



## 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 skill 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 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 6 assessment points at KS4 and 3 at KS3. 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.

### **Aims of the National Curriculum**

The National Curriculum for music launched in 2013 is our starting point. Its aims are to ensure that all students;

- Perform, listen to, review and evaluate music across a range of historical periods, genres, styles and traditions, including the works of great composers and musicians
- Learn to sing and to use their voices, to create and compose music on their own and with others, have the opportunity to learn a musical instrument, use technology appropriately and have the opportunity to progress to the next level of musical excellence
- Understand and explore how music is created, produced and communicated, including through the inter- related dimensions: pitch, duration, dynamics, tempo, timbre, texture, structure and appropriate musical notations. (DfE 2013)

### **Aims of the Outwood Grange Academies Music Curriculum**

An OGAT Music curriculum begins with the National Curriculum but goes further in terms of specificity. Additionally, the aims of the OGAT curriculum are to:

- **Enable all students to develop their musical potential through engaging experiences**, recognising that music as art is an important part of cultural identity, and that music is also of proven benefit to both cognitive and character development. Performing is a crucial part of this.
- **Encourage and prepare students for lifelong musical learning**, both in and out of school, including preparation for further study if appropriate. In particular, we are articulating a greater level of specificity in our expectations of pupil outcomes through three main aspects:
  1. Our curriculum is based on a **mastery model**, in which the ambition is that **all** students achieve the essential knowledge and skills in each of the years of the curriculum so that both knowledge and skills can be re-used effectively in future learning to achieve greater depth of musical learning and outcome.
  2. It is vital that our students fully understand the key concepts presented rather than to simply cover lots of curriculum content. Progress and development are more assured as the curriculum content is sequenced. By working in this way, the dangers of a 'shallow musical journey', where students travel from genre to genre without making links between styles or building on their skills are also avoided. For example, students should begin to specialise as they progress through their school curriculum, choosing an instrument to 'master' over time.
  3. The OGAT Music curriculum outlines **age related expectations** for each of years 7 and 8 providing milestones for each year of study that are aligned to the **essential learning outcomes** for students. This helps to ensure that students are prepared for lifelong musical learning, as they learn and develop the skills that will give a strong foundation for KS4 courses and enduring engagement with music.

Musical activity in Outwood Grange Academies is likely to look different in each Academy. Our secondary Academies each have a unique offer based on the individual strengths of the teaching staff, the size of the team, space and resources alongside other factors. It is important to develop the strengths of each school while also recognising the need for a locally determined curriculum meeting student needs.

The music curricula in our Academies is unlikely to remain static for long periods of time. It needs to respond to the changing nature of the school and society. A relevant curriculum, building on prior learning and providing stretch, will engage students.

Where possible the curriculum will encompass activity from **outside of the classroom** and build on students' learning **beyond the classroom**.

#### **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 Hemsworth - YEARS 7, 8 & 9**

	<b>YEAR 7</b>	<b>YEAR 8</b>	<b>YEAR 9</b>
<b>Autumn 1</b>	<p><u>Baseline Assessment</u> Students demonstrate their musical ensemble rhythm skills by creating a piece using rhythmic devices such as ostinato, question and answer, echo and improvisation. They use simple notation to ensure rhythmic accuracy.</p> <p><u>Rhythm and Rap</u> Introduction to Music Skills including different ways of notating rhythm. Students work in groups to perform and compose raps about recycling and the environment. They will participate in various</p>	<p><u>Rhythm Recap</u> Students demonstrate their musical ensemble rhythm skills by creating a rhythm duet using 4/4 rhythms that they have composed. Students recap the symbols used for traditional rhythm notation and participate in several activities to consolidate this learning e.g. musical maths, reading, performing rhythms, rhythm drills and extend it using a 3/4 time signature.</p>	<p><u>Keyboard Skills Part 3 (Musical Styles)</u> Students investigate the differences in genres and styles of music through listening and performing activities. Students work towards a duet or solo performance on keyboards playing the parts of melody, chords and bass</p>

	rhythm workshops to upskill their sense of pulse, timing and ensemble skills.		
<b>Autumn 2</b>	<u>Rhythm and Rap</u> Introduction to Music Skills including different ways of notating rhythm. Students work in groups to perform and compose raps about recycling and the environment. They will participate in various rhythm workshops to upskill their sense of pulse, timing and ensemble skills.	<u>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. Keyboard skills are further developed in duet and solo performances based on the Blues traditions including Blues scale improvisation, 7 <sup>th</sup> chords and walking bass.	
<b>Spring 1</b>	<u>Pitch Project</u> Students are introduced to pitch notation through popular music forms and music from the Western Classical Tradition. They will give improvised and prepared solo performances on the keyboard.	<u>Guitar Skills</u> Students develop more advanced skills on the guitar and learn the basics techniques whilst recapping learning about chords and working on developing more refined accompaniment skills. Students rehearse class and group performances of popular songs.	<u>Band Bootcamp</u> Students learn to perform various songs using different instruments to recap instrumental skills 4 learnt in year 8. During the final weeks of this project students will select a song from the repertoire and arrange an ensemble performance
<b>Covered during the Spring 2</b>	<u>Ukuleles</u> Students develop skills on the Ukulele whilst learning about the nature of chords and accompaniment skills. Students prepare group performances of popular songs.	<u>Drum and Bass Skills</u> Students will develop their instrumental skills by participating in a series of workshops, practically exploring how to perform a full drum kit rhythm and bass guitar riffs. Rhythm skills from Year 7 and 8 are developed through the drum kit workshops as students attempt combinations of polyrhythms. The bass guitar is for the most part a new instrument for students so they learn about its role within a band and how to read Bass tab notation. Students learn about the roles of these instruments within a band scenario and perform together as a	<u>Cubase Skills Part 2</u> Students learn how to compose music for different media sources. They recap their skills on Cubase and use the technology to create their own pieces to demonstrate their Music Technology skills.

		class.	
<b>Summer 1</b>	<u>Keyboard Skills Part 1 (Chords)</u> Students learn how to perform chords on the keyboard and how to structure them. Students practise different methods of playing chords e.g. block, rhythm and broken sequences They also rehearse and perform combining a melody with chord accompaniment.	<u>Keyboard Skills Part 2. (Accompaniment)</u> Students learn how to perform 2 handed accompaniment using chords and a bass note. They experiment with sustained accompaniments, rhythm chords and bass and broken chord patterns over sustained bass notes.	
<b>Summer 2</b>	<u>Rhythms of the World</u> Traditional music from Japan and Latin America are used to promote ensemble skills and an understanding of structure. Students compose their own stylistic group performances.	<u>Cubase Skills Part 1</u> Students work on learning how to use the tools and commands of the sequencing software for Cubase. They will arrange various pieces and even compose their own tracks to go alongside these.	

**Music Curriculum Progression Pathway At Outwood Academy Hemsworth YEARS 10 & 11**

	<b>YEAR 10</b>	<b>YEAR 11</b>
<b>Eduqas GCSE Music</b>		
<b>Autumn 1</b>	<b>Knowledge &amp; Understanding:</b> Introduce all the elements of music - rhythm, pitch, structure, rhythmic features, melody, scales, harmony, time signatures	<b>Free Composition:</b> Students complete a composition worked on from the previous year.

	<p><b>Composing:</b> Introduction to composing using rhythm, harmony and melody. Recap of Cubase functions and how to edit and manipulate MIDI data.</p> <p><b>Performing:</b> Students select an instrument to receive free peripatetic tuition and work on instrument technique.</p>	<p><b>Composition to a brief:</b> Students will write a composition which responds to a brief set by the exam board. The brief will provide details of the audience or occasion as well as some additional details. Students will select from a choice of four briefs, each related to a different area of study. Students will need to submit a score alongside their composition and the total length of the two compositions (both free and to a set brief) will be between 3 and 6 minutes.</p> <p><b>Homework:</b> Revision for each of the Areas of Study</p> <p><b>Performing:</b> Peripatetic teachers given all the feedback for student performances and work on this during lessons.</p>
Autumn 2	<p><b>Knowledge &amp; Understanding:</b> Introduction to all instruments, techniques and their use - brass, woodwind, strings, percussion, electronic and vocal.</p> <p><b>Composing:</b> Students compose a free choice piece to demonstrate their knowledge of compositional techniques and understanding of how to use Cubase.</p> <p><b>Performing:</b> Students work on an ensemble piece of music with other members of the class, per teacher or class teachers.</p>	
Spring 1	<p><b>Area of Study 1- Forms &amp; Devices</b></p> <p><b>Listening:</b> Through the study of Baroque, Classical and Romantic music students will consider a range of musical forms, structures and devices including binary, rondo, variation and strophic form. Exam based question practice to test knowledge and understanding will be used. Students will make links between the music they listen to, perform and compose.</p> <p><b>Composing:</b> Students work on a film piece of music in order to demonstrate melodic development, structure, harmonic progressions, compositional devices and expression.</p> <p><b>Performing:</b> Students work on an ensemble piece of music with other members of the class, per teacher or class teachers.</p>	<p><b>Exam preparation</b></p> <p>Towards the end of the course, students will sit a 1 hour 15 minute examination which will assess their knowledge and understanding of music through the four areas of study. Students will need to demonstrate a secure understanding of musical elements, contexts and language as well as in-depth knowledge of two set works- one from Area of Study 1 and one from Area of Study 4. Students will learn how to make evaluative and critical judgements using appropriate musical terminology as well as be able to complete short rhythmic or melodic dictation.</p>
Spring 2	<p><b>Area of Study 4- Popular Music</b></p> <p>Students will explore a range of popular music and study a prepared extract in depth using analysis skills for both notation and listening. Exam based question practice to test knowledge and understanding will be used. All AoS will utilise performance, composition and listening skills.</p>	



	<p><b>Composing:</b> Students work on a film piece of music in order to demonstrate melodic development, structure, harmonic progressions, compositional devices and expression.</p> <p><b>Performing:</b> Students work on an ensemble piece of music with other members of the class, per teacher or class teachers. Milestone assessments at the end of term.</p>	
<p>Summer 1</p>	<p><b>Area of Study 2- Music for Ensemble</b>          With a focus on texture and sonority, students will explore music for ensemble predominantly through the genres of jazz and blues, musical theatre and chamber music. Students will develop their ensemble skills in readiness for Component 1 performances.</p> <p><b>Composing: Free Composition</b>          Students will develop their knowledge and understanding of music through composing. Students will be required to write their own brief which in turn will inform a composition in a style of their choice. Students will learn how to develop their musical ideas, gain technical control of the elements of music and demonstrate creativity in response to their own brief. Compositions will be underpinned by the knowledge and skills developed in the four Areas of Study</p> <p><b>Performing:</b> Students continue to work on their ensemble piece but also rehearse and are given feedback regarding their solo performance.</p>	
<p>Summer 2</p>	<p><b>Area of Study 3- Film Music</b>          Students will consider the relationships between stories and music and the impact of the elements on this. They will also explore the audience, time and place and look at composition techniques.</p> <p><b>Composing:</b> Students continue working on their free composition. Pieces are assessed at the end of the term.</p> <p><b>Performing:</b> Students continue to work on their ensemble piece but also rehearse and are given feedback regarding their solo performance. Solo performance assessments at the end of the term.</p>	

