



## 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 its 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 affects 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.

### **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 summer concerts, carolling, choir or band 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 BTEC). 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 The West Yorkshire Playhouse or York Barbican 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 five years, you are assessed using the following assessment objectives which ensure that you can cumulatively build your subject understanding in preparation for future BTEC 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 BTEC Tech 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 BTEC 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 Carlton**

	<b>YEAR 7</b>	<b>YEAR 8</b>	<b>YEAR 9</b>	<b>YEAR 10</b>	<b>YEAR 11</b>
<b>Autumn 1</b>	<p align="center"><b><u>Musical Elements</u></b></p> <p>Students are introduced to Music and instrumental skills, including rhythmic and melodic performance as well as exploring the musical elements including pitch, texture, melody, dynamics, rhythm and structure through a group composition.</p> <p>Students will also develop their understanding of orchestral instruments and how musicians can be grouped before being assessed on their listening ability.</p>	<p><b><u>Blues</u></b></p> <p>Students will cover the history of the genre alongside practical workshops where they will learn the 12 bar blues structure, the introduction of the walking bass and finally develop the ability to improvise on their instrument.</p> <p><u>Key Artists include:</u> Robert Johnson B.B King Howlin Wolf Bessie Smith Eric Clapton</p>	<p><b><u>A Day in the Life</u></b></p> <p>In this introduction to the 1960's, students will use ensemble, listening and performing activities to gain an understanding of the social and political context of this important decade of music.</p> <p>They will explore the key features of The Beatles discography, analysing lyrical content, song structure and experimental instrumentation.</p> <p><u>Key Artists include:</u> The Beatles The Kinks Rolling Stones Beach Boys Bob Dylan Harry Nilsson</p>	<p><b><u>GCSE Music Year 1</u></b></p> <p><b><u>Elements of Music</u></b></p> <p>Introduction to the Elements of music. Each week we will investigate a different element of music. These are the key building blocks and are central to studying Music at GCSE.</p> <p>As part of this, there will be practical tasks and opportunities to use Music Technology.</p> <p><b><u>Solo Performance</u></b></p> <p>To benchmark your current experience and to develop your understanding of performance on your instrument, all students will perform their first solo</p>	<p><b><u>GCSE Music Year 2</u></b></p> <p>Revise all <b>Elements of Music</b> and reflect on the mock exam. Exam techniques: hints and tips</p> <p>Revisit area of <b>study 1:</b></p> <p>Forms and Devices (with more advanced topics and practical content)</p> <p>Recognition of features of baroque, classical and romantic periods</p> <p>Revisit and deeper analysis of <b>Classical Set Work</b></p> <p>Building a vocabulary revision list</p> <p>Clarifying theoretical points</p> <p><b><u>Performance</u></b></p>

				<p>performance at the end of the first half term.</p>	<p>Finalise selection of pieces for both performances with feedback/input from the instrumental teacher. Final performance exams will take place in March.</p> <p><b><u>Composition</u></b></p> <p>Research and preparation for set brief composition.</p>
<p><b>Autumn 2</b></p>	<p><b><u>Ukulele / Voice</u></b></p> <p>Further enhancing their understanding of Popular Music, students will explore basic chord progressions, simple melodies and compositional techniques.</p> <p>Students will apply instrumental and vocal skills when performing simple melodies with accompaniment in an ensemble performance.</p>	<p><b><u>Reggae</u></b></p> <p>Students will use ensemble listening and performing activities to explore a range of musical devices and Reggae artists.</p> <p>Additionally, they will gain an understanding to the social and political context of this important genre</p>	<p><b><u>Metal Guru</u></b></p> <p>Students will explore the musical products of Disco, Glam Rock and Punk.</p> <p>They will listen, perform and compose music in the style of the decade and capture the excitement of pop and rock music.</p> <p><u>Key Artists include:</u>  ABBA  Bee Gees  Eagles  Fleetwood Mac  ELO  T-Rex</p>	<p><b><u>Elements of Music</u></b></p> <p>Complete study of all elements of music and use this knowledge in your first original composition task.</p> <p><b><u>Composition</u></b></p> <p>Using Cubase and Sibelius when creating ideas using Music Technology on the PC's</p> <p><b><u>Introduction to area of study 4</u></b></p> <p>Popular Music, with terminology as appropriate:</p> <ul style="list-style-type: none"> <li>Rock and pop styles (revisiting Blues from KS3)</li> </ul>	<p><b><u>Revisit area of study 4:</u></b> Popular Music (with more advanced topic/class/practical content)</p> <p>Bhangra and fusion</p> <p>Loops, samples, panning, phasing, melismatic/syllabic</p> <p>Revisit and deeper analysis of <b>Pop Set Work</b></p> <p>Building a vocabulary revision list</p> <p>Clarifying all relevant theoretical points.</p> <p><b><u>Mock Solo Performance</u></b></p> <p><b><u>Composition</u></b></p>



				<ul style="list-style-type: none"> <li>• Strophic form, 32 bar song form, verse, chorus, middle 8, riffs, bridge, fill, break, intros and outros, backing tracks, improvisation</li> <li>• Primary and secondary chords, cadences, standard chord progressions, power chords, rhythmic devices such as syncopation, driving rhythms</li> <li>• The relationship between melody and chords</li> </ul> <p>How to 'describe' a piece using the elements of musical language</p> <p>Introduction to prepared extract for the <b>Pop Set Work</b></p> <p>Instrumentation, lead and backing vocals, strophic form, repetitive chord sequences, cadences (chordal analysis), solo, rhythmic features (triplets, syncopation, driving rhythms), walking bass, key change</p>	Working on Set Brief composition with feedback and improvement time.
<b>Spring 1</b>	<b><u>Drumming</u></b> Students will continue to explore the musical elements of Rhythm,	<b><u>Fusion</u></b> Students will develop their instrumental skills by participating in	<b><u>Under Pressure</u></b>	<b><u>Introduction to area of study 1</u></b>	<b><u>Revisit Unit 2 Music for Ensemble</u></b> with more advanced topic/class/practical content



	<p>Tempo and Metre through the use of various percussion instruments.</p> <p>They will learn how to perform as part of an African Drumming ensemble as well as learn how to perform fills and basic drum beats on the drum kit.</p>	<p>a series of workshops, practically exploring a range of music from different cultures, with a detailed focus on Raga Rock.</p> <p>They will apply the various compositional techniques needed in order to create a fusion of styles.</p> <p>They will also discover the history of several guitar related instruments, how they are made and focus on influential musicians who experimented with them.</p> <p><u>Listening to:</u>  <u>Paint it black - Rolling Stones</u>  <u>Hurdy Gurdy Man - Donovan</u>  <u>Norwegian Wood - The Beatles</u></p>	<p>Centring around the rise of the synthesiser and the popularity wars of the music video.</p> <p>Through practical workshops, students will cover a variety of styles of the decade.</p> <p><u>Key Artists Include:</u>  Phil Collins  Dire Straits  Queen  Eurythmics</p>	<p><b><u>Forms and Devices</u></b> with terminology as appropriate:</p> <p>Binary, ternary and rondo forms</p> <p>Repetition, contrast, sequence, ostinato, dotted rhythms, conjunct and disjunct movement, broken chord/arpeggio, melodic and rhythmic motifs, simple chord progressions</p> <p><b><u>Ensemble Performing</u></b>  Establishing requirements and standards and setting targets.</p> <p>Notating simple melodies.</p> <p>Recapping the basics – aural, notational and listening skills</p> <p>Introduction to the <b>Classical Set Work</b></p>	<p>Focus on Polyphonic, layered, round, canon and counter melody</p> <p><b><u>Mock Ensemble Performance</u></b></p> <p><b><u>Composition</u></b>  Complete the set brief composition for submission.</p>
<p><b>Spring 2</b></p>	<p><b><u>Time Travellers</u></b></p> <p>Students will travel back in time to explore the western classical traditions.</p> <p>Students will use performance and listening activities to explore a range of musical devices and</p>	<p><b><u>School of Rock</u></b></p> <p>Students will develop their musicianship and participate in an ensemble with directed rehearsals and a final performance on stage.</p>	<p><b><u>Roll With It</u></b></p> <p>Students will explore the rivalries of Britpop and the underground popularity of Grunge.</p> <p>Working as part of an ensemble to create a final performance on stage which captures the spirit of the</p>	<p><b><u>Introduction to area of study 2</u></b></p> <p><b><u>Music for Ensemble</u></b>  Performing in smaller ensembles; (e.g. chamber music, jazz, musical theatre etc.) as suited to learner</p>	<p><b><u>Revisit Film Music</u></b> with any further topics/content including:</p> <p>Special effects, extreme dynamics and tempo, varying time signatures, use of pattern-work, sustained notes and polyphonic textures to vary the textures</p>

	<p>compositional techniques used by romantic, classical and baroque composers.</p> <p><u>Key Composers Include:</u></p> <p>J,S Bach Ludwig van Beethoven Edvard Grieg</p>	<p>Students will demonstrate their ensemble listening skills and will demonstrate fluency and accuracy on their chosen instrument.</p>	<p>decade in a series of covers and inspired compositions.</p> <p><u>Key Artist Include:</u></p> <p>Blur Oasis Nirvana Green Day Radiohead</p>	<p>interests (cover other topics in year 11).</p> <p>Monophonic, homophonic, unison, chordal, melody and accompaniment, counter melody</p> <p>Introducing additional concepts of melody, harmony and tonality:</p> <p>inversions, dissonance, range, intervals, pentatonic, blue notes, modulations to relative major/minor</p> <p><b>Composition</b> You will begin your 'free choice' composition. This is your first piece of official coursework.</p> <p><b>Ensemble Performance assessments.</b></p>	<p><b><u>Final assessment of Solo and Ensemble performances</u></b></p> <p><b><u>Composition:</u></b></p> <p>Final improvement time for both compositions and complete the necessary paperwork include a detailed analysis of your work.</p> <p><b><u>FINAL SUBMISSION OF ALL COURSEWORK</u></b></p>
<p><b>Summer 1</b></p>	<p><b><u>Video Games Summer Project</u></b></p> <p>Students will use a range of notation in order to perform video game soundtracks.</p> <p>Exploring compositional devices, changes of mood and creating an immersive and atmospheric</p>	<p><b><u>Film Music Summer Project</u></b></p> <p>Focusing on key film music devices students will use a range of notations in order to perform film music themes.</p> <p>Additionally, students will explore compositional devices, changes of mood and will create a composition</p>	<p><b><u>#NewMusicFriday Summer Project</u></b></p> <p>Students will make use of recording software to produce and mix a track in a DAW.</p> <p>They will explore the techniques and equipment used in recording</p>	<p><b><u>Introduction to area of study 3</u></b></p> <p><b>Film Music</b>, with devices and terminology:</p> <p>Layering (texture), further examples of imitation, chromatic movement and dissonance in</p>	<p><b><u>Listening practice and final examination mock</u></b></p> <p>Ensure all areas of development based on mock reflections are reviewed and students are fully able to access all aspects of the exam.</p>

	<p>underscore using appropriate musical elements.</p> <p>Students will use loops and samples to create an appropriate soundtrack for their video game footage,</p> <p><u>Key Composers Include:</u></p> <p>Winifred Phillips</p> <p>Koji Kondo</p> <p>Jeremy Soule</p>	<p>that demonstrates inter-related musical elements.</p> <p>Students will be exposed to music from key film music composers and look behind the scenes at the work of Foley artists.</p> <p><u>Key Composers Include:</u></p> <p>John Williams</p> <p>Hanz Zimmer</p> <p>Danny Elfman</p>	<p>studios and its development over the years.</p> <p>Students will produce a portfolio of recordings and research the various distribution methods and marketing strategies available to musicians today.</p> <p><u>Key Composers Include:</u></p> <p>Charlie Puth</p> <p>Ed Sheeran</p> <p>Dua Lipa</p> <p>Billie Eilish</p>	<p>harmonic work, leitmotifs, thematic transformation of ideas</p> <p>The relationship between the story and the music: choosing appropriate elements of music to represent characters and plot</p> <p>The effect of audience, time and place, and how to achieve this through use of the musical elements</p> <p>Use of sonority, texture and dynamics to create a mood</p> <p>How to achieve contrasts and develop initial ideas when composing.</p> <p><b><u>Composition</u></b></p> <p>Developing ideas and adding new sections. Feedback and improvement time.</p> <p><b><u>Performance</u></b></p> <p>Focus on Solo performance and increasing the difficulty of piece if necessary.</p>	
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<p><b>Summer 2</b></p>	<p><b><u>Video Games Summer Project Continued</u></b></p>	<p><b><u>Film Music Summer Project Continued</u></b></p>	<p><b><u>#NewMusicFriday Summer Project Continued</u></b></p>	<p><b><u>Submit Composition I</u></b></p> <p><b>Revise Areas of Study</b></p> <p>Revisit all topics from year 9 using different pieces as listening and performing examples. Continue to build aural skills through frequent practice.</p> <p><b>Mock exam</b> completed during Summer term.</p> <p>Complete free choice <b>composition</b> project and submit.</p>	
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