



MUSIC

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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 ,strings, brass or woodwind. We offer support with these lessons for any students choosing to study music at GCSE.

You will learn

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

How is your study of Music different at Outwood Academy Riverside?

Every young person is entitled to a broad balanced education that helps them to know themselves and ultimately find their place as both a contributor to and consumer within our society, at Outwood Academy Riverside, you will have this opportunity. In September 2022, Outwood Academy Riverside joined the Music in Secondary Schools Trust (MiSST) to enhance and develop the musical education and experience that we can offer our students. By joining MiSST, all students arriving in Year 7 are given an instrument to learn, study and understand across Key Stage 3, alongside expert tuition from visiting instrumental teachers. This programme uses learning to play a classical musical instrument and singing as a conduit to produce high-level, imaginative performers, composers and critical thinkers. This also promotes the enjoyment of listening and playing music for its own sake.

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 extra-curricular opportunities to enhance your study of Music. We have a choir and a band which meets once a week but as the school develops other opportunities will arise to include instrumental groups such as a school orchestra. Why not join the enrichment club choir 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 and take 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. 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.

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 5 year Music course you are assessed using the following assessment objectives which ensure that you can cumulatively build your subject understanding in preparation for future GCSE 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

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 GCSE Music 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 GCSE 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 Riverside

MiSST Curriculum Progression

Andrew Lloyd Webber Programme Overview

ALWP curriculum overview		Autumn		Spring		Summer	
Year 9	Performance	Solo	Ensemble	Solo Grade 2		Ensemble	Composition
	Theory	Kodaly, rhythmic dictation, notes on the staff, melodic dictation, metre, intervals, triads		Key signatures, scales, listening skills		Rehearsal skills, Logic skills	
Year 8	Performance	Solo	Ensemble	Solo Grade 1 prep	Improvisation	Solo Grade 1	Solo Grade 1 Composition
	Theory	Kodaly, rhythmic dictation, notes on the staff, rhythm words, metre, instrumentation		Rhythm writing, melody, degrees of the scale		Accidentals, tones and semitones, keyboard skills, Logic skills, structure, key signatures	
Year 7	Performance	Solo			Ensemble		
	Theory	Kodaly, notes on the staff, rhythm words, metre, tempo		Dynamics, performance directions, instrumentation		Rhythmic dictation, rehearsal skills	
All years	Listening	Beethoven, Prince, Grieg, Purcell, Wood, Jones, Schumann		Holst, Shankar, Bologne, Simone, Marsalis, Silvestri, Bellowhead		Schumann, Mozart, Armstrong, Ravel, Cooke	
	Singing	Pop		Traditional		Folk	

	Autumn		Spring		Summer	
	1	2	1	2	1	2
Year 7	Solo				Ability Ensemble	
Year 8	Solo	Ability Ensemble	Solo Grade 1 prep	Improvisation	Solo Grade 1	Composition
						Solo Grade 1
Year 9	Solo	Ability Ensemble	Solo Grade 2		Year Group Ensemble	Composition

Year 7 Curriculum (alongside MiSST)

<p><u>What makes a piece of music?</u> Students will learn about the elements of music and how they are used within a piece of music. Students will learn to use the elements of music to create their own music and to listen and make comments on existing pieces of music. Students will create a composition that requires them to manipulate the elements to create the moods of 'The Storm'.</p>	<p><u>How Do I Write A Song?</u> In this scheme, students will further develop their knowledge and understanding of the elements to write a song. Students will learn about the different elements required for a song and how to create them. Students are introduced to chords and how to form them as well as how to use bass notes to support them.</p>	<p><u>Keyboard and Notation Skills</u> Students will begin to develop an understanding of both stave and rhythm notation in order to perform specific pieces. Students will acquire keyboard specific skills and improve their technique and ability to perform with 2 hands. These skills will help students to apply music theory in a practical way, whilst developing skills and knowledge that will be applied throughout future schemes.</p>	<p><u>The Music of West Africa</u> Students are able to experience the culture and traditions of African Drumming. Using authentic African Djembes, students will learn the history, social and cultural background as well as experience authentic techniques, rhythm, textures and continue to develop their ensemble skills.</p>	<p><u>The Blues</u> Students will explore a range of listening and performing activities to gain an understanding of musical devices and key Blues artists. Additionally, students will gain an understanding of the history of the genre and its link to slavery. Students will develop an understanding of: 12 bar Blues Chord Sequence, Walking Bass Lines, Improvisation, Blues Scales.</p>
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Current KS3 to KS4 Curriculum Progression

Half-Term	Year 7	Year 8	Year 9	Year 10
<p><u>Autumn 1</u></p>	<p><u>What makes a piece of music?</u> Students will learn about the elements of music and how they are used within a piece of music. Students will learn to use the elements of music to create their own music and to listen and make comments on existing pieces of music. Students will create a composition that requires them to manipulate the elements to create the moods of 'The Storm'.</p> <p>Key Words - Elements of Music Pupils will learn and use key words through listening to music from different genres and use music specific terms to describe the music</p>	<p><u>Samba: The Music of Brazil</u> Following on from African Drumming students are able to learn the social and cultural background of this Brazilian style, including the influence of slavery on the genre. Using authentic instruments they will learn techniques, rhythms and features connected to the Genre. Musicians will deepen their knowledge of Sonority with understanding of playing techniques on the various Brazilian instruments.</p>	<p><u>How Do I Perform Hooks and Riffs?</u> Students will explore music based on repeated musical ideas by looking at both Classical and Popular music. Students will begin by performing different riffs before combining them with melodies. After students have spent time exploring different riffs, they will then use a Classical riff as a starting point for composition. Having an existing harmonic structure, allows students to focus on how to develop a melody and create a more interesting sound. By looking at techniques, such as rhythmic development, students are able to develop compositional skills further.</p>	<p>At Outwood Academy Riverside we follow the Eduqas GCSE music scheme and specification. Throughout the course students will be performing, composing, listening and appraising.</p> <p><u>Introduction to GCSE Music/Who is DR P SMITH?</u> Students are introduced to what GCSE Music will entail and begin to dive deeper into the elements of Music. This detailed insight into each element enables students to effectively analyse music and have key knowledge to apply later on to compositions.</p>
<p><u>Autumn 2</u></p>	<p><u>How Do I Write A Song?</u> In this scheme, students will further develop their knowledge and understanding of the elements to write a song. Students will learn about the different elements required</p>	<p><u>Canon Composition</u> Through looking at Pachelbel's Canon, students will develop their understanding of notation and the keyboard. Students will perform the different layers of the canon, exploring the way it has been constructed and how the layers develop. Students will</p>	<p><u>What Makes Reggae?</u> Students begin by exploring the origins of Reggae from Mento, Ska and Rock Steady and looking at famous Reggae musician Bob Marley. Students learn about the different elements that make up a Reggae song, such as:</p> <ul style="list-style-type: none"> • Bass line riffs 	<p><u>Introduction to area of study 1</u> Forms and Devices with terminology such as: binary, ternary and rondo forms, repetition, contrast, sequence, ostinato, dotted rhythms, conjunct and disjunct movement, etc Introduction to the Classical Set Work</p>

	for a song and how to create them. Students are introduced to chords and how to form them as well as how to use bass notes to support them.	then use the ground bass as a starting point for their own canon inspired pieces, allowing them to further improve their understanding.	<ul style="list-style-type: none"> ● Melodic hook ● Offbeat chords ● Syncopated rhythms Students look at harmonic language when exploring chords for performance and end the unit with a performance of one of the different songs studied throughout the topic.	Performing - establishing standards and planning performances ready for assessment. Appreciating and using the elements/ 'building blocks' Recapping the basics – aural, notational and listening skills Introduction to prepared extract – Bach <i>Badinerie</i>
<u>Spring 1</u>	<u>Keyboard and Notation Skills</u> Students will begin to develop an understanding of both stave and rhythm notation in order to perform specific pieces. Students will acquire keyboard specific skills and improve their technique and ability to perform with 2 hands. These skills will help students to apply music theory in a practical way, whilst developing skills and knowledge that will be applied throughout future schemes.	<u>How Do I Develop My Rock Band Skills?</u> Students will revisit the key skills looked at on each instrument, before looking at more complex chords, keys and rhythms. Students will then form bands and focus on more independent rehearsal skills to create ensemble performances	<u>What Makes a Piece of Dance Music?</u> Students will take a look into rhythm, chords and metre by exploring a variety of styles and genres of dance music. Students will look at dance music from different times and places, studying the connections between the types of dance and musical features. By performing a wide variety of dance music, students will develop their understanding of different musical elements through practical discovery. Through looking at the characteristic rhythms of each dance, students will end by composing their own dance music in one of the studied styles.	<u>Introduction to Area of Study 4 Popular Music</u> , with terminology as appropriate: rock and pop styles (revisiting Blues from KS3) strophic form, 32 bar song form, verse, chorus, middle 8, riffs, bridge, fill, break, intros and outros, backing tracks, improvisation Appraising - more challenging theoretical and aural work: primary and secondary chords, cadences, standard chord progressions, power chords, rhythmic devices such as syncopation, driving rhythms the relationship between melody and chords How to 'describe' a piece using the elements of musical language. Introduction to prepared extract – Toto <i>Africa</i>

<p><u>Spring 2</u></p>	<p><u>The Orchestra and Great Composers</u></p> <p>Students will explore instruments of the orchestra and the different families of instruments. This allows students to understand the workings of an orchestra and how timbres can be used for different purposes. Students will also further develop their notation knowledge by applying it to new situations and styles of music.</p>	<p><u>The Blues</u></p> <p>Students will explore a range of listening and performing activities to gain an understanding of musical devices and key Blues artists. Additionally, students will gain an understanding of the history of the genre and its link to slavery. Students will develop an understanding of:</p> <ul style="list-style-type: none"> ● 12 bar Blues Chord Sequence ● Walking Bass Lines -Improvisation ● Blues Scale <p>Through performance, students will further develop their keyboard and ensemble skills. Developing these into new contexts and styles allows students to become more independent and confident musicians.</p>	<p><u>What Makes Effective Film Music?</u></p> <p>Students will perform and appraise famous and important pieces of film music in order to gain an understanding of the key features that create music for film, such as:</p> <ul style="list-style-type: none"> ● Leitmotif ● Underscore ● Mickey-Mousing ● Special effects <p>Once students have understood these key terms, they will then apply them to create an original piece of music for moving pictures. Using technology allows students to understand industry practices and techniques.</p> <p>*Year 9 will study this scheme to aid COVID recovery and fill gaps.</p>	<p><u>Introduction to Area of Study 2 Music for Ensemble - Performing in smaller ensembles; (e.g. chamber music, jazz, musical theatre etc.)</u></p> <p>Composing using texture and sonority (chords and melody) including:</p> <p>Monophonic, homophonic, unison, chordal, melody and accompaniment, countermelody</p> <p>Introducing additional concepts of melody, harmony and tonality: inversions, dissonance, range, intervals, pentatonic, blue notes, modulations to relative major/minor</p> <p><u>Introduction Ensemble Performance</u></p> <p>Students are invited to pair or group up to create an ensemble performance.</p>
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<p><u>Summer I</u></p>	<p><u>The Music of West Africa</u> Students are able to experience the culture and traditions of African Drumming. Using authentic African Djembes, students will learn the history, social and cultural background as well as experience authentic techniques, rhythm, textures and continue to develop their ensemble skills.</p>	<p><u>What Makes Effective Film Music?</u> Students will perform and appraise famous and important pieces of film music in order to gain an understanding of the key features that create music for film, such as:</p> <ul style="list-style-type: none"> ● Leitmotif ● Underscore ● Mickey-Mousing ● Special effects <p>Once students have understood these key terms, they will then apply them to create an original piece of music for moving pictures. Using technology allows students to understand industry practices and techniques.</p>	<p><u>How Do I Create A Piece of Minimalism?</u> Students will focus on the compositional rhythmic and melodic devices and conventions of minimalist composers and their work. By discovering how composers develop compositions from small starting points, students will gain greater understanding of how to create and develop their own work, by using techniques like:</p> <ul style="list-style-type: none"> ● Motifs ● Augmentation ● Diminution ● Retrograde ● Inversion <p>Students will learn about common trends in twentieth century music, such as:</p> <ul style="list-style-type: none"> ● Different tonalities ● Chromaticism ● Dissonance <p>Students will then apply these techniques to create their own Minimalist piece of music, using technology to enhance their work.</p>	<p><u>Introduction to Area of Study 3 Film Music</u>, with devices and terminology: Layering, further examples of imitation, chromatic movement and dissonance in harmonic work, leitmotifs, thematic transformation of ideas. The relationship between the story and the music: choosing appropriate elements of music to represent characters and plot. The effect of audience, time and place, and how to achieve this through use of the musical elements. Use of sonority, texture and dynamics to create a mood. How to achieve contrasts and develop initial ideas when composing</p>
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<p><u>Summer 2</u></p>	<p><u>Introduction to Rock Band Skills</u> Students will learn about the key instruments of a rock band and look into how a rock band works. Students will look at:</p> <ul style="list-style-type: none"> ● Drum kit ● Guitar ● Bass guitar ● Keyboard ● Vocals <p>Students will learn how to read appropriate notation for each of these instruments and have developed their techniques when playing each of them. By the end of the scheme, students are able to apply their skills to new music for these instruments and work independently on each of them.</p>	<p><u>What Makes A Good Song?</u> The now experienced musicians will develop their musicianship further by creating their own lead sheet ready for performance. Working in small bands, students will choose a piece of popular music and work out the parts for each rock band instrument. Students will explore:</p> <ul style="list-style-type: none"> ● Hooks and riffs ● Song structure ● Melodic Structure ● Melodies <p>Through this discovery and creation, students will gain a deeper understanding into how to prepare music for performance. These new arrangements will then be performed by other bands within the class.</p>	<p><u>How Do I Create Video Game Music?</u> Students begin by looking at different character themes from computer and video game music, before looking at how themes can be developed and changed for different atmospheres and scenarios within games. Students will look at characteristic musical features like:</p> <ul style="list-style-type: none"> ● Jumping bass lines ● Staccato articulation ● Chromatic movement ● Syncopation <p>Sound effects are then explored for students to perform and create in order to match cues within different games. Students then take this knowledge to create their own key elements to match a video game.</p>	<p><u>Free Choice Composition</u> Students get to compose a composition of their own choice. They must select a focus from one of the Areas of Study (see above) and must write their own brief for this piece</p>
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