



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 of 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 are 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. These include choir, ukulele club, school of rock and OAE Concert Band. Students engage in work with professional companies and artists that are brought in to 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 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 GCSE or A Level). 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 or 7 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 half termly assessment points each year. In younger years we use our subject mapping of our curriculum's age related expectation to assess how students are currently performing against their age related expectations at this point in their study. At GCSE we make informed predictions informed by our holistic assessment of their progress against the key assessment objectives and their aspirational GCSE targets. These are also the basis for any appropriate support and intervention.

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 GCSE 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 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.

- 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 Easingwold

	YEAR 7	YEAR 8	YEAR 9	YEAR 10	YEAR 11
Autumn 1	<p>Building Blocks</p> <p>STUDENTS BECOME MUSICIANS and learn about Pitch, Dynamics, Duration, Tempo, Texture, Timbre or Sonority, Articulation and Silence and are introduced to Graphic Notation and Graphic Scores. This unit will develop student's understanding of the Elements of Music and provide pupils with a foundation of musical vocabulary for use at Key Stage 3 which can be developed through to GCSE and A Level Music.</p>	<p>Reggae - OFFBEAT - RUDE!</p> <p>Develop instrumental and ensemble skills learnt in previous units in order to learn and explore a range of musical devices and features as well as discovering key Reggae artists. Such as:</p> <ul style="list-style-type: none"> - Bob Marley - UB40 - The Police - MAGIC! <p>Additionally, students will gain an understanding of the social, religious and political context of this genre.</p> <p>We will focus on playing CHORD SEQUENCES with our left hands and our right</p>	<p>THE GREAT TIME TRAVEL ADVENTURE - Popular Music 1950-Present Day</p> <p>This EXTENDED LEARNING PROJECT is intended to give musicians a comprehensive guide to popular music, its origins, its influences as well as historical, social and cultural issues and facts.</p> <p>Musicians will begin to consolidate their instrumental skills that they have been developing since year 7.</p> <p>They will explore popular music genres from:</p> <ul style="list-style-type: none"> - 1950's (Rock n Roll) - 1960's (British Invasion) 	<p>GCSE Music 1-9</p> <p>Introduction to Performance</p> <p>Students are auditioned and set the target of a full solo piece with deadlines.</p> <p>Introduction to 'Area Of Study 1':</p> <p>Forms and Devices with terminology as appropriate:</p> <ul style="list-style-type: none"> • binary, ternary and rondo forms • repetition, contrast, sequence, ostinato, dotted rhythms, conjunct and disjunct movement, broken chord/arpeggio, melodic and rhythmic motifs, simple chord progressions 	<p>Begin Composition To Brief (Briefs Released 1st Sept)</p> <p>Revisit 'Area Of Study 1': Forms and Devices (with more advanced topics and practical content)</p> <ul style="list-style-type: none"> • Variation form and strophic form in classical music • Recognition of features of baroque, classical and romantic periods • Revisit: imitation, pedal, canon, alberti bass and all harmonic features • <p>Revisit and revision: <i>Eine Kleine Nachtmusik</i></p> <ul style="list-style-type: none"> • Exam techniques: hints and tips • Building a vocabulary revision list <p>Clarifying theoretical points</p>

		hands which are playing MELODIES on the keyboard..	<ul style="list-style-type: none"> - 1970's (Disco and Hlp Hop) - 1980's (New Wave) - 1990's (Boy Bands) - 2000-present day (Rock) <p>Bands will be formed at each era and Musicians will be able to perform music from each genre competently.</p> <p>Ultimately, this will culminate in a Concert delivered to Parents, Staff and Friends where students can also perfect their performance skills and develop control of their nerves.</p> <p>This unit links directly to GCSE Music - AOS 4 - Popular Music and therefore prepares students for this unit.</p>	<ul style="list-style-type: none"> ● Performing - establishing standards and setting targets: first practical assessment ● Notating a simple melody ● Using ICT in the music department ● Appreciating and using the elements/ 'building blocks' ● Recapping the basics – aural, notational and listening skills ● Introduction to prepared extract – <i>Eine Kleine Nachmusik</i>: Instrumentation, anacrusis, simple triple time, repeat marks, ornamentation, trill, conjunct movement, sequence, octaves, minuet and trio, G major, D major, chordal analysis (using Roman numerals), perfect cadence, imperfect cadence, modulation to dominant, dominant 7th, chromatic movement. 	
Autumn 2	<p><u>A SONG FOR CHRISTMAS - Christmas Songwriting</u></p> <p>Understanding of the techniques involved in effective singing.</p>	<p><u>12 BAR BLUES CLUB - Blues Music</u></p> <p>Students will use ensemble listening and performing activities to explore a range of musical devices and key Blues artists.</p>		<p><u>Introduction to 'Area Of Study 4': Popular Music</u>, with terminology as appropriate:</p> <ul style="list-style-type: none"> ● rock and pop styles (revisiting Blues from KS3) ● strophic form, 32 bar song form, verse, chorus, 	<p><u>Revisit 'Area Of Study 4': Popular Music</u> (with more advanced topic/class/practical content)</p> <ul style="list-style-type: none"> ● Bhangra and fusion ● Loops, samples, panning, phasing, melismatic/syllabic ● Revisit <i>Since You've Been Gone</i> ● Exam techniques: hints and tips

	<p>Exploration of key features such as structure, lyric writing, melody and harmony (chord structures) and timbre as well as accompaniment.</p> <p>Primary chords are introduced here as well as the importance of Bass Notes to support the chords.</p> <p>Appropriate sonority is explored making critical decisions about sonority based on the theme and lyrics of their songs.</p>	<p>Additionally, students will gain an understanding of the history of the genre and its link to slavery.</p> <p>Musicians will develop an understanding of:</p> <ul style="list-style-type: none"> -12 bar Blues Chord Sequence -Walking Bass Lines -Improvisation -Blues Scale -Blues Lyrics (AAB) <p>Through performance musicians will develop their skills on keyboard experiencing playing with both hands (Left hand Chords, Right hand Melody) simultaneously as well as develop their band instrument skills.</p> <p>Some artists explored in previous years are:</p> <ul style="list-style-type: none"> - Paulo Nutini - Robert Johnson - Michael Jackson - Duffy - BB King - Eric Clapton 		<p>middle 8, riffs, bridge, fill, break, intros and outros, backing tracks, improvisation</p> <ul style="list-style-type: none"> • 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 – <i>Since You've been Gone</i>: • instrumentation, lead and backing vocals, strophic form, repetitive chord sequences, cadences (chordal analysis), solo, rhythmic features (triplets, syncopation, driving 	<ul style="list-style-type: none"> • Building a vocabulary revision list <p>Clarifying all relevant theoretical points.</p>
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				rhythms), walking bass, key change	
Spring I	<p><u>Rock Band Skills</u></p> <p>Here we learn and develop technical skills on various instruments related to the Popular genre. Such as:</p> <p>Drum Kit Guitar Bass Guitar Keyboard/Piano Voice</p> <p>They have the opportunity to read appropriate notation and develop technique on all the instruments.</p> <p>By the end of this module knowledge of how to play all the instruments above and to be independent learners on these instruments is achieved.</p>	<p><u>LIGHTS, CAMERAS, ACTION!!! - At The Movies</u></p> <p>Using the suite of Apple iMacs and through practical exploration, students are able to research various film composers and devices used in film composition. They then compose using these features and devices to a piece of film through Garageband software. Students will explore:</p> <p>-Cue Sheets -Musical Devices -Leitmotif performance -More advanced DAW functions -How music is used in film -Emotion in film</p> <p>Musicians will explore music from films such as:</p>		<p><u>Introduction to Ensemble Performance</u></p> <p>Students are invited to pair or group to create an ensemble performance.</p> <p><u>Introduction to 'Area Of Study 2':</u></p> <p><u>Music for Ensemble</u></p> <ul style="list-style-type: none"> • Performing in smaller ensembles; (e.g. chamber music, jazz, musical theatre etc.) as suited to learner interests (cover other topics in year 11). • Composing using texture and sonority (chords and melody) including: Monophonic, homophonic, unison, chordal, melody and accompaniment, countermelody 	<p><u>Revisit 'Area Of Study 2': Music for Ensemble</u> (with more advanced topic/class/practical content):</p> <ul style="list-style-type: none"> • Polyphonic, layered, round, canon and countermelody <p>Cover all styles not completed in year 10</p>

	<p>Musicians are encouraged to enrol on Instrumental Programs to help embed and develop INSTRUMENTAL skills.</p>	<p>-star wars (john Williams) -Pirates of the caribbean (Klaus Badelt) -Batman 9Danny Elfman)</p> <p>As well as many many others.</p>		<ul style="list-style-type: none"> Introducing additional concepts of melody, harmony and tonality: inversions, dissonance, range, intervals, pentatonic, blue notes, modulations to relative major/minor 	
Spring 2	<p>(This unit Leads onto)</p> <p><u>ENSEMBLE SKILLS</u></p> <p>The now experienced Musicians will develop their musicianship further in Rock Bands and participate in a Whole Class Rock Band ensemble with teacher and students directing rehearsals which culminates in a final performance on stage.</p>	<p><u>HOOKS AND RIFFS - Classical music in pop</u></p> <p>Understanding of the connection between classical and popular music. Students experience classical music and learn through chord sequence, classical features and elements. Connections to Classical and modern day artists allow students to relate to the history of music.</p>		<p><u>Introduction to 'Area Of Study 3':</u></p> <p><u>Film Music</u>, with devices and terminology:</p> <ul style="list-style-type: none"> 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 	<p><u>Revisit 'Area Of Study 3' Film Music</u> (with any further topics/content):</p> <ul style="list-style-type: none"> Special effects, extreme dynamics and tempo, varying time signatures, other minimalistic techniques, chromatic and extended harmonies, use of pattern-work, sustained notes and polyphonic textures to vary the textures <p><u>Complete all coursework</u></p>
Summer 1	<p>Musicians will demonstrate their ensemble listening skills and will demonstrate fluency and accuracy on their instrument.</p>	<p>Students will look at various Western Classical Artists such as:</p> <ul style="list-style-type: none"> Ravel Haydn Bizet Eurythmics Queen <p>These are just a few examples.</p>	<p><u>8 BIT RHAPSODY - Computer and Video Game Music</u></p> <p>Musicians will learn about the competitive world of computer and video game composition.</p> <p>Looking at composers such as:</p>		<ul style="list-style-type: none"> Listening practice and final examination. Ensure the specification content is fully covered

	<p>ULTIMATELY THE YEAR 7 ROCK BANDS WILL PRODUCE A CONCERT WHICH WILL BE PERFORMED TO PARENTS AND STAFF.</p>		<p>-Rom Di Prisco (Fortnite) -Koji Kondo, Akito Nakatsuka and Yuichi Ozaki (Mario and Zelda) -Daniel Rosenfeld (Minecraft) - Martin O'Donnell and Michael Salvatori (Halo)</p> <p>they will learn through performance and composition.</p> <p>Musical devices such as chromaticism and ornamentation are explored and students are able to develop understanding of Ground Theme, Boss Theme and Special Effects as well as many other features specific to this genre.</p> <p>Students will look deeper into specific Elements of music to focus their compositions and will be able to facilitate their ideas and develop them on Garageband</p>	<ul style="list-style-type: none"> • How to achieve contrasts and develop initial ideas when composing • Revisit all topics from year 9 using different pieces as listening and performing examples • Complete free composition project (of choice) and submit • Continue to build aural skills through frequent practice. <p><u>Free Choice Composition</u></p> <p>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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			<p>This unit links directly to GCSE Music Component 1 - Performance as well as Component 2 - Composition. This also gives an opportunity for musicians to develop writing music around a given stimulus.</p>		
		<p><u>'SAMBA'- The Music Of Brazil</u></p> <p>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</p>			

		<p>features connected to the Genre. They will deepen their understanding of musical features such as:</p>			
<p>Summer 2</p>	<p><u>'SAHARAN SOUNDS' - West African Drumming</u></p> <p>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>	<ul style="list-style-type: none"> ● Polyrhythm ● Syncopation ● Ostinato ● Canon ● Call and Response ● Master Drummer ● Unison ● Use of Crescendo and other Dynamics <p>Musicians will deepen their knowledge of Sonority with understanding of playing techniques on the various Brazilian instruments.</p>	<p><u>WHEN WILL I BE FAMOUS? - SONGWRITING</u></p> <p>This unit begins by exploring 'What Makes a Good Song?' through practical musical investigation of 'good' songs as case studies: For example, "Shape of You" by Ed Sheeran and "Shotgun" by George Ezra as well as FIREWORKS by Katy Perry.</p> <p>Musicians are able to explore Hooks/Riffs, Structure, Melody and Lyrics in more detail through listening and analysis and performing parts of each song as short musical arrangements.</p> <p>They learn about the importance of Hooks and Riffs, Popular Song Structure and the various different</p>		

		<p>components/sections within, Melodic Motion (Conjunct and Disjunct Motion) and Lyrics within both these case studies and a range of other popular songs.</p> <p>Functions of DAW (Garageband) including more complex edit functions such as Automaton, Quantize, Tempo track etc are also developed at this stage.</p> <p>The unit ends with musicians COMPOSING their own popular song ON IMAC.</p>		
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