Christmas Ensembles	✓		✓	✓	✓	✓	✓	✓	✓	✓	✓
Orchestral Songs	✓		✓	✓	✓	✓	✓	✓	✓	✓	✓
Improvisation	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
Performance	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
Advanced Performance	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
Composing											
Arranging	✓	✓	✓	✓	✓	✓		✓	✓		
Ensemble Arranging		✓	✓	✓	✓	✓		✓	✓		
Mixing			✓	✓	✓	✓			✓		
Remix		✓	✓	✓	✓	✓		✓	✓	✓	
Radio Remix		✓	✓	✓	✓	✓					
Audio Editing		✓	✓	✓	✓					✓	
Wavesample Editing		✓	✓	✓	✓					✓	
Sampling		✓	✓	✓	✓					✓	
Composing Parts	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
Film Scoring	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓

Mastering Music™ English Curriculum Guide

Lesson Topic	Skills			Musical Elements							
	Performing	Composing	Appraising	Pitch	Duration	Texture	Dynamics	Devices	Timbre	Forms	Notations
Publishing											
Writing Manuscript	✓	✓	✓	✓	✓		✓				✓
Publishing Layout		✓								✓	✓
Anacrusis		✓	✓		✓					✓	✓
Repeats		✓	✓							✓	✓
1st & 2nd Endings		✓	✓							✓	✓
DC al Fine		✓	✓							✓	✓
DS al Fine		✓	✓							✓	✓
DC al Coda		✓	✓							✓	✓
DS al Coda		✓	✓							✓	✓
Musicianship											
Intervals Aural	✓	✓	✓	✓							
Intervals Written	✓	✓	✓	✓							✓
Chords Aural	✓	✓	✓	✓		✓					
Chords Written	✓	✓	✓	✓		✓					✓
Scales Aural	✓	✓	✓	✓							
Scales Written	✓	✓	✓	✓							✓
Cadences Aural	✓	✓	✓	✓		✓					
Cadences Written	✓	✓	✓	✓		✓					✓
Note Comparison	✓	✓	✓	✓							✓
Rhythmic Dictation	✓	✓	✓		✓						✓
Melodic Dictation	✓	✓	✓	✓	✓						✓
Creating Chords		✓	✓	✓		✓					✓
Chord Inversions		✓	✓	✓		✓					✓
4 Part Writing		✓	✓	✓	✓	✓				✓	✓

Mastering Music™   Welsh Curriculum Guide

How to use this Curriculum Guide

This Curriculum Guide shows how Mastering Music™ e-learning software supports and assists in delivering the National Music Curriculum for Wales for Key Stages 2 - 5.

Several sections of the National Music Curriculum for Wales have been reproduced in the following pages as a ready reference in demonstrating how Mastering Music™ supports the various elements of this Curriculum.

Mastering Music™ is e-learning music software that covers a broad range of lesson topics that teach pupils about most aspects of music. It should be noted that Mastering Music™ will not address all of the curriculum requirements for music, simply because not all aspects of music can be learned by using a computer, eg learning to play an instrument or to sing. However, by adopting a novel approach to how the music elements are presented and worked on, it is our considered opinion that upward of 80% of a pupil's total musical knowledge and understanding can be obtained by self-paced lesson tasks in Mastering Music™.

The pages that follow show the Mastering Music™ lesson topics that apply to each Key Stage. Because Mastering Music™ contains multiple tasks for each lesson topic that become harder as you progress through them, most lesson topics span multiple Key Stages and so will appear several times throughout this Curriculum Guide. The important information contained at each Key Stage shows which aspects of the music curriculum are covered by each lesson topic.

You will see from this Curriculum Guide that many of the lesson topics actually cover more than one element of the music curriculum. This supports the guidelines for each of Key Stages that state that the activities of performing, composing and appraising should be interwoven, so that the learning derived from each, serves to reinforce learning in the others.

Use of Information and Communication Technology across the Curriculum

The National Music Curriculum for Wales makes special mention on the use of ICT in assisting teachers and pupils in learning about all aspects of music. Mastering Music™ gives pupils the greatest opportunity to use ICT in an interactive manner within an e-learning framework and have fun doing it!

Special mention should be made of the Curriculum Online initiative, introduced recently by the UK Government. This initiative demonstrates the importance of ICT in every subject area. Mastering Music™ being an e-learning software package for music supports this initiative more fully than any other music software package currently in the marketplace.

Access for all Pupils

The Common Requirements section of the National Curriculum for Wales states that for those pupils who may need the particular provision, material may be selected from earlier key stages where this is necessary to enable individual pupils to progress and demonstrate achievement. For gifted and talented pupils, material should be presented in ways that encourage further enquiry, research, problem solving and creative thinking. Material from later key stage programmes of study may be used to enable such pupils to make further progress.

Mastering Music™ contains multiple tasks for each lesson topic that get harder as you progress through them and these lesson tasks are designed to be operated in a self-paced environment. This provides the greatest opportunity to cater for pupils with a mixed range of abilities and experiences in one class.

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The Structure of the Welsh National Music Curriculum

Key Stages and Year Groups

There is a standard way of labelling school year groups and deciding in which year group each child belongs to across the country. For the purposes of the National Curriculum, year groups have been divided into a series of 'Key Stages'. Students are in the Key Stages of Foundation, 1, 2 in Primary School and in Key Stages 3, 4 and 5 in Secondary School.

Listed below is a table showing how Year Groups and pupils' ages correspond to each Key Stage.

Key Stage	Pupils' Ages	Year Groups
1	5 - 7	1 - 2
2	7 - 11	3 - 6
3	11 - 14	7 - 9
4	14 - 16	10 - 11
5	16 - 18	12 - 13

The Programmes of Study

In each of the Key Stages listed above, **programmes of study** set out what pupils should be taught and, for Key Stages 1 to 3, **attainment targets** set out the expected standards of pupils' performance.

At the end of Key Stages 1, 2 and 3, standards of pupils' performance are set out in **eight level descriptions** of increasing difficulty, with an additional description above level 8 to help teachers in differentiating exceptional performance.

Attainment Target and Level Descriptions

The following level descriptions describe the types and range of performance which pupils working at a particular level should characteristically demonstrate. In deciding on a pupil's level of attainment at the end of key stage, teachers should judge which description best fits the pupil's performance. Each description should be considered in conjunction with the descriptions for adjacent levels.

The level descriptions provide the basis for making judgements on pupils' performances at the end of Key Stages 1, 2 and 3. At Key Stage 4, national qualifications are the main means of assessing attainment in music.

Range of levels within which the great majority of pupils are expected to work		Expected attainment for the majority of pupils at the end of the key stage	
Key Stage	Levels	Age	Level
1	1-3	7	2
2	2-5	11	4
3	3-7	14	5/6

Level 1
Pupils sing with clear diction, performing loudly or quietly as directed. They clap or tap a steady beat in time with others. Having explored a variety of sound sources, pupils choose suitable sounds in response to a given stimulus. They recognise and respond to sounds and music, in terms of elements such as dynamics, pace, duration and timbre.

Level 2
Pupils sing songs comprising a limited range of notes, keeping broadly in tune. They play a simple pattern on a percussion instrument in time to a steady beat. They choose and organise sounds in response to a given stimulus and create short melodic patterns, showing some control of musical

elements. They make broad distinctions within musical elements and use simple to describe how they are used for expressive purposes.

Level 3
Pupils sing songs in tune and control their breathing in order to enhance their performance. They play an instrumental part using a limited range of notes. They work with others to create compositions which have a simple musical shape, revising their ideas where necessary. They make distinctions within musical elements and discuss how effectively these elements are used.

Level 4
Pupils sing and play, showing control of musical elements; they maintain a part as a member of a group in a simple part song and maintain an individual instrumental part in a group piece. Working with others, they devise and undertake simple development of musical ideas to produce compositions, demonstrating understanding and appropriate use of musical elements. They make distinctions within musical elements in describing, comparing and evaluating different kinds of music drawn from the Key Stage 2 or Key Stage 3 Programme of Study.

Level 5
Pupils demonstrate fluency in singing and playing a broad repertoire. They maintain a part as a member of a group in a part song and maintain an individual instrumental part in a group piece. Working with others, they develop and organise material within appropriate musical structures and they evaluate and refine their compositions. They discriminate within musical elements and recognise the main characteristics of a variety of music, drawn from the Key Stage 2 or Key Stage 3 Programme of Study.

Level 6
Pupils demonstrate fluency, attention to detail and, where appropriate, responsiveness to others in singing and playing an expanding repertoire. They maintain a part as a member of a group in a part song and/or sing a short solo part; they play individually, in a group piece or as a solo. They produce a variety of compositions, including pieces composed individually, which sustain and develop musical ideas. They discriminate within musical elements and recognise the distinguishing characteristics of a variety of music, drawn from the Key Stage 3 Programme of Study.

Level 7
Pupils perform with a degree of stylistic awareness and, where appropriate, a sense of ensemble. They produce coherent compositions, demonstrating a high level of understanding and control of musical elements. Through aural analysis, they recognise the distinguishing characteristics of, and make critical judgements about, a variety of music drawn from the Key Stage 3 Programme of Study.

Level 8
Pupils perform a technically demanding repertoire, demonstrating stylistic awareness, sensitivity of interpretation and, where appropriate, a degree of empathy with other performers. They produce convincing compositions which display general consistency of style. Through aural analysis, they identify the distinguishing characteristics of, and make critical appraisals of, a variety of music drawn from the Key Stage 3 Programme of Study.

Exceptional Performance
Pupils demonstrate stylistic awareness and sensitivity of interpretation in performing a repertoire that makes challenging technical and musical demands. They give a convincing performance of a solo piece and demonstrate empathy with other performers in ensemble music. They produce compositions which demonstrate a coherent development of musical ideas, consistency of style and a degree of individuality. They make detailed aural analyses and subtle critical appraisals of a variety of music drawn from the Key Stage 3 Programme of Study.

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Key Stage 1 Programme of Study

Focus Statement

At Key Stage 1 pupils should be taught how to perform, compose and appraise music focusing their listening (in all musical activities) on the musical elements. The repertoire chosen for performing and listening should comprise a range of music, including the music of Wales.

The activities of performing, composing and appraising should be interwoven so that the learning derived from each serves to reinforce learning in the others. The term 'compositions' includes improvisations and arrangements.

Pupils should be given opportunities to work as a class and in a smaller group, to reflect on and discuss their work, how to improve it and to use ICT *eg to record their music.*

Musical Elements

Element	Musical Tasks
Pitch	high/low
Duration	long/short sounds, pulse, rhythm
Pace	fast/slow
Timbre	quality of sound
Texture	one sound/several sounds performed together
Dynamics	loud/quiet
Structure	pattern, repetition/contrast
Silence	

Performing

Pupils should be taught to:

1. sing a variety of simple songs, eg songs of a limited vocal range, with some control of breathing, posture, diction, dynamics and pitch

2. play simple melodies and accompaniments, *eg repeated patterns,* on a variety of instruments, including tuned and un-tuned percussion, keeping a steady beat and listening to other performers

during which pupils should be given opportunities to:

3. imitate, memorise, internalise (hear in their heads) and recall short musical patterns and songs.

Composing

Pupils should be taught to:

1. improvise, compose and arrange music using a variety of sound sources, *eg their voices, bodies, sounds from the environment and tuned and un-tuned percussion*

2. create, select and organize sounds in response to different stimuli, *eg musical ideas, poems, pictures, stories*

during which pupils should be given opportunities to:

3. explore a range of sound sources.

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Appraising

Pupils should be taught to:

1. listen attentively to their own and others' music in order to make broad distinctions within the musical elements

2. discuss the effectiveness of music, including their own compositions and performances

during which pupils should be given opportunities to:

3. recognise and describe sounds in the environment and sounds made by classroom instruments

4. respond to music through movement and/or other form of expression.

How Mastering Music delivers the Welsh Music Curriculum for Key Stage 1

Mastering Music™ has <u>not</u> been designed for pupils in Key Stage 1. Each of the items **Performing** 2 & 3, **Composing** 1, 2 & 3, and **Appraising** 1, 2, 3 & 4 all present ICT opportunities, and Datasonics plans to address these in a future version of Mastering Music™.

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Key Stage 2 Programme of Study

Focus Statement

At Key Stage 2 pupils should be given opportunities to build on the knowledge, understanding and skills acquired at Key Stage 1. They should be taught how to perform, compose and appraise music focusing their listening (in all musical activities) on the musical elements. The repertoire chosen for performing and listening should include music of varied genres and styles, from different times and cultures. It should extend pupils' musical experience and include examples taken from the European 'classical' tradition, folk and popular music, the music of Wales and other musical traditions and cultures. The repertoire for performing should be progressively more demanding and chosen in the light of pupils' needs, backgrounds and stages of musical development.

The activities of performing, composing and appraising should be interwoven so that the learning derived from each serves to reinforce learning in the others. The term 'compositions' includes improvisations and arrangements.

Pupils should be given opportunities to work as a class and in a smaller group, to reflect on and discuss their work, how to improve it and to use ICT *eg to record their music and select or alter sounds on a keyboard.*

Musical Elements

Element	Musical Tasks
Pitch	melody, chords
Duration	pulse, metre, rhythm
Pace	graduations of speed
Timbre	tone quality of voice/instruments
Texture	melody and accompaniment, combination of melodic lines
Dynamics	gradations of volume, accents
Structure	repetition/contrast, phrase, simple forms
Silence	

Performing

Pupils should be taught to:

1. sing an expanding repertoire of unison and simple part songs, *eg rounds, songs with a descant, cerdd dant arrangements,* with increasing control of breathing, posture, diction, dynamics, phrasing, pitch and duration

2. play a widening range of instruments, *eg percussion, recorders, electronic keyboards,* using appropriate playing techniques and with increasing dexterity and control of sound

during which pupils should be given opportunities to:

3. maintain a part as a member of a group in a part song

4. maintain an individual instrumental part in a group piece

5. imitate, memorise, internalise (hear in their heads) and recall short musical patterns and songs.

Mastering Music Lessons that cover the above topics

Performing	Composing	Publishing	Musicianship
Beginner Songs			
Easy Songs			
Play-along Songs			

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Composing

Pupils should be taught to:

1. improvise, compose and arrange music in response to a range of musical stimuli, *eg a five-note scale,* and extra-musical stimuli, *eg a picture*

2. develop and refine musical ideas using appropriate structures

during which pupils should be given opportunities to:

3. explore and use a widening range of sound sources, *eg their voices, bodies, sounds from the environment and instruments*

4. create, select and organise sounds to produce a specific mood or atmosphere.

Mastering Music Lessons that cover the above topics

Performing	Composing	Publishing	Musicianship
Beginner Songs	Keyboard Editor	Writing Manuscript	Rhythmic Dictation
Easy Songs	Drum Loops	Lyrics	Melodic Dictation
Play-along Songs		Note Recognition	

Appraising

Pupils should be taught to:

1. listen attentively to their own and others' music in order to make distinctions within the musical elements

2. discuss and evaluate music, including their own compositions and performances

during which pupils should be given opportunities to:

3. listen attentively to a broad range of music in order to recognise and describe its main characteristics.

Mastering Music Lessons that cover the above topics

Performing	Composing	Publishing	Musicianship
Beginner Songs	Changing Instruments	Writing Manuscript	Writing Counts
Easy Songs	Correcting Instruments	Lyrics	Intervals Aural
Play-along Songs	Selecting Instruments		Intervals Written
	Using Dynamics		Chords Aural
	Mixing		Chords Written
	Tempo		
	Ensemble Balance		

How Mastering Music delivers the Welsh Music Curriculum for Key Stage 2

The table below shows how each of the lesson topics in Mastering Music™ addresses the various elements contained within the National Music Curriculum for Wales for Key Stage 2.

Lesson Topic	Skills			Musical Elements						
	Performing	Composing	Appraising	Pitch	Duration	Dynamics	Pace	Timbre	Texture	Structure
Performing										
Beginner Songs	✓		✓	✓	✓	✓	✓	✓	✓	✓
Easy Songs	✓		✓	✓	✓	✓	✓	✓	✓	✓
Play-along Songs	✓		✓	✓	✓	✓	✓	✓	✓	✓
Composing										
Changing Instruments		✓	✓					✓	✓	
Correcting Instruments		✓	✓					✓	✓	
Using Dynamics			✓			✓				
Mixing			✓					✓	✓	✓
Tempo		✓			✓		✓			
Ensemble Balance			✓					✓	✓	✓
Keyboard Editor		✓	✓	✓	✓	✓				
Drum Loops		✓	✓		✓			✓	✓	
Publishing										
Writing Manuscript	✓	✓	✓	✓	✓	✓				
Lyrics		✓			✓					✓
Note Recognition		✓	✓	✓	✓					
Musicianship										
Intervals Aural			✓	✓						
Intervals Written			✓	✓						
Chords Aural			✓	✓						
Chords Written			✓	✓						
Rhythmic Dictation			✓		✓					
Melodic Dictation			✓	✓	✓					
Writing Counts	✓				✓		✓			✓

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Key Stage 3 Programme of Study

Focus Statement

At Key Stage 3 pupils should be given opportunities to build on the knowledge, understanding and skills acquired at Key Stage 2. They should be taught how to perform, compose and appraise music focusing their listening (in all musical activities) on the musical elements. The repertoire chosen for performing and listening should include music of varied genres and styles, from different times and cultures, composed for different media and for various purposes. It should extend pupils' musical experience and include examples taken from the European 'classical' tradition from its earliest roots to the present day, folk and popular music, the music of Wales and other musical traditions and cultures. The repertoire for performing should be progressively more demanding and chosen in the light of pupils' needs, backgrounds and stages of musical development.

The activities of performing, composing and appraising should be interwoven so that the learning derived from each serves to reinforce learning in the others. The term 'compositions' includes improvisations and arrangements.

Pupils should be given opportunities to work as a class, in a smaller group and as individuals, to reflect on and discuss their work how to improve it, and to use ICT.

Musical Elements

Element	Musical Tasks
Pitch	melodic shape, characteristics of melodic and harmonic intervals, various scales and modes, harmony
Duration	pulse, metre, rhythm
Pace	speed of pulse
Timbre	quality of sound produced using voices, instruments and other sources in a variety of ways
Texture	solo, melody, accompaniment, polyphony, distribution of instrumental and/or vocal sounds including balance and density
Dynamics	gradations of volume, accents
Structure	phrase, repetition/contrast, variation, development, devices such as imitation and sequence, simple forms
Silence	

Performing

Pupils should be taught to:

1. sing an expanding repertoire of unison and part songs with increasing sophisticated technique and with control of subtle changes within the musical elements

2. play a wide range of instruments with increasing sophisticated technique and with control of subtle changes within the musical elements

during which pupils should be given opportunities to:

3. maintain a part as a member of a group in a part song and/or play a short solo part

4. maintain an individual instrumental part in a group piece and/or play a short solo part

5. rehearse and direct others

6. develop ensemble skills, including responsiveness to other performers and/or a conductor

7.   memorise, internalise, imitate and recall increasingly complex sections of music

8.   perform by ear

9.   perform from various forms of notation, where this helps to improve standards of performing.

Mastering Music Lessons that cover the above topics

Performing	Composing	Publishing	Musicianship
Play-along Songs			
Folk Songs			
Christmas Solos			
Choir Songs			

Composing

Pupils should be taught to:

1.   compose and arrange music in response to a wide range of stimuli, through experimentation and improvisation

2.   develop musical ideas within coherent structures

3.   evaluate, revise and refine their work to produce finished compositions

during which pupils should be given opportunities to:

4.   select and combine sounds from a wide variety of vocal, instrumental and electronic sources

5.   improvise vocally and instrumentally

6.   produce individual and group compositions

7.   store work-in-progress and finished compositions using recording equipment and/or appropriate notations, where this helps to improve standards of composing.

Mastering Music Lessons that cover the above topics

Performing	Composing	Publishing	Musicianship
Play-along Songs	Adding Chords	Writing Manuscript	Rhythmic Dictation
Folk Songs	Drum Loops	Lyrics	Melodic Dictation
Christmas Solos	Remix	Note Recognition	
Choir Songs	Radio Remix	Enharmonic Notes	
	Audio Editing	Time Signatures	
	Wavesample Editing		
	Composing Parts		
	Film Scoring		

Appraising

Pupils should be taught to:

1.   listen to music of increasing complexity with perception and attention to detail in order to discriminate within the musical elements

2.   discuss and evaluate live and recorded music, including their own compositions and performances

during which pupils should be given opportunities to:

3.   listen attentively to an increasingly broad range of music in order to recognise and describe its distinctively characteristics

4.   listen attentively to and analyse music critically, showing an understanding of style and an ability to relate it, where appropriate, to its social, historical and/or cultural background.

Mastering Music Lessons that cover the above topics

Performing	Composing	Publishing	Musicianship
Beginner Songs	Changing Instruments	Writing Manuscript	Writing Counts
Easy Songs	Correcting Instruments	Lyrics	Intervals Aural
Play-along Songs	Selecting Instruments		Intervals Written
	Using Dynamics		Chords Aural
	Mixing		Chords Written
	Tempo		Scales Aural
	Ensemble Balance		Scales Written
	Arranging		Note Comparison
	Ensemble Arranging		Writing Dynamics

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How Mastering Music delivers the Welsh Music Curriculum for Key Stage 3

The table below shows how each of the lesson topics in Mastering Music™ addresses the various elements contained within the National Music Curriculum for Wales for Key Stage 3.

Lesson Topic	Skills			Musical Elements						
	Performing	Composing	Appraising	Pitch	Duration	Dynamics	Pace	Timbre	Texture	Structure
Performing										
Play-along Songs	✓		✓	✓	✓	✓	✓	✓	✓	✓
Folk Songs	✓		✓	✓	✓	✓	✓	✓	✓	✓
Christmas Solos	✓		✓	✓	✓	✓	✓	✓	✓	✓
Choir Songs	✓		✓	✓	✓	✓	✓	✓	✓	✓
Composing										
Changing Instruments		✓	✓					✓	✓	
Correcting Instruments		✓	✓					✓	✓	
Identifying Instruments		✓	✓					✓	✓	
Arranging	✓	✓	✓					✓	✓	
Ensemble Arranging	✓	✓	✓					✓	✓	
Using Dynamics			✓			✓				
Mixing			✓			✓		✓	✓	✓
Tempo		✓			✓		✓			
Ensemble Balance			✓			✓		✓	✓	✓
Remix		✓	✓				✓			✓
Radio Remix		✓	✓				✓			✓
Drum Loops		✓	✓		✓			✓	✓	
Audio Editing		✓	✓	✓	✓			✓		
Wavesample Editing		✓	✓	✓	✓			✓		✓
Composing Parts		✓	✓	✓	✓	✓	✓	✓	✓	✓
Film Scoring	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
Publishing										
Writing Manuscript	✓	✓	✓	✓	✓	✓				
Lyrics		✓				✓				✓
Enharmonic Notes			✓	✓						
Time Signatures			✓		✓					✓
Note Recognition		✓	✓	✓	✓					
Musicianship										
Intervals Aural			✓	✓						
Intervals Written			✓	✓						
Chords Aural			✓	✓						
Chords Written			✓	✓						
Scales Aural	✓	✓	✓	✓						
Scales Written	✓	✓	✓	✓						
Rhythmic Dictation			✓		✓					
Melodic Dictation			✓	✓	✓					
Writing Counts	✓	✓	✓		✓		✓			✓
Writing Dynamics			✓			✓				

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Key Stage 4 Programme of Study

Focus Statement

At key stage 4, national qualifications are the main means of assessing attainment in music. There is currently no National Curriculum for Music at Key Stage 4. However, there is one awarding body in Wales (WJEC) that has five areas of study for students studying at GCSE level.

In addition to the five Areas of Study, a body of Musical Language is also provided to serve as the basis for the approach to all the music contained within an Area of Study. Not all of the items listed below will apply universally, but it is anticipated that the listing will provide guidance on the scope of teaching and learning, and assist in the acquisition of a musical vocabulary.

WJEC Areas of Study

Area of Study	Description
Music in Wales	The Welsh music tradition is now taking on a whole new meaning. The recent emergence of classical and neo-popular music in Wales is developing in tandem with a 'feel-good' factor of national pride and identity. The roots of our musical identity lie in our folk tradition and we will seek to trace the influences that maintain continuity and cause change. It is important that we examine and understand the current state of our music. This area of study will include connections with the folk music and instruments of the other two Celtic nations who form our musical triangle – namely Ireland and Brittany.
Musical Structure	Musical structure has underpinned the development and evolution of the Western Classical tradition for more than 600 years. A study of the works of some composers from this tradition as well as the American Jazz scene of the last century will provide templates for reference and creativity. These compositional templates have been refined and adapted over the centuries in both vocal and instrumental compositions. The resulting styles and genres provide a stimulus for performing, composition and appraising skills. These styles will embrace both absolute and programme music. The fusion of classical and Jazz/Rock style has captured the imagination of groups such as Vanessa Mae and Jacques Loussier. These attempts at stylistic cross-overs are notable and praiseworthy in many respects.
Music for Special Occasions	Commissioned works often deliver a rich mosaic of musical styles. Composers across time and culture have acceded to requests or responded to historical and contemporary events with much emotional creativity. These works are by definition programmatic. A study of music written for special occasions will highlight the processes and ingredients used by composers and encourage pupils to write their own occasional music for national and in-house occasions, families, friends and local community celebrations.
Music for Stage and Screen	The world of stage and screen, provides an outlet for both imagery and symbolism in composition. Since the 16th century when drama and music began the holy alliance, composers have been called upon to write music across the whole range of human emotions- from the depths of despair to the joys of victory. This area of study will concern itself with the music written for Musicals and Films.
Music Evolution	The consequences of Arnold Schoenberg's momentous decision to abandon the tonal status quo early last century are still with us in this new century and signify a major stepping stone in the evolution of music. The remit for sound-experimentation is infinite with the frontiers being nudged ahead constantly by pioneers such as Pierre Boulez at his laboratory in the Pompidou Centre in Paris. This area of study will defer to those composers who were precursors of our post-modern era, and focus on serialism, minimalism and aleatoric styles in present day music. In addition, the impact of technology with synthesisers and computer generated sounds is assuming a greater rôle in our schools particularly in the composing and the performing components.

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WJEC Musical Language

Through performing, composing and appraising, the specification will allow candidates to develop skills in aural perception and knowledge and understanding of:

1.   the use of musical elements, devices, tonalities and structures

2.   the use of resources, conventions, processes and relevant notations including staff notation

3.   the contextual influences which affect the way music is created, performed and heard.

Element	Musical Items	
Context	How is Music Created?	Intention/Commission Stimuli – visual/emotional/musical Arrangement Improvisation
	How is Music Performed?	Technical demands Emotional demands Interpretation Professional Amateur
	How is Music Heard?	Media Live Recorded Internet
	Venue	Concert hall Rock festival School Home Church
	Occasion	Public Social State Private Secular Religious
Conventions	Use of instrumental sound Use of voices Combination of instruments and voices Use of ICT to generate sound Audience expectation	
Devices	Imitation Sequence Canon Fugue Ostinato Repetition Loop Minimalism Riff Ground bass Drone Pedal Improvisation Break Cadenza	

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Duration	*Pulse*	Regular Irregular
	Metre	Simple time (duple, triple and quadruple) Compound time (duple)
	Rhythm	Note values Dotted rhythms Syncopation Accents
	Pace/Tempo	Terms for speed from very slow to very fast
	Silence/Rests	
Dynamics	*Gradations of Volume*	Terms from very soft to very loud Signs/symbols in common usage
	Accents	Subito Sforzando
Forms	Binary, Ternary Strophic Through composed Cyclic Ritornello Rondo Theme and variations Call and response Verse and chorus Blues Introduction, Development, Coda Middle eight	
Notations	*Staff*	Treble clef, Bass clef Accidentals Rhythm notation Rests Key signatures up to 4 sharps and flats Time signatures (simple duple/triple/quadruple; compound duple) Signs and symbols in common usage Metronome marks
	Graphic	Sounds represented by graphic notation
Performance	Phrasing Articulation Ornamentation Rubato Terms in common usage pertaining to individual instruments Aleatoric	
Pitch	*Melodic Shape*	Stepwise Leapwise
	Melodic and harmonic intervals	Diatonic intervals up to an octave Arpeggios/broken chords
	Scales	Major, Minor, Pentatonic, Blues
	Modes	Major, Minor, Dorian, Aeolian
	Tonality	Major, Minor, Modal, Atonal, Bitonal
	Harmony	Primary chords, Secondary chords Chords of the seventh Concords, Discords, Clusters Chord symbols Cadences – perfect, imperfect, plagal, interrupted Modulations

Mastering Music™   Welsh Curriculum Guide

Processes	*Understand through aural perception how music is*	*Created* *Performed/improvised* *Interpreted* *Received – live, recorded* *Influenced by ICT*
Texture	*Solo*	*Monophonic* *Unison* *Instrumental* *Counter melody* *Vocal* *Descant*
	Harmony	*Homophonic* *Polyphonic* *Contrapuntal* *Round*
	Accompani-ment	*Piano* *Harp* *Guitar* *Instruments used in folk music* *Keyboards* *Backing tracks* *2/3/4 part* *Orchestral tutti*
	Balance and density	*Real sound* *Amplified sound*
Timbre	*Voice*	*Treble* *Soprano* *Alto* *Tenor* *Bass*
	Choral	*Male voices* *Female voices* *Mixed voices* *Children's voices* *A cappella*
	Orchestral	*Percussion* *Strings* *Brass* *Woodwind* *Harp* *Electronic* *Synthesised* *Computer-generated sound* *Sampling*
	Brass Band	
	Wind Band	
	Jazz Band	

How Mastering Music delivers the WJEC Programme of Study for Key Stage 4

The table below shows how each of the lesson topics in Mastering Music™ addresses the various elements contained within the WJEC Programme of Study for Key Stage 4.

Lesson Topic	Skills			Musical Elements							
	Performing	Composing	Appraising	Pitch	Duration	Texture	Dynamics	Devices	Timbre	Forms	Notations
Performing											
Choir Songs	✓		✓	✓	✓	✓	✓	✓	✓	✓	✓
Jazz Songs	✓		✓	✓	✓	✓	✓	✓	✓	✓	✓
Rock Songs	✓		✓	✓	✓	✓	✓	✓	✓	✓	✓
Folk Advanced	✓		✓	✓	✓	✓	✓	✓	✓	✓	✓
Christmas Ensembles	✓		✓	✓	✓	✓	✓	✓	✓	✓	✓
Orchestral Songs	✓		✓	✓	✓	✓	✓	✓	✓	✓	✓
Improvisation	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
Performance	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
Advanced Performance	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
Composing											
Identifying Instruments		✓	✓						✓		
Arranging	✓	✓	✓	✓	✓	✓		✓	✓		
Ensemble Arranging		✓	✓	✓	✓	✓		✓	✓		
Adding Chords		✓	✓	✓	✓					✓	✓
Mixing			✓	✓	✓	✓			✓		
Remix		✓	✓	✓	✓	✓		✓	✓	✓	
Radio Remix		✓	✓	✓	✓	✓					
Quantizing			✓		✓						
Editing Notes			✓	✓	✓						
Audio Editing		✓	✓	✓	✓					✓	
Wavesample Editing		✓	✓	✓	✓					✓	
Sampling		✓	✓	✓	✓					✓	
Drum Loops	✓	✓	✓	✓	✓					✓	
Composing Parts	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
Film Scoring	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓

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Lesson Topic	Skills			Musical Elements							
	Performing	Composing	Appraising	Pitch	Duration	Texture	Dynamics	Devices	Timbre	Forms	Notations
Publishing											
Writing Manuscript	✓	✓	✓	✓	✓		✓				✓
Note Spacing		✓			✓						✓
Rhythmic Beaming			✓		✓						✓
Chord Symbols	✓	✓	✓	✓		✓					✓
Time Signatures		✓	✓		✓						✓
Anacrusis		✓	✓		✓					✓	✓
Repeats		✓	✓							✓	✓
1st & 2nd Endings		✓	✓							✓	✓
DC al Fine		✓	✓							✓	✓
DS al Fine		✓	✓							✓	✓
DC al Coda		✓	✓							✓	✓
DS al Coda		✓	✓							✓	✓
Instrument Ranges		✓	✓	✓					✓		✓
Musicianship											
Intervals Aural	✓	✓	✓	✓							
Intervals Written	✓	✓	✓	✓							✓
Chords Aural	✓	✓	✓	✓		✓					
Chords Written	✓	✓	✓	✓		✓					✓
Scales Aural	✓	✓	✓	✓							
Scales Written	✓	✓	✓	✓							✓
Cadences Aural	✓	✓	✓	✓		✓					
Cadences Written	✓	✓	✓	✓		✓					✓
Note Comparison	✓	✓	✓	✓							✓
Rhythmic Dictation	✓	✓	✓		✓						✓
Melodic Dictation	✓	✓	✓	✓	✓						✓
Changing Tonality		✓	✓	✓						✓	✓
Clefs		✓	✓	✓							✓
4 Part Writing		✓	✓	✓	✓	✓				✓	✓

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Key Stage 5 Programme of Study

Focus Statement

At key stage 5, national qualifications are the main means of assessing attainment in music. There is currently no National Curriculum for Music at Key Stage 5 studying at "A" level. The lesson material provided by Datasonics is an extension of the lessons provided for Key Stage 4, but with a higher degree of difficulty.

Lesson Topic	Skills			Musical Elements							
	Performing	Composing	Appraising	Pitch	Duration	Texture	Dynamics	Devices	Timbre	Forms	Notations
Performing											
Choir Songs	✓		✓	✓	✓	✓	✓	✓	✓	✓	✓
Jazz Songs	✓		✓	✓	✓	✓	✓	✓	✓	✓	✓
Rock Songs	✓		✓	✓	✓	✓	✓	✓	✓	✓	✓
Folk Advanced	✓		✓	✓	✓	✓	✓	✓	✓	✓	✓
Christmas Ensembles	✓		✓	✓	✓	✓	✓	✓	✓	✓	✓
Orchestral Songs	✓		✓	✓	✓	✓	✓	✓	✓	✓	✓
Improvisation	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
Performance	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
Advanced Performance	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
Composing											
Arranging	✓	✓	✓	✓	✓	✓		✓	✓		
Ensemble Arranging		✓	✓	✓	✓	✓		✓	✓		
Mixing			✓	✓	✓	✓			✓		
Remix		✓	✓	✓	✓	✓		✓	✓	✓	
Radio Remix		✓	✓	✓	✓	✓					
Audio Editing		✓	✓	✓	✓					✓	
Wavesample Editing		✓	✓	✓	✓					✓	
Sampling		✓	✓	✓	✓					✓	
Composing Parts	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
Film Scoring	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓

Mastering Music™   Welsh Curriculum Guide

Lesson Topic	Skills			Musical Elements							
	Performing	Composing	Appraising	Pitch	Duration	Texture	Dynamics	Devices	Timbre	Forms	Notations
Publishing											
Writing Manuscript	✓	✓	✓	✓	✓		✓				✓
Publishing Layout		✓								✓	✓
Anacrusis		✓	✓		✓					✓	✓
Repeats		✓	✓							✓	✓
1st & 2nd Endings		✓	✓							✓	✓
DC al Fine		✓	✓							✓	✓
DS al Fine		✓	✓							✓	✓
DC al Coda		✓	✓							✓	✓
DS al Coda		✓	✓							✓	✓
Musicianship											
Intervals Aural	✓	✓	✓	✓							
Intervals Written	✓	✓	✓	✓							✓
Chords Aural	✓	✓	✓	✓		✓					
Chords Written	✓	✓	✓	✓		✓					✓
Scales Aural	✓	✓	✓	✓							
Scales Written	✓	✓	✓	✓							✓
Cadences Aural	✓	✓	✓	✓		✓					
Cadences Written	✓	✓	✓	✓		✓					✓
Note Comparison	✓	✓	✓	✓							✓
Rhythmic Dictation	✓	✓	✓		✓						✓
Melodic Dictation	✓	✓	✓	✓	✓						✓
Creating Chords		✓	✓	✓		✓					✓
Chord Inversions		✓	✓	✓		✓					✓
4 Part Writing		✓	✓	✓	✓	✓				✓	✓

Mastering Music

Year Level Guide

These lessons have been designed for Years 5-13. The tables below should be used as a guide only. Each student will achieve different levels of understanding and results based on their ability and experience.

Performing	Composing	Publishing	Musicianship
Years 5 & 6 (Key Stage 2)			
Beginner Songs	Changing Instruments	Writing Manuscript	Intervals Aural
Easy Songs	Correcting Instruments	Note Recognition	Intervals Written
Play-along Songs	Selecting Instruments	Lyrics	Chords Aural
	Using Dynamics		Chords Written
	Ensemble Balance		
	Mixing		
	Tempo		
	Keyboard Editor		
	Drum Loops		
Years 7 – 9 (Key Stage 3)			
Folk Songs	Changing Instruments	Writing Manuscript	Intervals Aural
Christmas Solos	Correcting Instruments	Enharmonic Notes	Intervals Written
	Identifying Instruments	Time Signatures	Chords Aural
	Arranging		Chords Written
	Ensemble Arranging		Scales Aural
	Using Dynamics		Scales Written
	Adding Chords		Rhythmic Dictation
	Ensemble Balance		Melodic Dictation
	Mixing		Note Comparison
	Remix		Writing Counts
	Radio Remix		Writing Dynamics
	Audio Editing		
	Wavesample Editing		
	Drum Loops		
	Composing Parts		
	Film Scoring		
Years 10 & 11 (Key Stage 4)			
Choir Songs	Identifying Instruments	Writing Manuscript	Intervals Aural
Jazz Songs	Arranging	Note Spacing	Intervals Written
Rock Songs	Ensemble Arranging	Rhythmic Beaming	Chords Aural
Folk Advanced	Mixing	Chord Symbols	Chords Written
Christmas Ensembles	Remix	Instrument Ranges	Scales Aural
Orchestral Songs	Radio Remix	Anacrusis	Scales Written
Improvisation	Quantizing	Repeats	Cadences Aural
	Editing Notes	1st & 2nd Endings	Cadences Written
	Audio Editing	D.C. al Fine	Rhythmic Dictation
	Wavesample Editing	D.S. al Fine	Melodic Dictation
	Sampling	D.C. al Coda	Note Comparison
	Composing Parts	D.S. al Coda	Changing Tonality
	Film Scoring		Clefs
Years 12 & 13 (Key Stage 5)			
Choir Songs	Arranging	Writing Manuscript	Intervals Aural
Jazz Songs	Mixing	Publishing Layout	Intervals Written
Rock Songs	Remix	Anacrusis	Chords Aural
Folk Advanced	Radio Remix	Repeats	Chords Written
Christmas Ensembles	Audio Editing	1st & 2nd Endings	Scales Aural
Orchestral Songs	Wavesample Editing	D.C. al Fine	Scales Written
Improvisation	Sampling	D.S. al Fine	Cadences Aural
Performance	Composing Parts	D.C. al Coda	Cadences Written
Advanced Performance	Film Scoring	D.S. al Coda	Rhythmic Dictation
			Melodic Dictation
			Note Comparison
			Transcription
			4 Part Writing
			Creating Chords
			Chord Inversions

Mastering Music   Year Level Guide

These lessons have been designed for Years 5-13. The Year columns below should be used as a guide only. Each student will achieve different levels of understanding and results based on their ability and experience.

Lesson Topic	Task Levels	Designed for Year								
		5	6	7	8	9	10	11	12	13
Performing										
Beginner Songs	3	✓								
Easy Songs	3		✓							
Play-along Songs	4			✓						
Folk Songs	4				✓					
Christmas Solos	4					✓				
Choir Songs	3						✓	✓	✓	✓
Jazz Songs	6						✓	✓	✓	✓
Rock Songs	3						✓	✓	✓	✓
Folk Advanced	3						✓	✓	✓	✓
Christmas Ensembles	3						✓	✓	✓	✓
Orchestral Songs	4						✓	✓	✓	✓
Improvisation	3						✓	✓	✓	✓
Performance	1								✓	✓
Advanced Performance	1								✓	✓
Composing										
Changing Instruments	6	✓	✓	✓	✓					
Correcting Instruments	4	✓	✓	✓	✓					
Selecting Instruments	2		✓							
Identifying Instruments	3				✓	✓	✓			
Arranging	4					✓	✓	✓	✓	✓
Ensemble Arranging	2					✓	✓	✓		
Using Dynamics	3	✓	✓	✓	✓					
Adding Chords	3					✓	✓			
Ensemble Balance	3			✓	✓					
Mixing	4	✓	✓	✓	✓	✓	✓	✓	✓	✓
Remix	3					✓	✓	✓	✓	✓
Radio Remix	2					✓	✓	✓	✓	✓
Tempo	2	✓	✓							
Quantizing	2						✓	✓		
Editing Notes	1						✓	✓		
Keyboard Editor	1	✓	✓							
Audio Editing	5					✓	✓	✓	✓	✓
Wavesample Editing	3					✓	✓	✓	✓	✓
Sampling	2						✓	✓	✓	✓
Drum Loops	4	✓	✓	✓	✓	✓				
Composing Parts	3					✓	✓	✓	✓	✓
Film Scoring	3				✓	✓	✓	✓	✓	✓

Mastering Music   # Year Level Guide

These lessons have been designed for Years 5-13. The Year columns below should be used as a guide only. Each student will achieve different levels of understanding and results based on their ability and experience.

Lesson Topic	Task Levels	Designed for Year								
		5	6	7	8	9	10	11	12	13
Publishing										
Writing Manuscript	5	✓	✓	✓	✓	✓	✓	✓	✓	✓
Note Recognition	1	✓	✓							
Note Spacing	1						✓	✓		
Lyrics	3	✓	✓							
Rhythmic Beaming	1						✓	✓		
Enharmonic Notes	1				✓	✓				
Chord Symbols	3						✓	✓		
Instrument Ranges	1						✓	✓		
Publishing Layout	3								✓	✓
Time Signatures	2				✓	✓				
Anacrusis	8						✓	✓	✓	✓
Repeats	3						✓	✓	✓	✓
1st & 2nd Endings	3						✓	✓	✓	✓
D.C. al Fine	3						✓	✓	✓	✓
D.S. al Fine	3						✓	✓	✓	✓
D.C. al Coda	2						✓	✓	✓	✓
D.S. al Coda	2						✓	✓	✓	✓
Musicianship										
Intervals Aural	16	✓	✓	✓	✓	✓	✓	✓	✓	✓
Intervals Written	16	✓	✓	✓	✓	✓	✓	✓	✓	✓
Chords Aural	12	✓	✓	✓	✓	✓	✓	✓	✓	✓
Chords Written	12	✓	✓	✓	✓	✓	✓	✓	✓	✓
Scales Aural	12				✓	✓	✓	✓	✓	✓
Scales Written	12				✓	✓	✓	✓	✓	✓
Cadences Aural	6						✓	✓	✓	✓
Cadences Written	6						✓	✓	✓	✓
Rhythmic Dictation	4				✓	✓	✓	✓	✓	✓
Melodic Dictation	4				✓	✓	✓	✓	✓	✓
Note Comparison	10					✓	✓	✓	✓	✓
Transcription	2								✓	✓
Changing Tonality	2						✓	✓		
Writing Counts	3				✓	✓				
Writing Dynamics	2				✓	✓				
Clefs	4						✓	✓		
4 Part Writing	4						✓	✓	✓	✓
Creating Chords	1						✓	✓	✓	✓
Chord Inversions	4						✓	✓	✓	✓

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Mastering Music   Lesson Order Guide

Legend: ☐ = Performing   ☐ = Composing   ☐ = Publishing   ☐ = Musicianship

These lessons have been designed for ages 11-18. The age column in each entry below should be used as a guide only. Each student will achieve different levels of understanding and results based on their ability and experience.

* The description for each of levels 1-8 & Exceptional Performance (EP) are found in the enclosed Curriculum Guide.

	Lesson	Levels	Age	Minutes	Level *	Key Stage
1	Beginner Songs	1	11	45	3	
2	Beginner Songs	2	11	45	3	2
3	Beginner Songs	3	11	45	3	
4	Changing Instruments	1-3	11	45	3	
5	Mixing	1-2	11	45	3	
6	Correcting Instruments	1-2	11	45	3	2
7	Using Dynamics	1-2	11	45	3	
8	Writing Manuscript	1	11	45	3	
9	Lyrics	1-3	11	45	3	2
10	Intervals Aural	1-2	11	45	4	
11	Intervals Written	1-2	11	45	4	
12	Chords Aural	1-4	11	90	4	2
13	Chords Written	1-4	11	90	4	
14	Writing Counts	1-3	11	45	4	
15	Easy Songs	1	11	45	4	
16	Easy Songs	2	11	45	4	2
17	Easy Songs	3	11	45	4	
18	Tempo	1-2	12	45	5	
19	Selecting Instruments	1-2	12	45	5	
20	Ensemble Balance	1-3	12	45	5	3
21	Keyboard Editor	1	12	45	5	
22	Drum Loops	1-2	12	45	5	
23	Note Recognition	1	12	45	5	
24	Time Signatures	1	12	45	5	3
25	Enharmonic Notes	1	12	30	5	
26	Writing Manuscript	2	12	45	5	
27	Rhythmic Dictation	1	12	45	5	
28	Melodic Dictation	1	12	45	5	
29	Writing Dynamics	1-2	12	45	5	3
30	Scales Aural	1-3	12	90	5	
31	Scales Written	1-3	12	90	5	
32	Play-along Songs	1	12	45	5	
33	Play-along Songs	2	12	45	5	3
34	Play-along Songs	3	12	45	5	
35	Play-along Songs	4	12	45	5	
36	Identifying Instruments	1-2	13	45	5	
37	Changing Instruments	4-6	13	45	5	
38	Mixing	3-4	13	90	5	3
39	Correcting Instruments	3-4	13	45	5	
40	Using Dynamics	3	13	45	5	
41	Film Scoring	1-2	13	90	5	
42	Writing Manuscript	3	13	45	6	3
43	Time Signatures	2	13	45	6	
44	Scales Aural	4-6	13	90	6	
45	Scales Written	4-6	13	90	6	
46	Rhythmic Dictation	2	13	45	6	
47	Melodic Dictation	2	13	45	6	
48	Note Comparison	1-5	13	45	6	3
49	Intervals Aural	3-5	13	90	6	
50	Intervals Written	3-5	13	90	6	
51	Chords Aural	5-6	13	45	6	
52	Chords Written	5-6	13	45	6	
53	Folk Songs	1	13	45	6	
54	Folk Songs	2	13	45	6	3
55	Folk Songs	3	13	45	6	
56	Folk Songs	4	13	45	6	

Mastering Music

Lesson Order Guide

Legend: ▨ = Performing   ▨ = Composing   ▨ = Publishing   ▨ = Musicianship

These lessons have been designed for ages 11-18. The age column in each entry below should be used as a guide only. Each student will achieve different levels of understanding and results based on their ability and experience.

* The description for each of levels 1-8 & Exceptional Performance (EP) are found in the enclosed Curriculum Guide.

	Lesson	Levels	Age	Minutes	Level *	Key Stage
57	Drum Loops	3-4	14	45	6	3
58	Remix	1-2	14	75	6	
59	Radio Remix	1-2	14	75	6	
60	Arranging	1	14	45	6	
61	Ensemble Arranging	1	14	90	6	
62	Composing Parts	1	14	45	6	
63	Adding Chords	1-3	14	45	6	
64	Audio Editing	1	14	45	6	
65	Wavesample Editing	1	14	45	6	
66	Christmas Solos	1	14	45	6	3
67	Christmas Solos	2	14	45	6	
68	Christmas Solos	3	14	45	6	
69	Christmas Solos	4	14	45	6	
70	Changing Tonality	1-2	14	45	6	3
71	Clefs	1-4	14	90	6	
72	Note Spacing	1	15	45	7	4
73	Anacrusis	1-8	15	45	7	
74	Rhythmic Beaming	1	15	45	7	
75	Instrument Ranges	1	15	45	7	
76	Chord Symbols	1-3	15	45	7	
77	Rock Songs	1	15	90	7	4
78	Choir Songs	1	15	90	7	
79	Jazz Songs	1	15	90	7	
80	Folk Advanced	1	15	90	7	
81	Christmas Ensembles	1	15	90	7	
82	Identifying Instruments	3	15	45	7	4
83	Remix	3	15	45	7	
84	Arranging	2	15	45	7	
85	Ensemble Arranging	2	15	45	7	
86	Quantizing	1-2	15	45	7	
87	Cadences Aural	1-2	15	45	7	4
88	Cadences Written	1-2	15	45	7	
89	Intervals Aural	6-8	15	90	7	
90	Intervals Written	6-8	15	90	7	
91	Improvisation	1	15	90	7	4
92	Rock Songs	2	15	90	7	
93	Choir Songs	2	15	90	7	
94	Jazz Songs	2	15	90	7	
95	Repeats	1	16	45	7	4
96	1st & 2nd Endings	1	16	45	7	
97	DC al Fine	1	16	45	7	
98	DS al Fine	1	16	45	7	
99	DC al Coda	1	16	45	7	
100	DS al Coda	1	16	45	7	
101	Scales Aural	7-9	16	90	7	4
102	Scales Written	7-9	16	90	7	
103	Cadences Aural	3-4	16	45	7	
104	Cadences Written	3-4	16	45	7	
105	Rhythmic Dictation	3	16	45	7	
106	Melodic Dictation	3	16	45	7	
107	Chords Aural	7-9	16	90	7	
108	Chords Written	7-9	16	90	7	
109	Editing Notes	1	16	45	8	4
110	Audio Editing	2-4	16	90	8	
111	Sampling	1-2	16	90	8	
112	Wavesample Editing	2-3	16	90	8	

Mastering Music

Lesson Order Guide

Legend: � = Performing   = Composing   = Publishing   = Musicianship

These lessons have been designed for ages 11-18. The age column in each entry below should be used as a guide only. Each student will achieve different levels of understanding and results based on their ability and experience.

* The description for each of levels 1-8 & Exceptional Performance (EP) are found in the enclosed Curriculum Guide.

	Lesson	Levels	Age	Minutes	Level *	Key Stage
113	Jazz Songs	3	16	90	8	5
114	Folk Advanced	2	16	90	8	
115	Christmas Ensembles	2	16	90	8	
116	Orchestral Songs	1-2	16	90	8	
117	Improvisation	2	16	90	8	
118	Arranging	3-4	17	90	EP	5
119	Composing Parts	2-3	17	90	EP	
120	Jazz Songs	5	17	90	EP	5
121	Choir Songs	3	17	90	EP	
122	Rock Songs	3	17	90	EP	
123	Folk Advanced	3	17	90	EP	
124	Writing Manuscript	4	17	45	EP	5
125	Repeats	2-3	17	45	EP	
126	1st & 2nd Endings	2-3	17	45	EP	
127	DC al Fine	2-3	17	45	EP	
128	DS al Fine	2-3	17	45	EP	
129	DC al Coda	2	17	45	EP	
130	DS al Coda	2	17	45	EP	
131	4 Part Writing	1-2	17	90	EP	5
132	Intervals Aural	9-12	17	90	EP	
133	Intervals Written	9-12	17	90	EP	
134	Note Comparison	6-10	17	45	EP	
135	Jazz Songs	6	17	90	EP	5
136	Christmas Ensembles	3	17	90	EP	
137	Orchestral Songs	3	17	90	EP	
138	Improvisation	3	17	90	EP	
139	Audio Editing	5	18	45	EP	5
140	Film Scoring	3	18	90	EP	
141	Orchestral Songs	4	18	90	EP	5
142	Jazz Songs	4	18	90	EP	
143	Performance	1	18	90	EP	
144	Advanced Performance	1	18	90	EP	
145	Publishing Layout	1-3	18	45	EP	5
146	Writing Manuscript	5	18	45	EP	
147	Creating Chords	1	18	45	EP	5
148	Chord Inversions	1-4	18	45	EP	
149	Chords Aural	10-12	18	90	EP	
150	Chords Written	10-12	18	90	EP	
151	Scales Aural	10-12	18	90	EP	
152	Scales Written	10-12	18	90	EP	
153	Intervals Aural	13-16	18	90	EP	
154	Intervals Written	13-16	18	90	EP	
155	Cadences Aural	5-6	18	45	EP	
156	Cadences Written	5-6	18	45	EP	
157	Rhythmic Dictation	4	18	45	EP	
158	Melodic Dictation	4	18	45	EP	
159	Transcription	1-2	18	90	EP	
160	4 Part Writing	3-4	18	90	EP	

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In-Service Training Level 1

Level 1 training is a 3-hour in-service training course for up to 4 music teachers. On completion an In-Service Certificate is issued to all attendees.

The Level 1 training provides hands on training on how to use Mastering Music™ to a basic level including, Lesson Navigation and Layout, Lesson Outline, Lesson Task operation (Concepts & Terminology, MIDI Recording, Song Arranging, Basic Notation Editing, Aural Lessons)

Level 1 training is designed to deliver the following outcomes.
  ➢ Confidently operate the Mastering Music™ software
  ➢ Use Mastering Music™ to structure a set of tasks for students
  ➢ Be able to compose and arrange songs
  ➢ Instruct students in the use of the software

The prerequisites for this training module are:
  ➢ Correct Installation of Mastering Music™,
  ➢ A basic level of knowledge of the Windows® Operating System
  ➢ A reasonable understanding of music

In-Service Training Level 2

Level 2 training is a 3-hour in-service training course for up to 4 music teachers. On completion an In-Service Certificate is issued to all attendees.

The Level 2 training provides hands on training on how to use Mastering Music™ to an intermediate level including, able to achieve a basic level of audio recording by converting MIDI to audio, first level competency in using Keyboard, Drum and Tempo editors, first level competency in understanding and using the Mixer and reaching an intermediate level of competency in using Notation.

Level 2 training is designed to deliver the following outcomes.
  ➢ Ability to "burn a CD" of own or any compositions
  ➢ Able to take editing of song arrangements to a higher level
  ➢ Print individual and conductor scores of band arrangements

The prerequisites for this training module are:
  ➢ Mastering Music In-Service Training Level 1

In-Service Training Level 3

Level 3 training is a 3-hour in-service training course for up to 4 music teachers. On completion an In-Service Certificate is issued to all attendees.

The Level 3 training provides hands on training on how to use Mastering Music™ to an advanced level including, audio recording of live instruments including voice, second level competency in using Drum editor and Mixer, first level competency in understanding and using the Event editor and reaching an advanced level of competency in using Notation.

Level 3 training is designed to deliver the following outcomes.
➢ Produce CD albums ready for release
➢ Prepare individual and conductor scores ready for publishing

The prerequisites for this training module are:
➢ Mastering Music In-Service Training Level 2

In-Service Komposa™ Training

Komposa training is a 3-hour in-service training course for up to 4 music teachers. On completion an In-Service Certificate is issued to all attendees.

The Komposa™ training provides hands on training on how to use Komposa™ to add/modify lessons including customising lesson content and screen layout for lesson tasks and producing new multi-level normal and aural lessons including curriculum details.

Komposa™ training is designed to deliver the following outcomes.
➢ Customise existing Mastering Music™ lessons
➢ Create new lessons and add into menus

The prerequisites for this training module are:
➢ Mastering Music In-Service Training Level 1

Appendix

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Introduction

The Installation Guide provided here is for music teachers to load the copy of this software onto their laptop or home computer for use at home in lesson preparation.

The Datasonics installation CD contains six sections:

1. Install Software – actual Mastering Music™ software to be installed
2. View Manuals – manuals for the product in PDF form
3. View Guides – guides for the product in PDF form
4. Run Video Clips – video clips that provide an overview of the product
5. Print Posters – posters in Word 97 format that can be printed and hung on the wall
6. View Brochures – brochures about Mastering Music™ in PDF form

System Requirements

Operating System: Windows 2000, XP or Vista, 500MHz+, 128 Mb RAM, 1024 x 768 Monitor
Applications: Music Master Professional™, Internet Explorer v5.5+

Software Installation

The installation of Mastering Music™ consists of several components as set out below.

Installation Component	CD Section	Destination
Mastering Music™ Lessons	Install Software	Server
Video Tutorials	Install Software	Server
Music Master Professional™	Install Software	Each Computer

1. Mastering Music™ Lessons

The installation procedure for the Mastering Music™ Lessons is found in the "Install Software" section of the CD. This installation uses InstallShield™ for the installation, does not install any other files in any other locations but does update the registry.

The installation consists of three basic elements.

1. Copying the files to the destination directory
2. Updating of the registry
3. Generating the desktop icons and start menu links

The default destination directory is *C:\Program Files\Datasonics\Mastering Music*. The Mastering Music™ lessons are normally installed on the network and accessed by a reference icon placed on each computer desktop (see below). This is because the files are read-only and so that the teacher can add or modify lessons without requiring these to be copied elsewhere on the network (one fact in one place). The installation requires about 150 Mb of hard disk space.

Choose "Typical" to install the Mastering Music™ Lessons and the Class Management software as "Custom" will install only the Mastering Music™ Lessons.

Datasonics Pty Ltd   ph +61 (0)2 4759 1244 fax +61 (0)2 9225 9010   PO Box 175
ABN 78 104 131 679   website www.datasonics.com.au   Hazelbrook NSW 2779
ACN 104 131 679   email sales@datasonics.com.au   AUSTRALIA

2. Video Tutorials

The video tutorials that provide help on functions within Music Master Professional™ are found in the "Install Software" section of the CD. Installation uses InstallShield™ and when installation is complete, an additional entry called "Video Tutorials" will appear in the Help menu. The default destination directory is C:\Program Files\Datasonics\Video Tutorials. This installation procedure updates the registry, but does not create any icons or entries in the start menu. The tutorials are very large requiring over 700Mb of space.

3. Music Master Professional™

The installation procedure for Music Master Professional™ is found in the "Install Software" section of the CD. The installation procedure uses InstallShield™ and requires a serial number to be entered during the installation. The serial number is found on the inside cover of the DVD case. This software is the sequencing, notation and audio engine that is used to complete each Mastering Music™ lesson task.

Installation consists of three basic operations:

1. Copying the files to the destination directory
2. Updating the Registry
3. Generating the desktop icons and start menu links

The default destination directory is C:\Program Files\Datasonics\Music Master Professional. This installation does not install any other files in any other locations. During the installation, InstallShield™ will update the registry.

The serial number is critical for Music Master Professional™ to run. If a user has made an error in entering the serial number, such as missing out a dash, the software will need to be re-installed.

The installation then creates the desktop icon and the link in the start menu for Music Master Professional™ so that it can be run stand-alone if required.

This installation completes with a script that asks "Have you loaded Mastering Music on a network server?" In this case, you should answer "No" as all three components are being loaded onto a single computer.

datasonics
Your Music. Our Technology.
Your Future.
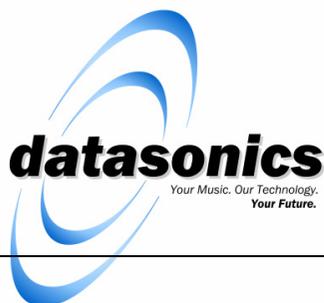
Mastering Music
Desktop Check List

Please answer all questions shown below. If the answer to any question is "No", please take this checklist to the IT department in your school for correction as problems will prevent you from running Mastering Music™ and/or Music Master® correctly.

Computer _____ Classroom _____

Item	Action	Yes	No
Internet Explorer v5.5 or greater	Open Internet Explorer, and select Help	About Internet Explorer. Is the version 5.5 or greater?		
Music Master runs from Start Menu and Desktop Icon	Select Start	Programs	Datasonics	Music Master Professional or double click on the Music Master Professional desktop icon. Does Music Master start up?		
MIDI Play Back	Load JAZZDEMO from the Music Master Professional directory and press play. Does sound come out of the speakers?		
Mastering Music loads without errors	Close Music Master. Double click on the Mastering Music desktop icon. Does Mastering Music start up?		
Play Wave file in Mastering Music	Select Musicianship	Chords. Click on one of the note pictures. Does the wave file play without opening a window?		
Music Master loads from link in Mastering Music	Select Composing	Changing Instruments. Does Music Master load up as a frame inside this lesson?		
Opening help pages and running video tutorials	Click on the text hyperlink in the Lesson Outline. Does the help page open up? Click on the video icon. Does the video tutorial open and play in the Windows Media Player?		
Microsoft Volume Controls open	Select Start	Programs	Accessories	Entertainment	Volume Control. Select Option	Properties, Select Recording and tick all entries. Select MIDI, Mix or Record Master depending upon what is shown. Does it open up?		
Record Audio	In Music Master, select Track	New Audio Track. Press Record and Play on the Transport Bar. Stop after 2 bars have played. Does the wave form show & audio play back?		