



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 GCSE). 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.

How are you assessed in Music?

Throughout the 5 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. There are 6 assessment points for Y7-9 and 6 assessment points for Y10 and 5 assessment points in Y11 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
- 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
- 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, after year 9 is the GCSE music course 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



	<u>Autumn 1</u>	<u>Autumn 2/ Spring 1</u>	<u>Spring 2/ Summer 1</u>	<u>Summer 2</u>
Year 7	<u>Elements of Music</u> Pulse and rhythm dynamics tempo pitch mono and poly rhythms Carnival of the animals	<u>Instruments of the Orchestra</u> Programme Music Peter and the Wolf In the Hall of the Mountain King Families of instruments Timbre Tonality Storytelling/narrative Characterisation Leitmotif	<u>Find your Voice/4 chord songs</u> Singing Pitch Tempo Dynamics Chorus Solo Beat Boxing 4 Chord Songs Ensemble	<u>Video Game Music</u> Exploring video game music in context from Pong to present Technology Loops
Year 8	<u>The Blues</u> Historical context of the Blues Slavery and songs of hope 12 Bar Blues Walking Bassline The Blues Scale Improvisation	<u>Reggae</u> Students will use ensemble listening and performing activities to explore a range of musical devices and key Reggae artists. Additionally, students will gain an understanding to the social and political context of this important genre Protest songs Off-beat Syncopation Ensemble playing with different instruments Ukulele, piano, drums, vocals	<u>African Drumming</u> Historical context of African drumming Communication Celebration War Storytelling Djembe technique Drumming Circles Master drummers Polyrhythms soloists improvisation	<u>Band Skills</u> Musical Futures style ensemble playing Complexity of material Choice of instrument Rehearsal techniques Performance techniques Set up/strike down

<p>Year 9</p>	<p><u>Rock Music</u></p> <p>Exploring rock through the ages 50s - present</p> <p>The structure of rock songs Listening to identify</p> <p>Riff, verse, chorus, bridge, coda</p> <p>Ensemble rock groups rehearse and perform</p>	<p><u>Britpop</u></p> <p>Exploring the 90's surge of Britpop and indie music in context</p> <p>Structure, lyrics, technology, chorus, verse, riff, coda</p> <p>Performance of a Britpop song</p>	<p><u>Composition/Song Writing</u></p> <p>Understanding how to write music Notation, strumming patterns, lyrics, guitar and Bass tab</p>	<p><u>Film Music</u></p> <p>Ahead of GCSE (AOS3) students will study diegetic and nondiegetic film scores</p> <p>Compose Leitmotif on different instruments Compose film scores using technology</p>
<p>GCSE</p>	<p><u>Area of study 1: Musical Forms and Devices</u></p> <p>Forms and devices are of fundamental importance in musical composition, and many of the common musical forms and devices used by composers today have their origin in the Western Classical Tradition. The music of the Baroque, Classical and Romantic eras provides the context for a study of binary, ternary, minuet and trio rondo, variation and strophic forms. Learners are encouraged to engage with a</p>	<p><u>Area of study 2: Music for Ensemble</u></p> <p>Music for ensemble forms the basis for a study of texture and sonority. Through a study of diverse musical styles composed for ensemble, such as jazz and blues, musical theatre and chamber music, learners will consider how music is composed for small groups of instruments and voices. Learners will also consider how texture is manipulated and they are encouraged to use small instrumental/vocal groupings in their own music. Learners are required to perform as part of an ensemble, and through this to actively engage with ensemble music, understanding the relationship</p>	<p><u>Area of study 3: Film Music</u></p> <p>The film industry is of considerable commercial and cultural interest in both the UK and abroad. There are many areas of specialism for musicians within this industry such as composer, orchestrator, arranger, performer, music editor, producer and more. A film composer scores music to accompany a motion picture for film or television. This includes dramatic underscore and thematic music as well as popular songwriting. Through this area of study learners are encouraged to consider how music for film is created, developed and performed, and the impact this has on the</p>	<p><u>Area of study 4: Popular Music</u></p> <p>Popular music is a wide-ranging and diverse art form encompassing several distinct genres. The popular music industry offers a wide range of opportunities for both composers and performers, including singer, song-writer, music producer, arranger and more. Through this area of study learners are encouraged to explore the musical idioms associated with a variety of popular music, and they will have the opportunity to perform popular music as well as compose music associated with a popular music genre. Learners are also encouraged to use music technology, understanding the</p>

	<p>variety of music from the prescribed eras, through a range of performing, composing and appraising activities. They are also encouraged to make links between music they listen to, pieces they perform and their own compositions, as well as music by composers from the twentieth and twenty-first centuries who use these forms and devices.</p> <ul style="list-style-type: none"> • technical control • expression and appropriate interpretation • accuracy of rhythm and pitch • appropriate pace and fluency • effective use of dynamics • stylistic awareness • empathy (in ensemble playing). 	<p>between performers on the stage and the audience.</p> <p>In both compositions, learners will be expected to display:</p> <ul style="list-style-type: none"> • creativity in response to the chosen brief • development of musical ideas • technical control of musical elements and resources • musical coherence and understanding. 	<p>audience. Learners will have the opportunity to compose and perform film music and are encouraged to use musical technology to create mood and atmosphere through engaging with the story of the film.</p> <p>Musical Elements</p> <ul style="list-style-type: none"> • melody • harmony • tonality • form and structure • dynamics • sonority • texture • tempo • rhythm • metre 	<p>impact this has on the way music is developed and performed in popular music.</p>
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