



MUSIC

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 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. 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 such as school concerts, choir, talent shows or taking up opportunities to take part in high quality productions and performances both within our 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 from high quality local teachers (these are funded for any students studying Music at BTEC). Why not get involved in our weekly music enrichments, 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 more than 300 performers from throughout the Trust. These events are held at large scale professional venues such as The West Yorkshire Playhouse or York Barbican and give the opportunity for 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 5 years Music course 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 regular 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

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

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

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 it's 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 Ormesby

| | YEAR 7 KS3 | YEAR 8 KS3 | YEAR 9 KS3 | YEAR 10 BTEC Music | YEAR 11 BTEC Music |
|-----------------|---|--|--|---|---|
| Autumn 1 | <p><u>The Musical Elements</u></p> <p>Students will explore the musical elements through the use of practical and listening skills. How the musical elements work and what role they play within music.</p> | <p><u>Film Music</u></p> <p>Film music brings so much to the moving pictures. In this topic students will explore why music is used in films, how to do foley art and performing leitmotifs from some of the worlds greatest films such as Star Wars, Jaws and Pirates of the Caribbean to name a few.</p> | <p><u>Music Technology</u></p> <p>In the Autumn term students will explore the use of technology within music. Student's will look at the history and development of the keyboard and synthesisers. How to use a garage band on the apple iMacs to record instruments, how to use effects to enhance recordings. Students will also learn how to set up for a live music event and how to control a mixing desk.</p> | <p>Now Introducing</p> <p>Introduction to the Tech Award Music Course including learning about the grading criteria and requirements of the course.</p> <p><u>Music Makers</u></p> <p>Students will study different styles and genres of music throughout the decades of the 20th Century.</p> | <p>Tech Award Component 2 Project</p> <p>During the autumn term students will undertake the Assignment required for this next internally assessed element of the course. For the first part of this assignment students will work on a variety of skills, expectations and features required to be successful in the music industry.</p> |
| Autumn 2 | <p><u>Sounds & Instruments</u></p> <p>In this topic students will explore what types of ensembles are out there and what instruments are in each one. Students will also start developing their keyboard and glockenspiel skills through playing a variety of keyboard works.</p> | <p><u>Classical Music</u></p> <p>Students will explore the development of classical music from the renaissance to modern music. Students will develop both their listening skills and ensemble skills, with a specific focus on Beethoven's 5th Symphony. Additionally, students will gain an understanding of the history of the genre, its development throughout history and its influence on the music of today.</p> | <p>During this term, students will also be entitled to a one to one instrumental lesson which runs alongside the course. They will have a choice of instrument.</p> | <p>Students will begin their journey in the 60s, learning about the key features of British Invasion Music through practical exploration of the music of iconic bands and artists of the genre including The Beatles and The Kinks.</p> <p>Students will also learn about the different types of music product and the techniques used to create them. They will participate in a range of workshops as they explore each product and style through practical exploration using</p> | <p>Through practical workshops, demonstrations and research, students will put together a portfolio of work which demonstrates their understanding of the importance of these professional skills</p> <p>They will then be required to compile the video evidence of the programme of development that they have planned for themselves and the progress that this has enabled them to make in their 2 chosen disciplines – demonstrating both their musicianship and professionalism throughout. This evidence will need to be presented</p> |

| | | | | | |
|-----------------|---|--|--|---|--|
| | | | | performance and compositional techniques. | with a review of the skills that they feel they have developed and how they have achieved this. |
| Spring 1 | <u>Graphic Scores</u> In this topic students will explore both traditional music notation and other forms of music notation from around the world. Students will work in groups to compose music using tuned and untuned percussion instruments. | <u>Chords</u> In this topic students will look at the role chords and keys play to influence music. Students will explore how to play chords on different instruments such as keyboard, ukuleles and glockenspiels. Listening to music that uses different keys and how to identify them. | <u>Exploring Musical Genres</u> Students will continue to explore different genres of music they have studied.. They will use listening and performance skills to be able to understand the key concepts of each genre, what elements make up each genre and how to perform each genre on multiple instruments. | <u>Tech Award Component 1 Project</u> Students will undertake the Assignment required for this internally assessed element of the course. This will include developing a series of blog posts on a range of musical styles and the techniques used in their creation. This will include <ul style="list-style-type: none"> • Analysis of the key features of each style and the intentions of the work • Practical exploration of each style • Application of the techniques used in each style. Students will then produce 3 examples of different musical products, including a live performance, a composition for film or computer games and a DAW product that demonstrates their knowledge of the key features of their chosen style. | <u>Tech Award Component 3: Responding to a Brief:</u> This is the externally assessed element of the course. This component will allow the students to practically demonstrate the knowledge and skills that they have developed through the course. Students will focus on one particular area of the music industry and respond to a commercial brief in the role of composer, performer or producer. The first element of the assignment will begin with the students exploring and researching the various possible responses to the brief and how they can imaginatively implement these. The next part of the assignment will then require the students to develop some of these initial ideas into a final response. |
| | <u>Musical Theatre</u> Students will explore the history and development of | <u>World Music 2</u> In this topic students will continue the world music work | | <u>Tech Award Component 2</u> Students will have the opportunity to develop two musical disciplines | For example, students may choose to re-arrange a chosen piece in a different style and present this as a |

| | | | | | |
|------------------------|---|--|---|---|--|
| | <p>musical theatre. In this topic, students will explore a large array of genres within musical theatre through listening, performing songs on keyboards and singing.</p> | <p>from year 7. They will explore the use of scales and modes within music from other cultures and how these are used in different pieces of music to give a song its unique sound. Students will learn to play a number of pieces from around the world including Spain and Israel on the keyboard.</p> | | <p>through engagement in practical workshops and tasks. Throughout these workshops students will develop technical, practical, personal and professional skills. This component is designed to train self-reflective practitioners, reviewing learning and considering how improvements and developments can be made. Through practical exploration students will learn how musicians collaborate with others and use technology to use blogs, YouTube, Soundcloud and other platforms to share work with others.</p> | <p>digitally created project using music software or perform an existing song as a live performance with different stylistic features. The Final Assignment will be submitted at the end of May and externally assessed by an examiner</p> |
| <p>Summer 1</p> | <p><u>Pop & Rap 1</u> Students will look at what makes up a pop song, understand the structure of songs and how this is used within different genres of music. Students will also develop their ensemble playing skills by working in small groups to perform a piece of music using voice, ukuleles, keyboards and percussion instruments.</p> | <p><u>Pop & Rap 2</u> Continuing with the topic from year 7, students will continue with developing their ensemble skills from other topics they have covered this year. Students will work towards a group performance of a pop or rap song, using the skills they have developed over the two year KS3. Students will develop their musicianship and participate in an ensemble with</p> | <p><u>Band Skills</u> Students will take all the skills they have developed and the instrumental lessons they have been having to create a summer concert. They will work in different groups to perform different genres of music they have studied in other topics. They will work on their musicianship and ensemble playing to be able to adapt to different types of music and situations.</p> | <p>During the summer term, students will begin to plan for the Assignment required for this next internally assessed element of the course. For the first part of this assignment students will work on a variety of skills, expectations and features required to be successful in the music industry. Through practical workshops, demonstrations and research, students will begin put together a portfolio of work which demonstrates their understanding</p> | |

| | | | | | |
|------------------------|---|---|--|---|--|
| | | <p>directed rehearsals and a final performance on stage. Students will demonstrate their ensemble listening skills and will demonstrate fluency and accuracy on their instrument.</p> | | <p>of the importance of these professional skills</p> | |
| <p>Summer 2</p> | <p><u>World Music I</u> In this topic students will explore a different country each lesson. They will learn to understand how music is used in culture and religion in a lot of places. Students will also look at fusion music and how different genres can be combined to create a new type.</p> | <p><u>Jazz & Blues</u> Students will use ensemble listening and performing activities to explore a range of musical devices and key Blues artists. Additionally, students will gain an understanding to the history of the genre and its link to the slave trade.</p> | | <p>Second part of this assessment will be a presentation of the progress made by students throughout this component. Before they can do this they will identify the key areas that they wish to develop as a musician and put together a rigorous plan on how these targets will be achieved. They will be required to begin to gather video evidence of the programme of development that they have planned for themselves and the progress that this has enabled them to make in their 2 chosen disciplines – demonstrating both their musicianship and professionalism throughout.</p> | |