



MUSIC

Why is the study of Music important?

Music is a valuable subject for all to study whether you are a gifted musician or have never engaged in music outside of school. Music's place in your education has important wider benefits on personal and social development building your confidence, self-esteem, sense of achievement and ability to relate to others.

The study of music is important because music is an important component of our human experience. Whether singing, playing, or listening, the study of music helps you listen and hear in new ways. Plato said that music "is a more potent instrument than any other for education". Music requires you to use both sides of your brain and develops your ability to think academically, emotionally, physically and spiritually. What would life be like with no music? Studying music can lead to your personal life time pursuit of music for your own personal enjoyment. Fill your life with the power of music.

Music is academic; it trains your brain for higher forms of thinking. Music can be physical and like any performance skill requires practice and rehearsal but it also promotes movement through rhythm and promotes health and well-being as it demands an emotional engagement. **Music is an art form.** We are emotional beings and your study of music from Year 7 will provide an artistic outlet and a vehicle for expression. **Music is for life you may not be able to play an instrument but we can all feel uplifted by music. See it's study as a gift - you could have fun learning how to** play in ensembles, experience the fast paced changes to music technology and perform. You will listen to musical compositions from a wide variety of genres from classical, different cultures and dance, to pop and film music.

What skills will the study of Music teach you?

Music plays an important role in academy life both inside and outside of your lessons, developing a wide range of skills and opportunities to enjoy live music experiences and participate in music making in a range of genres. Why not get inspired and motivated to engage further with music through clubs, bands, choirs, performances and music instrumental lessons. Music will teach you to understand critical engagement (LISTENING), Expression (PERFORMING) Creation (COMPOSING)

- listen
- perform
- compose
- participate
- collaborate

What will you know and understand from your study of Music?

From Year 7 you will be exposed to a wide variety of music genres from classical, cultural music, drumming and dance, to pop and film music. Across your music study you are encouraged to make connections through your music-making in order to place the music in context. You will develop your knowledge of music theory, relevant notations, traditions and skill based learning on guitar and keyboard which will ensure that you develop as musically literate individuals, capable of playing a musical instrument, with a solid understanding of the global importance of music and an ability to analyse and justify your opinions to enhance your critical understanding.

Technology plays an important role in supporting, extending and enhancing the teaching of music. You will find it interesting to use programmes that support your music making and this will inspire, motivate and stretch your engagement in music making.

If you have a specific interest in developing your talent for music and wish to work towards your graded examinations you will have the opportunity to take up music lessons on your chosen instrument be it guitar, drums, voice, brass or woodwind. We offer support with these lessons for any students choosing to study music at Tech Award.

You will learn

- practical music skills
- composition
- notation
- aspects of music technology
- elements of performance
- cultural richness of music
- music history

How does your study of Music support your study in other subjects?

Study of any subject in our curriculum takes full advantage of links with other subject areas- we term these as interdisciplinary links and we make the most of them because we know that deep learning requires the transference of knowledge and skills from one topic of learning to another. Once you can transfer your learning across topics and subject areas then you are really mastering what you know and how to apply your understanding and skills.

Music touches and links to many of your other subjects and importantly your wider life experience. Music is an intrinsic part of our lives. Music can play an active part in developing cultural awareness and celebrating diversity and in this way it has strong links with Religious Education, Geography, Citizenship and our wider British values. Music plays a significant role in creating an appropriate balance between work and play and positively affect our physical and mental wellbeing. It has strong connections to Physical Education, Dance and Drama and also complements the wider agenda of emotional health and wellbeing - it can help change the way we feel.

New technologies are transforming the way in which we work and learn in music and this creates strong links with ICT, Computer Science and Media Studies. Creativity and critical thinking is fostered by music study. It develops your capacity for original ideas and purposeful action. The development of musical knowledge through the key processes of performing, composing, listening, reviewing and evaluating contains many elements that could truly inspire your creativity. Here there are strong links to other creative subjects such as Art, Design Technology and English. In music you learn much about the notations of composers and the sounds made by musicians. You look at counting, rhythm, scales, intervals, patterns, symbols, harmonies, time signatures, overtones, tone and pitch. These

are all connected to mathematics. Even tuning instruments rests in mathematics. You will be introduced to Pythagorean tuning a system of musical tuning in which the frequency ratios of all intervals are based on the ratio 3:2.

How can you deepen your understanding of Music?

You will have access to a wealth of exciting and rewarding extra-curricular opportunities to enhance your study of Music – a testament to the enthusiasm, passion and creativity of both staff and students of all year groups. Students engage in work with professional companies and artists that are brought into the academy to deliver workshops and performances. There are plenty of occasions to work with students from different year groups ensuring that music is a great way to build friendships and have fun. Why not join the enrichment clubs within the academy and give yourself the opportunity to show what you can do? The experience will develop your skills and confidence as you can take part in a variety of musical events be it Winter / summer concerts, choir, rock school or taking up opportunities to take part in high quality productions and performances both within your academy and across the Trust where appropriate. This has a tangible impact on your achievement and enjoyment of Music. In Music we aim to support the study of music with peripatetic music classes (these are funded for any students studying Music at Level 1 /2 Eduqas (Year 10 & 11)). Why not get involved in our weekly music clubs, which are aimed at developing your skills and interests so that you can showcase your work and develop your love of performance? From this, you can gain much-needed experience in rehearsing, time management and performance as well as benefiting from being involved in choirs and ensembles on a more regular basis. There are plenty of other ways to be involved. We run various trips and events that allow you to watch quality music and theatre productions in different venues be they local or national theatres.

In addition to opportunities within the academy, Outwood Grange Academies Trust organises Trust wide events for our most passionate performers / artists. This is an opportunity to work with other performing arts students from across the Trust on large scale performances with 300+ performers. These events are held at large scale professional venues such as locally, The Theatre Royal, The Epstein Theatre, The Citadel or in Manchester, Band on the wall and give the opportunity of performing on a large stage in front of family and friends. This promises to be an experience you would never forget!

How are you assessed in Music?

Throughout the Key Stage 3 Music course you are assessed using the following assessment objectives which ensure that you can cumulatively build your subject understanding in preparation for future Vocational and A Level study. There are 6 assessment points each year that we term Praising Stars©. We assess how you at your current stage of study are on track to reach your end of stage targets which are formulated on aspirational expectation from their KS2 starting points. We make an informed prediction from our holistic assessments based on our subject mapping of expectation across the Music curriculum.

Key Assessment Objectives

Performing: Playing and Singing

7.1 Demonstrate fluency and accuracy on at least two instruments (see **age related expectations** for common classroom instruments)

7.2 Demonstrate ensemble listening skills in a group task

- 7.3 Use appropriate musical notation when playing and singing
- 8.1 Coordinate their musical role with other performer(s), considering timing and balance (see **age related expectations** for common classroom instruments)
- 8.2 Include solos or moments of musical leadership in performance
- 8.3 Make adjustments to facilitate musical interpretation and sensitive ensemble performance
- 9.1 Collaborate effectively with other performers showing the ability to lead
- 9.2 Play/sing from appropriate notation with confidence and expression
- 9.3 Play/sing in a way that demonstrates musical interpretation

Creating: Composing and Improvising

- 7.4 Select appropriate sounds for solo or group compositions, making appropriate choices about instrumental forces and timbre
- 7.5 Create compositions which make thoughtful use of the inter-related musical elements
- 7.6 Develop and extend musical ideas and patterns effectively
- 8.4 Create music in more than one genre, evidencing melody development and rhythmic interest, making use of musical features and devices
- 8.5 Refine ideas effectively, through improvisation, mutual evaluation and discussion
- 8.6 Identify, comment on and make links between musical devices in curriculum topics
- 9.4 Compose music in more than one genre, which makes controlled use of musical features and devices
- 9.5 Compose music which demonstrates development of musical ideas
- 9.6 Make accurate use of appropriate notations to realise musical ideas

Critical engagement

- 7.7 Identify a variety of different instrument sounds and families
- 7.8 Identify and comment on musical devices in a range of topics
- 7.9 Recognise musical symbols and appropriate notation, demonstrating an ability to use these in performance
- 8.7 Have a secure understanding of appropriate notations
- 8.8 Evaluate the success of their own work and set realistic targets for improvement
- 8.9 Explore the contexts and origins of a variety of different musical styles, genres and traditions
- 9.7 Discuss and analyse music in some detail, using key words and musical terms
- 9.8 Write accurate responses to music, using musical vocabulary
- 9.9 Explore and understand the contexts, origins and traditions of different musical styles, genres and traditions

How can Music support your future?

Of course we offer the study of the Eduqas Vocational Award in Performing Arts (Technical Award) and we encourage your continued study in this fantastic subject. We know that choice and personal interest are important aspects of worthy study. Whether you have continued your study of Music into Level 1 / 2 Eduqas Vocational

Award in Performing Arts (Technical Award) or not you will have gained access to this enriching subject and its study will have taught you to think differently and deeply.

Music is offered at most prestigious universities either as a single honours or a joint honours subject studied alongside other disciplines. The very fact that you have been able to study creative thinking will help your future applications be they for colleges, universities, apprenticeships or employment.

Careers that the study of Music supports include:

- Performers & Writers
- Recording
- The Record Industry
- Music Business
- Music Industry Touring
- Facility, Arena & Club management
- Film Music
- Music Journalism
- Music Education
- Public Relations & Advertising
- Radio & Television
- Symphony and Orchestra
- Music Health
- Music industry and merchandising
- Instrument work and development

Music Curriculum Progression Pathway At Outwood Academy Haydock					
	YEAR 7	YEAR 8	YEAR 9	YEAR 10	YEAR 11
Autumn 1	<p><u>Getting started! - Rhythm, Pulse and Pitch.</u></p> <p>Introduce basic music theory concepts through practical exploration of the Elements of Music and Performing modern pop songs through developing core keyboard skills, dexterity & technique</p>	<p><u>Samba Drumming</u></p> <p>Consolidating understanding of rhythmic notation in practical whole class workshops to develop ensemble performance and improvisation</p>	<p><u>Use your Ears!</u></p> <p>Using the musical futures model students will choose a piece of music and attempt to mount a performance of it using aural means as a way of learning. Students will develop</p>	<p><u>WJEC Unit 1 Performing - and Unit 2 Creating - 5639U1</u></p> <p>There are no key assessments but just practise rehearsing & performing in bands</p>	<p><u>WJEC Unit 1 Performing (5639U1)</u></p> <p>Work towards creating a performance for submission in January of Year 11. This will also involve research, rehearsal / preparation, performance</p>

	gaining an awareness of reading notation	skills using performance directions.	instrumental skills, aural skills and band skills in an industry based way of working.	Run Creating part alongside Unit 1 getting students to create in different style	skills and reviewing and reflecting.
Autumn 2	<p><u>African Drumming & Singing</u></p> <p>Become familiar with the different African percussion instruments. Perform typical polyrhythms through developing hand technique and tight ensemble skills. Sing in ensembles using melody and harmony. Perform and compose music using African Percussion & voices</p>	<p><u>Film Music.</u></p> <p>Develop an awareness of how music is recorded on to the big screen. Learn the different composing techniques such as Leitmotif, Ostinato, use of Major / Minor tonality & Cluster chords. Perform the James Bond Leitmotif, Bass riff and background figures using band instruments. Compose a piece of science fiction music.</p>	<p><u>Set song performance</u></p> <p>- Consolidating on work from Blues and Film Music to solidify use and knowledge and more advanced musical devices through ensemble performance.</p>	<p><u>WJEC Unit 1 Performing (5639U1) and Unit 2 Creating (5639U2)</u></p> <p>Start initial work on Unit 2 Creating assignment and concentrate more on this area. Still keep the performing component working alongside Unit 2.</p>	<p><u>cWJEC Unit 1 Performing (5639U1)</u></p> <p>Continuing to Work towards creating a performance for submission in January of Year 11. This will also involve research, rehearsal / preparation, performance skills and reviewing and reflecting.</p>
Spring 1	<p><u>Minimalism</u></p> <p>Understand how to play Minimalist pieces. Perform minimalism as part of a group. Create develop and refine minimalist ideas to create a coherent composition.</p>	<p><u>The Blues</u></p> <p>Consolidate understanding rhythmic notation in practical whole class workshops to develop ensemble performance</p>	<p><u>Developing individual skills and techniques</u></p> <p>Consolidating on work from units in Year 7 & 8 to home in on developing instrumental skills and review and</p>	<p><u>Unit 2 Creating (5639U2)</u></p> <p>Develop Composition by building in:</p> <p>1. Exploring and developing</p>	<p><u>Unit 3 Synoptic assessment Performing Arts in Practice (5639U3)</u></p> <p>Planning performance work, Promoting</p>

	Pupils can create, develop and refine original Minimalist ideas to create a coherent composition.	using typical rock band instruments and improvisation skills	appraise individual progress for development.	2. Application of knowledge & skills to create original work. 3. Review, reflect and refine	and pitching a presentation & evaluating and reflecting ready for May / June entry
Spring 2	<u>Class Bands</u> Learn how to play and strum basic Ukulele chords C, Am and F. The same chords are then learnt on the keyboard. Students learn the song by singing as a whole class. Students then split off into practice rooms and form a band consisting of a ukulele, keyboard & 3 singers and practice the piece working on ensemble skills, cooperation and commitment of effort to performing. Students will then produce a performance at the end of the topic.	<u>The Blues</u> continued	<u>Developing individual skills and techniques</u> continued	Work towards creating a composition for submission in May	<u>Unit 3 synoptic assessment Performing Arts in Practice (5639U3)</u> Planning performance work, Promoting and pitching a presentation & evaluating and reflecting ready for May / June entry
Summer 1	<u>Adverts</u> Explore how adverts are put together for TV / Radio and how the music is used to add effect and give the advert a sense of purpose. Create and perform a group composition developing a script and suitable background music on a made up product.	<u>Pop Project</u> Develop more advanced performance skills across a range of band instruments to collaborate in an ensemble using notation and performance Direction	<u>Songwriting</u> Students will adopt the practices of informal learning and write an original song as part of a group. Students will develop instrumental and ensemble skills as well as refine and develop original musical ideas.		<u>Unit 3 synoptic assessment Performing Arts in Practice (5639U3)</u> Planning performance work, Promoting and pitching a presentation & evaluating

					and reflecting ready for May / June entry
Summer 2	<p><u>Form & structure</u> Students work on performing a piece in Ternary form. In this unit, students develop a 2 bar answer phrase using a combination of up to 4 different pitches in an improvisation task. Students then compose a 16 bar composition in Ternary form.</p>	<p><u>Ukulele Basics.</u> Understand how the different parts of the ukulele work as well as performing chords and songs together in small ensembles reading chord notation.</p>	<p><u>Creating & Performing for Percussion</u> The idea of this final topic is for the students to create and perform a piece for percussion instruments as a group. Students will learn to cooperate as part of an ensemble and be creative with their ideas.</p>	<p><u>WJEC Unit 1 Performing (5639UI)</u> Work towards creating a performance for submission in January of Year 11</p>	Year 11 course completed