

Subject: Music

Curriculum Vision

The Music & Performing Arts faculty...

- Is committed to offering a broad and engaging curriculum that will encourage every pupil to develop their own characters as well as practical and social skills through performing together
- Wants to make studying Music enjoyable to enable pupils to embark on a lifelong love of the arts
- Will nurture every individual's own skills and talents in an environment built on inclusion and mutual respect
- Aims to provide pupils with as many opportunities as possible to experience the arts, through lessons, extra-curricular groups and visits

Curriculum Intent

- To provide a broad and engaging curriculum that will encourage every pupil to develop their understanding and enjoyment of the Performing Arts
- A holistic approach to teaching Music – performing, composing, listening and appraising which opens pupils' eyes to a range of historical periods, genres, styles and traditions

KS3 Music Curriculum Offer

| | Year 7 | Year 8 | Year 9 |
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| Terms 1 + 2 | <p>Elements of Music & Rhythm</p> <p>ELEMENTS – rhythm, tempo, dynamics, metre</p> <p>To explore music in its most basic form – rhythm – and to learn the foundation of musical notation.</p> <p>LINKS: all other topics</p> <p>Christmas Carols</p> <p>ELEMENTS – melody, harmony, tempo, dynamics</p> <p>Explore the history of Christmas carols and other traditions, culminating in the Year 7 Grandparent Christmas Performance.</p> | <p>Fanfares & Pitch Notation</p> <p>ELEMENTS – pitch, rhythm</p> <p>To combine knowledge of rhythm notation with pitch notation, learning how to read treble clef notation and how to perform from it. To explore the history of music as a form of communication and military fanfares. To learn how to perform melodic piano pieces in a paired setting.</p> | <p>Baroque Music</p> <p>ELEMENTS – texture, melody, dynamics</p> <p>Listening & Appraising Skills</p> <p>Performing Skills</p> <p>Building on Year 8 Minimalism by learning another genre/style of music but looking in more detail and linking to GCSE spec by developing the ability to write about music and apply musical knowledge and judgements (AO3/4).</p> <p>Link to GCSE AoS1 and AoS2 – two Baroque pieces on GCSE set works</p> |
| Terms 3 + 4 | <p>Instruments of the Orchestra</p> <p>ELEMENTS – instrumentation, melody</p> <p>Explore the different instruments and families involved in the orchestra, how sounds are produced differently and how to identify different instruments when listening to a piece of music. Keyboard Skills focussing on performing from written notation, playing techniques and hand positions.</p> <p>LINKS: all other topics</p> | <p>Minimalism</p> <p>ELEMENTS – texture, melody</p> <p>Study of a particular genre of music – using simple ideas and repetition to create whole pieces. Explores ideas for developing melodies, useful for Year 9 and beyond.</p> | <p>Song Writing</p> <p>ELEMENTS – texture, harmony, structure, melody</p> <p>Composing Skills</p> <p>Built on skills in Year 8 Stage & Screen</p> <p>Culmination of skills built up over KS3</p> <p>Introduce the idea of harmony which is vital for any piece of music and a key element needed for GCSE. Allows some personal expression as songs can be in any style.</p> <p>LINKS: Free Composition in Year 10 (AO2)</p> |

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| Terms 5 + 6 | <p>Performing Together</p> <p>ELEMENTS – harmony, metre, melody</p> <p>Focus on ensemble performance skills, looking at the history of 'other instruments' and ukulele playing techniques.</p> <p>LINKS: all other topics</p> | <p>Music for Stage & Screen</p> <p>Link to GCSE AoS3</p> <p>Explore how music plays a part in everyday life, through musicals, film and television. To see how music can enhance what you see on the screen and what's on the stage.</p> <p>Earth</p> <p>ELEMENTS – melody, pitch, instrumentation</p> <p>Exploration of programme music and how to use sonority and instrumental effects to compose, following BBC Ten Pieces 'Earth' by Hans Zimmer.</p> <p>LINKS: Brief Composition in Year 11 (AO2)</p> | <p>World Music</p> <p>Link to GCSE AoS4</p> <p>To explore the musical heritage of different countries and see how music plays a part in everyday life. The study of world music is also an insight into other cultures and communities, promoting tolerance and understanding.</p> |

KS4 Music Curriculum Offer

| Edexcel GCSE Music | Year 10 | Year 11 |
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| Component 1 - Performing | <p>Comp 1: Mock Performance</p> <p>AO1: Perform with technical control, expression and interpretation</p> <p>Several lessons throughout the year spent looking at the demands of the performing component. Tasks include listening</p> | <p>Comp 1: Final Performances</p> <p>AO1: Perform with technical control, expression and interpretation</p> <p>Pupils will complete their final solo performance in Term 2, using feedback from the mock in Year 10 and final ensemble performance in Term 4.</p> |

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| | to exemplar performances and marking as a class using the mark scheme. Solo performance assessment done in Term 6. | |
| Component 2 - Composing | <p>Comp 2: Free Composition</p> <p>AO2: Compose and develop musical ideas with technical control and coherence</p> <p>Pupils work on Free Composition coursework in Year 10. Tasks include developing improvisation techniques, use of harmony and melody and aural development. Pupils receive 121 tutorials and feedback on their work and become familiar with the mark scheme by looking at exemplar materials.</p> | <p>Comp 2: Set Brief Composition</p> <p>AO2: Compose and develop musical ideas with technical control and coherence</p> <p>Pupils will complete their second composition by Term 4, in response to one of four set briefs set by the exam board in September.</p> |
| Component 3 – Appraising | <p>Comp 3: Listening Exam – focussed on 5 of 8 set works</p> <p>AO3: Demonstrate and apply musical knowledge</p> <p>AO4: Use appraising skills to make evaluative and critical judgements about music</p> <p>To prepare for the exam component, the first 4-6 weeks is spent working on consolidating/furthering knowledge of music theory and the elements of music. The rest of Year 10 is spent studying 5 of 8 set works, exploring the musical context, elements and language of each one and answering exam style listening and extended questions.</p> | <p>Comp 3: Listening Exam – focussed on remaining set works and exam technique</p> <p>AO3: Demonstrate and apply musical knowledge</p> <p>AO4: Use appraising skills to make evaluative and critical judgements about music</p> <p>Terms 1-3 are spent studying the remaining set works, exploring the musical context, elements and language of each one and answering exam style listening and extended questions. Terms 3-4 are spent revising and working on exam techniques.</p> |

Careers

In addition to career paths that directly use musical skills, Music is a fundamental subject for developing a huge array of transferable skills needed for adult life and future employment.

Careers in the Music Industry

- Arts Administrator
- Community Arts Worker
- Instrumental Teacher
- Music Teacher
- Music Therapist

- Musician
- Orchestra Librarian
- Private Instrumental Music Teacher
- Radio Broadcast Assistant
- Radio Producer
- Secondary School Teacher
- Sound Technician
- West End Musical Performer

Transferable Skills / Benefits to studying Music

1. Musical training helps develop language and reasoning
2. A mastery of memorization
3. Students learn to improve their work
4. Increased coordination
5. A sense of achievement
6. Kids stay engaged in school
7. Success in society
8. Emotional development
9. Students learn pattern recognition
10. Better SAT scores
11. Fine-tuned auditory skills
12. Music builds imagination and intellectual curiosity

13. Music can be relaxing
14. Musical instruments can teach discipline
15. Preparation for the creative economy
16. Development in creative thinking
17. Music can develop spatial intelligence
18. Kids can learn teamwork
19. Responsible risk-taking
20. Better self-confidence

