



## 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. 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 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 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 BTEC and A Level study. There are 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 Ripon**

	<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><u>Voice and Ukulele</u> Students are introduced to Music through learning about the different types of voices and how to use their own voice safely as a musical instrument. They will learn how the voice is used as an ensemble instrument and perform as part of a choir. The ukulele is introduced as an accompanying instrument and they will navigate primary chords whilst being encouraged to use their voice at the same time.</p>	<p><u>The Baroque Period</u> Students will delve straight into music history at the start of this academic year with a focus on expanding their knowledge on instruments and sonority studied in year 7. They will learn more specific terms relating to music from this period and how they were used to create music. Students will be introduced to music technology sequencing in this topic using the music from Pachelbel's 'Canon in D'. They will learn about step input of notes and how to</p>	<p><u>Song Writing</u> What makes a good song? Students will explore a variety of styles of songwriting focusing on the structure of lyrics, melody writing and chord sequences. Students will be introduced to Logic Pro where they will sequence their own band parts and write lyrics for a short song.</p>	<p><u>Now Introducing</u> Introduction to the Tech Award Music Course including learning about the grading criteria and requirements of the course.</p> <p><u>Music Makers</u> Students will study different styles and genres of music throughout the decades of the 20<sup>th</sup> Century. They began 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><u>Tech Award Component 2 Project</u> 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. 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 They will then be required to compile the video evidence of the programme of</p>

		select appropriate instruments from the period they are studying.		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 performance and compositional techniques.	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 with a review of the skills that they feel they have developed and how they have achieved this.
<b>Autumn 2</b>	<u>Instruments of the Orchestra</u> Following on from a visit from the North Yorkshire Music Hub, students will be introduced to the four families of the orchestra through listening and appraising. They will learn how the orchestra has evolved over time and have the opportunity to sign up for instrumental lessons.	<u>Classical Music</u> Students will use performance and listening activities to explore a range of musical devices and compositional techniques used by key classical composers. Additionally, students will gain an understanding of the history of the genre, its development throughout history and its influence on the music of today.	<u>Reggae Music</u> Students will gain an understanding of the social, religious and cultural context of this genre of music. They will develop their instrumental skills whilst continuing to focus their learning on chord sequences and melody. Students will perform in small groups using a range of band instruments.		
<b>Spring 1</b>	<u>I've Got Rhythm</u> Students will be introduced to Rhythm notation looking at how simple rhythm grids are created and performed. Students will learn basic drumming patterns and have the opportunity to put their skills to the test on a drum kit.	<u>Theme and Variation</u> Through listening and appraising, students will be introduced to the classical style of 'Theme and Variation'. They will learn the skills needed to compose a series of variations on the theme of 'Twinkle Twinkle'.	<u>Samba!</u> It's time to make some noise whilst continuing to travel the world. Students will learn about polyrhythms and rhythmical improvisation. Students will create their own syncopated patterns which they will incorporate into class and small group performances.	<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"> <li>• Analysis of the key features of each style and the intentions of the work</li> <li>• Practical exploration of each style</li> <li>• Application of the techniques used in each style.</li> </ul>	<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.

				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.	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.
<b>Spring 2</b>	<p><u>Pentatonic Music</u></p> <p>Students will be introduced to pitch notation of the treble clef. They will learn how the major scale is formed and from this how to construct a pentatonic scale. Through a group performance of 'Merry Christmas Mr Lawrence' on tuned percussion, students will be shown the versatility of the scale in relation to music improvisation.</p>	<p><u>The Romantic Period</u></p> <p>Continuing on our historical journey, the music of the Romantic period will be explored through the music of Peer Gynt 'In the Hall of the Mountain King'. Students will see how the orchestra has grown since the Classical period and appreciate how music of this period was pivotal in changing the music of today.</p>	<p><u>British Invasion Music</u></p> <p>In this introduction to the BTEC Tech award, students will use ensemble, listening and performing activities to gain an understanding of the social and political context of this important genre. They will also explore the key features of this key point in the history of the music of today.</p>	<p><u>Tech Award Component 2</u></p> <p>Students will have the opportunity to develop two musical disciplines 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>The next part of the assignment will then require the students to develop some of these initial ideas into a final response. For example, students may choose to re-arrange a chosen piece in a different style and present this as a digitally created project using music software or perform an existing song as a live performance with different stylistic features.</p> <p>The Final Assignment will be submitted at the end of May and externally assessed by an examiner</p>
<b>Summer 1</b>	<p><u>Keyboard Skills 1</u></p> <p>Students will be introduced to the keyboard and its basic functions through a variety of short performance tasks. An emphasis will be placed on correct hand positions and posture.</p>	<p><u>Blues</u></p> <p>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><u>Jazz</u></p> <p>Bringing together learning from previous topics, students will be introduced to notation of the bass clef and learn how to play a series of hooks and riffs leading to small group band performances.</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</p>	

				which demonstrates their understanding of the importance of these professional skills	
<b>Summer 2</b>	<p><u>Film Music</u> Focusing on key film music devices students will use a range of notations in order to perform film music themes. Additionally, students will explore compositional devices, changes of mood and will create a composition that demonstrates inter-related musical elements. Students will be exposed to music from key film music composers.</p>	<p><u>Video Game Music</u> Students will use critical engagement skills to appraise various pieces of music from different video game genres, practically exploring the varying tonalities, instrumentation and other composition techniques used to portray different characters and scenes on screen.</p>	<p><u>New Direction</u> Students will be introduced to composers of the 20th and 21st century looking at modern compositional techniques. They will study the music of Philip Glass and Steve Reich where they will learn about layering textures and composing music through chance.</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>	