



Music Curriculum Progression Pathway at Outwood Grange Academy					
	YEAR 7	YEAR 8	YEAR 9	YEAR 10	YEAR 11
Autumn 1	<p>Keyboard Skills</p> <p><i>Introduction to Keyboards. Focus on technical control of the instrument and an introduction to notation.</i></p>	<p>Ensemble 2</p> <p><i>You will create a group performance using a range of instruments with increasing independence. Students will have the opportunity to trial a number of instruments before specialising on the instrument you feel most comfortable with.</i></p>	<p>Jazz</p> <p><i>You will learn about the development of jazz and create a performance featuring a given melody (or 'Head') and your developing Improvisation skills.</i></p>	<p><u>GCSE Music Year 1</u></p> <p><u>Elements of Music</u></p> <p>Introduction to the Elements of music. Each week we will investigate a different element of music. These are the key building blocks and are central to studying Music at GCSE.</p> <p>As part of this, there will be practical tasks and opportunities to use Music Technology.</p> <p><u>Solo Performance</u></p> <p>To benchmark your current experience and to develop your understanding of performance on your instrument, all students will perform their first solo performance at the end of the first half term.</p>	<p><u>GCSE Music Year 2</u></p> <p>Revise all Elements of Music and reflect on the mock exam. Exam techniques: hints and tips</p> <p>Revisit area of study 1:</p> <p>Forms and Devices (with more advanced topics and practical content)</p> <p>Recognition of features of baroque, classical and romantic periods</p> <p>Revisit and deeper analysis of Classical Set Work</p> <p>Building a vocabulary revision list</p> <p>Clarifying theoretical points</p> <p><u>Performance</u></p> <p>Finalise selection of pieces for both performances with feedback/input from</p>

					<p>the instrumental teacher. Final performance exams will take place in March.</p> <p><u>Composition</u></p> <p>Research and preparation for set brief composition.</p>
<p>Autumn 2</p>	<p>Polyrhythms and Notation</p> <p><i>You will develop your timing and rhythmic skills and learn to read rhythmic notation. You will also develop your ensemble skills as you learn to cooperate and rehearse as a group.</i></p>	<p>Variations</p> <p><i>Based on a set of Variations by Mozart, you will learn about different techniques to create an original set of Variations based on a famous melodic phrase.</i></p>	<p>Latin Music</p> <p><i>Working as a group, you will create a performance using a range of instruments inspired by Latin-American music.</i></p>	<p><u>Elements of Music</u></p> <p>Complete study of all elements of music and use this knowledge in your first original composition task.</p> <p><u>Composition</u></p> <p>Introduction to using Logic Pro X and creating ideas using Music Technology on the Apple Macs.</p> <p><u>Introduction to area of study 4</u></p> <p>Popular Music, 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, middle 8, riffs, bridge, fill, break, intros and outros, backing tracks, improvisation 	<p><u>Revisit area of study 4:</u> Popular Music (with more advanced topic/class/practical content)</p> <p>Bhangra and fusion</p> <p>Loops, samples, panning, phasing, melismatic/syllabic</p> <p>Revisit and deeper analysis of Pop Set Work</p> <p>Building a vocabulary revision list</p> <p>Clarifying all relevant theoretical points.</p> <p><u>Mock Solo Performance</u></p> <p><u>Composition</u></p> <p>Working on Set Brief composition with feedback and improvement time.</p>

				<ul style="list-style-type: none"> • Primary and secondary chords, cadences, standard chord progressions, power chords, rhythmic devices such as syncopation, driving rhythms • The relationship between melody and chords <p>How to 'describe' a piece using the elements of musical language</p> <p>Introduction to prepared extract for the Pop Set Work</p> <p>Instrumentation, lead and backing vocals, strophic form, repetitive chord sequences, cadences (chordal analysis), solo, rhythmic features (triplets, syncopation, driving rhythms), walking bass, key change</p>	
Spring 1	<p>Carnival of the Animals</p> <p><i>You will explore and discuss the Elements of Music in context of this piece of music by Camille Saint-Saëns. You will learn some of the motives from this famous piece as well as creating your own piece.</i></p>	<p>Rock n Roll</p> <p><i>Developing from your work on the Blues, you will learn to combine melody, improvisation, chords and bass-lines to create your own Rock and Roll performance.</i></p>	<p>Songwriting 2</p> <p><i>Moving on from Songwriting 1, you will create your own pop song using professional software on the Apple Mac computers.</i></p>	<p><u>Introduction to area of study 1</u></p> <p><u>Forms and Devices</u> with terminology as appropriate:</p> <p>Binary, ternary and rondo forms</p> <p>Repetition, contrast, sequence, ostinato, dotted rhythms, conjunct and disjunct movement, broken chord/arpeggio, melodic and rhythmic motifs, simple chord progressions</p>	<p><u>Revisit Unit 2 Music for Ensemble</u> with more advanced topic/class/practical content</p> <p>Focus on Polyphonic, layered, round, canon and countermelody</p> <p><u>Mock Ensemble Performance</u></p> <p><u>Composition</u></p>

				<p>Ensemble Performing Establishing requirements and standards and setting targets.</p> <p>Notating simple melodies.</p> <p>Recapping the basics – aural, notational and listening skills</p> <p>Introduction to the Classical Set Work</p>	Complete the set brief composition for submission.
Spring 2	<p>The Blues</p> <p><i>You will learn about the context and history of Blues music. You will use the keyboard to practice chords and learn to improvise within the context of Blues Music.</i></p>	<p>Classical Music</p> <p><i>You will learn about key pieces of music and Composers from the Classical Period. You will learn a number of famous pieces and select which piece you want to perform for your assessment.</i></p>	<p>Classical Music 2</p> <p><i>Building on from 'Classical Music 1', you will discover new composers and learn even more challenging music from the Romantic Period.</i></p>	<p>Introduction to area of study 2</p> <p>Music for Ensemble</p> <p>Performing in smaller ensembles; (e.g. chamber music, jazz, musical theatre etc.) as suited to learner interests (cover other topics in year 11).</p> <p>Monophonic, homophonic, unison, chordal, melody and accompaniment, counter melody</p> <p>Introducing additional concepts of melody, harmony and tonality:</p> <p>inversions, dissonance, range, intervals, pentatonic, blue notes, modulations to relative major/minor</p> <p>Composition</p>	<p>Revisit Film Music with any further topics/content including:</p> <p>Special effects, extreme dynamics and tempi, varying time signatures, use of pattern-work, sustained notes and polyphonic textures to vary the textures</p> <p>Final assessment of Solo and Ensemble performances</p> <p>Composition:</p> <p>Final improvement time for both compositions and complete the necessary paperwork include a detailed analysis of your work.</p> <p>FINAL SUBMISSION OF ALL COURSEWORK</p>

				<p>You will begin your 'free choice' composition. This is your first piece of official coursework.</p> <p>Ensemble Performance assessments.</p>	
<p>Summer I</p>	<p>Ensemble</p> <p><i>You will combine different instruments to create a performance as a group. You will develop your cooperation and teamwork skills.</i></p>	<p>Songwriting</p> <p><i>You will learn about the key conventions of popular music and create your own song.</i></p>	<p>Film Music 2</p> <p><i>Using the Apple Macs, you will create an original piece of music to accompany a short film sequence.</i></p>	<p><u>Introduction to area of study 3</u></p> <p>Film Music, with devices and terminology:</p> <p>Layering (texture), further examples of imitation, chromatic movement and dissonance in harmonic work, leitmotifs, thematic transformation of ideas</p> <p>The relationship between the story and the music: choosing appropriate elements of music to represent characters and plot</p> <p>The effect of audience, time and place, and how to achieve this through use of the musical elements</p> <p>Use of sonority, texture and dynamics to create a mood</p> <p>How to achieve contrasts and develop initial ideas when composing.</p> <p><u>Composition</u></p>	<p><u>Listening practice and final examination mock</u></p> <p>Ensure all areas of development based on mock reflections are reviewed and students are fully able to access all aspects of the exam.</p>

				Developing ideas and adding new sections. Feedback and improvement time. <u>Performance</u> Focus on Solo performance and increasing the difficulty of piece if necessary.	
Summer 2	Pentatonic Music <i>You will combine Melody, Chords and original Composition to perform an original version of a famous piece of music by the Japanese composer Ryuichi Sakamoto.</i>	Film Music <i>You will develop your understanding of how composers use the elements of music to create different moods and learn to play famous Leitmotifs. You will learn about one of the most successful composers of all time, John Williams.</i>	Solo Performance <i>You will rehearse and give a solo performance on your instrument of choice.</i>	<u>Submit Composition I</u> Revise Areas of Study Revisit all topics from year 9 using different pieces as listening and performing examples. Continue to build aural skills through frequent practice. Mock exam completed during Summer term. Complete free choice composition project and submit.	

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 a personal lifetime pursuit of music for your own 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:** Like any performance skill it requires practice and rehearsal. 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.

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 GCSE.

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?

The 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. 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 in, 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 and 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 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 GCSE and A Level study. There are 3 assessment points for Y7-9 and 6 assessment points for years 10 and 11 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 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

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?

We offer the study of GCSE Music, NCFE Music Technology and A Level 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