



## 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 too 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 or music technology? From this, you can gain much-needed experience in rehearsing, time management and performance as well as benefiting from being involved in vocal groups and instrumental 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 regular assessment points each year that we term Praising Stars©. For younger years we base our assessment on our subject mapping of the age related expectations across the curriculum, assessing students' performance at their current stage of study against expectation. At GCSE we make informed predictions informed by our holistic assessment of their progress against the key assessment objectives and their aspirational KS4 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

##### **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 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 City Fields

	YEAR 7	YEAR 8	YEAR 9	YEAR 10	Year 11
<b>Autumn 1</b>	<p><u>Feel the Beat / Music Elements</u> Students begin to explore the musical elements and notation in more depth. They will learn to develop listening skills and be able to appraise and make informed comments about what can be heard in a piece of music using specific musical vocabulary. They develop composition skills which make use of simple rhythms and melodic ideas and in a variety of different groups and they will use tuned and untuned percussion.</p>	<p><u>Ensembles / Ukuleles</u> For this first half term, we will further develop students' ensemble skills beginning with learning about the ukuleles in more detail. Students will learn how to read chord maps as well as Tab notation to learn both the chord progression and riff from 'Blinding Lights' by The Weekend. They will then learn further parts using the keyboards before putting these together and perform as an ensemble.</p>	<p><u>Music of the Decades - 60's</u> Students will begin to explore some of the styles that they will need to cover should they take BTEC Tech award in music the following years.  During the first half term, they will cover music of the 1950's and explore Rock and Roll music. This will lead on from the blues topic they studied in Yr8 and help to further develop their understanding of some of the key features shared by these styles. Students will listen to, and identify common features of Rock and roll and study a piece of Rock and roll music before performing the piece as a class ensemble. They will cover tonality, chords including 7th chords as well as other rhythmic and melodic ideas.</p>	<p><u>Now Introducing</u> Introduction to the Tech Award Music Course including learning about the grading criteria and requirements of the course.  <u>Exploring Music Products and Styles</u> Students will study different styles and genres of music throughout the decades of the 20<sup>th</sup> Century. They will begin their journey in the 60s, learning about the key features of British Invasion Music through practical exploration of the music of iconic bands and artists of the genre including The Beatles and The Kinks.  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.</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 complete the second Pearson set assignment which will show them creating 2 musical outcomes in different musical areas in response to a theme that will develop professional and musical skills. This will be marked internally and then</p>

<p><b>Autumn 2</b></p>	<p><u>The Orchestra / Classical music</u> Students will develop an understanding of the instruments of the orchestra, learning about one of the different families of instruments each week developing their understanding of sonority, timbre and texture. They will develop keyboard and music notation skills by learning a well known piece of music and develop listening skills through various exercises, before writing their own piece of music using standard notation.</p>	<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>Music of the Decades - 70's</u> This half term, students will look at music from the 1960's including British Invasion and artists such as the Beatles and the Kinks. They will develop an understanding of the use of music technology during this decade and be able to develop an understanding of the different types of music product.</p>		<p>externally verified by the exam board.</p>
<p><b>Spring 1</b></p>	<p><u>Ukuleles</u> During this unit we will introduce the ukulele and begin to understand playing simple chord progressions as well as developing ensemble skills.</p>	<p><u>Classical Music and The Greats</u> During this unit of work, students will develop an understanding of the development of classical music through learning about key composers through this era. You will explore several pieces of music and develop your keyboard skills.</p>	<p><u>Music of the Decades - 80's</u> We will begin to look at synth pop. We will explore the development of the synthesizer and drum machines and the use of harmony / other musical devices and look at the work of artists from this genre. We will then use a DAW to compose a piece of music in this style.</p>	<p><u>Tech Award Component 1 Project</u> Students will undertake the Assignment required for this internally assessed element of the course. This will be an assignment set by the exam board which requires them to demonstrate their understanding of 4 or more different styles of music by developing a series of blog posts on a range of musical styles and the techniques used in their creation. This will include</p> <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> </ul>	<p><u>Tech Award Component 3: Responding to a Brief:</u>  This is the externally assessed element of the course. This component will allow the students to practically demonstrate the knowledge and skills that they have developed through the course. Students will focus on one particular area of the music industry and respond to a commercial brief in the role of composer, performer or producer.  The first element of the assignment will begin with the students exploring and researching the various possible responses to the</p>

				<ul style="list-style-type: none"> <li>Application of the techniques used in each style.</li> </ul> <p>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 demonstrate their knowledge of the key features of their chosen style. This is done under strict times allocations and will then be sent to the exam board for verification of the grades.</p>	<p>brief and how they can imaginatively implement these.</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 examples, 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>
<b>Spring 2</b>	<p><u>The Blues</u> Students will learn about the history of Blues music and how this style influenced other styles of popular music. They will develop listening/appraising, performance and composition skills using the features learnt in teacher-led sessions on a variety of different instruments and be able to improvise over the 12 bar blues.</p> <p>They will learn how to write a 12 bar blues song which they will then perform in ensemble groups demonstrating all the elements they have learnt.</p>	<p><u>Song Writing</u> During this unit of work, we will look at various different conventions used within popular music before going on to composing your own songs.</p>	<p><u>Music of the Decades - 90's</u> The focus of this half term will be looking at Brit pop and the development of this style of music. We will look at various different artists from this genre before exploring a piece to perform. We will work on developing instrumental skills on a variety of different instruments before performing as part of an ensemble.</p>	<p><u>Tech Award Component 2</u> 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.</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>Reggae</u> Students will learn about the history of Jamaica and it's music, learning about the key features of the music and the styles linked to this genre such as Mento, Ska,</p>	<p><u>Latin American Music</u> Students will learn about several different styles of music from Latin America. They will develop the skills learnt throughout the year and be able to play more complex chords</p>	<p><u>Music of the Decades - 00's</u> In this unit students will learn about EDM music. They will explore the key features of EDM and key artists. We will look further into the use of DAW's and develop an</p>	<p>Through practical exploration students will learn how musicians collaborate with others and use technology to use blogs, You Tube, Soundcloud and other platforms to share work with others.</p>	

	<p>Rock Steady and then Dub, before going on to develop ensemble skills by learning and performing a piece of Reggae music using keyboards, ukuleles, bass guitars and acoustic guitars. They will focus on the off beat rhythms and understand the development on technology</p>	<p>alongside a melody. They will take part in a whole class samba ensemble and then develop their composition and ensemble skills through smaller group work.</p>	<p>understanding of how to use automation / other tools within our own compositions in this style. We will look at the different layers and focus on the elements of music.</p>	<p>During the summer term, students will begin to plan for the Assignment required for this next internally assessed element of the course.</p> <p>For the first part of this assignment students will work on a variety of skills, expectations and features required to be successful in the music industry.</p> <p>Through practical workshops, demonstrations and research, students will begin put together a portfolio of work which demonstrates their understanding of the importance of these professional skills</p>	
<p><b>Summer 2</b></p>	<p><u>An Intro to Garageband</u></p> <p><u>Grime - introducing DAWs</u></p> <p>In this topic, students will have the opportunity to use the Mac's to learn about DAW's and how to compose and record music using Grime as an example.</p> <p>We will look at current artists such as Stormzy and develop an understanding of music technology</p>	<p><u>Music from the Far East</u></p> <p>Students will explore music from Japan and Indonesia through listening, performing and composing. They will learn about traditional instruments and learn to sing a play a traditional Japanese song and how to play an 'Oroshi' which is found in Taiko drumming. They will compose a piece in the style of Gamelan and work in small groups to realise this using a variety of tuned and untuned percussion instruments.</p>	<p><u>An introduction to 'Responding to a Brief'</u></p> <p>For the final half term, students will be given an insight into how component 3 of the BTEC Tech award is completed. They will be introduced to the idea of how to compose a 'cover version' of a pre-existing song in a new style. This will give students the opportunity to develop their creative skills utilising what they have learnt from the previous topics whilst giving them a valuable taste of what they can expect if they continue with music at KS4.</p>	<p>The 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 these targets will be achieved.</p> <p>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</p>	



				both their musicianship and professionalism throughout.	
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