



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 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?

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. 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. These are 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 A Level/Vocational study. There are assessment points each year 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 your 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

KS3

- To play and perform confidently in a range of solo and ensemble contexts using your voice, playing instruments musically, fluently and with accuracy and expression
- To improvise and compose; and extend and develop musical ideas by drawing on a range of musical structures, styles, genres and traditions
- To use staff and other relevant notations appropriately and accurately in a range of musical styles, genres and traditions
- To identify and use the inter-related dimensions of music expressively and with increasing sophistication, including use of tonalities, different types of scales and other musical devices
- To listen with increasing discrimination to a wide range of music from great composers and musicians
- To develop a deepening understanding of the music that you perform and to which you listen, and its history.

KS4

Performing: Playing and Singing

- Demonstrate fluency and accuracy on at least two instruments (see age related expectations for common classroom instruments)
- Demonstrate ensemble listening skills in a group task
- Use appropriate musical notation when playing and singing
- Coordinate your musical role with other performer(s), considering timing and balance (see age related expectations for common classroom instruments)
- Include solos or moments of musical leadership in performance
- Make adjustments to facilitate musical interpretation and sensitive ensemble performance

Creating: Composing and Improvising

- Select appropriate sounds for solo or group compositions, making appropriate choices about instrumental forces and timbre
- Create compositions which make thoughtful use of the inter-related musical elements
- Develop and extend musical ideas and patterns effectively
- Create music in more than one genre, evidencing melody development and rhythmic interest, making use of musical features and devices
- Refine ideas effectively, through improvisation, mutual evaluation and discussion
- Identify, comment on and make links between musical devices in curriculum topics

Critical engagement

- Identify a variety of different instrument sounds and families
- Identify and comment on musical devices in a range of topics
- Recognise musical symbols and appropriate notation, demonstrating an ability to use these in performance

- Have a secure understanding of appropriate notations
- Evaluate the success of your own work and set realistic targets for improvement
- 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 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 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 & Orchestra
- Music Health
- Music Industry and Merchandising
- Instrument Work and Development

Music Curriculum Progression Pathway At Outwood Academy Bydales

Years 7, 8 & 9	GCSE Year 1	GCSE Year 2
<p style="text-align: center;"><u>Bridging Unit</u></p> <p style="text-align: center;">Elements of Music</p> <p>Students begin by studying rhythm and pulse. Introduction to notation, pulse, tempo, time signatures. crotchet, quaver, rest and time signature, phrasing and structure.</p> <p>Students will compose and perform rhythms, perform in front of their peers and explore rhythm through practical tasks. Students will also sing in most lessons.</p> <p>Through these students will begin to explore, experiment with and apply the elements of music. Listening activities will develop their understanding further.</p> <p style="text-align: center;">Orchestra and the Greats</p> <p>Students will explore pitch, treble and bass staff notation and the application of it in Beethoven's music.</p> <p>Ode to Joy performances using keyboards.</p> <p>Orchestra will be introduced through an Ode to Joy Flash Mob listening opportunity to develop understanding of sonorities with an orchestra. Short listening activities will take place to deepen awareness of sounds and explore the music of Beethoven and Mozart.</p> <p>Boomwhackers will be used for students to play the music of composers such as Saint-Saëns and Grieg.</p> <p style="text-align: center;">Harmony and Tonality</p> <p>Understanding of tonality is deepened and developed through chords, initially, major and minor triads. Students will use an Adele performance piece to look at the use of chords in composition.</p>	<p>At Outwood Academy Bydales we follow the Eduqas GCSE music scheme and specification.</p> <p>Throughout the course students will be performing, composing, listening and appraising.</p> <p style="text-align: center;">Introduction to Area of Study 1</p> <p>Forms and Devices with terminology such as: binary, ternary and rondo forms, repetition, contrast, sequence, ostinato, dotted rhythms, conjunct and disjunct movement, etc.</p> <p>Performing - establishing standards and planning performances ready for assessment.</p> <p>Using ICT in the music department.</p> <p>Appreciating and using the elements / 'building blocks'.</p> <p>Recapping the basics – aural, notational and listening skills.</p> <p>Introduction to prepared extracts – Bach Badinerie and Toto Africa.</p>	<p style="text-align: center;">Revisit Area of Study 1</p> <p>Forms and Devices (with more advanced topics and practical content).</p> <p>Variation form and strophic form in classical music.</p> <p>Recognition of features of baroque, classical and romantic periods.</p> <p>Revisit: imitation, pedal, canon, alberti bass and all harmonic features.</p> <p>Revisit and revision: Bach Badinerie</p> <p>Exam techniques: hints and tips Building a vocabulary revision list Clarifying theoretical points.</p> <p style="text-align: center;">Revisit Area of Study 4</p> <p>Popular Music (with more advanced topic/class/practical content)</p> <p>Bhangra and fusion.</p> <p>Loops, samples, panning, phasing, melismatic/syllabic</p>

Singing to apply elements of music. Solo, small group and whole class singing in Christmas themed pieces.

Indian Music

Students will learn to understand about Indian culture and use of Raga to celebrate different moods/occasions.

Students will understand and explore the structure of Indian music, the layers of sound and the use of drone, improvising and imitation. Group ensemble performance of compositions. Students will also look at Bhangra music and be introduced to fusion.

Ukuleles

Students will develop the skills required to play a ukulele. They will explore chords, strumming and strum patterns, lead sheets and lead parts. They will perform as an individual and as part of a group. This allows future development into guitar playing, widening access to GCSE performance.

Blues Music

Students will participate in performing and composition activities to explore a range of musical devices found in Blues music. Students will gain an understanding of the beginnings of the genre and its roots in history.

Students will listen, improvise, complete group performances and develop understanding of melody, improvising, chords and structure. Students will deepen ensemble skills and awareness of audience and purpose.

Sticks n Pads Drumming Music

Students will all learn how to play drum kit music through learning about drum notation and by playing from a drum score. Language such as rock beat, fill, off beat, crash cymbal, ride cymbal, bass drum, snare tom tom etc.

Students will learn to play the sticks and bass drum parts of songs such as Livin' on a Prayer and Another One Bites the Dust, which are pieces used by national exam boards. Students

Introduction to Area of Study 4

Popular Music, with terminology as appropriate: 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.

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 Area of Study 2

Music for Ensemble - Performing in smaller ensembles; (e.g. chamber music, jazz, musical theatre etc.)

Composing using texture and sonority (chords and melody) including: Monophonic, homophonic, unison, chordal, melody and accompaniment, countermelody.

Revisit Africa

Exam techniques: hints and tips
Building a vocabulary revision list.
Clarifying all relevant theoretical points.

Revisit Music for Ensemble

(with more advanced topic/class/practical content):

Polyphonic, layered, round, canon and countermelody.

Cover all styles not completed in year 1.

Revisit Film Music

(with any further topics/content).

Special effects, extreme dynamics and tempi, varying time signatures, other minimalistic techniques, chromatic and extended harmonies, use of pattern work, sustained notes and polyphonic textures to vary the textures.

Complete all coursework:
Composition two, set brief from the exam board and two performances, one solo and one ensemble.

will have the opportunity to use a full drum kit. Some will be able to play it on a full kit with higher degrees of complexity.

World music such as African and Samba is also played. This further develops rhythm knowledge and introduces concepts such as cross rhythm, polyrhythm, syncopation and the different instruments used in them.

Film Music

Through this work, students will explore features such as leitmotif and look at the work of iconic composers. They will further develop their understanding of the elements of music through listening and performance. They will begin to develop an understanding of marrying up elements to suggest character and mood.

Hooks and Riffs

Students will perform and listen to a variety of pieces which use hooks, loops and riffs.

They will use Garage band to use loops to develop composition skills, focusing on structure and layering of sounds and how texture is used in composition.

They will also explore automation and how sounds can be manipulated using technology.

Pop Music

Students will study key features of pop music such as instruments, vocals, backing, structure, melody, harmony and riffs. Students will perform as soloists, and in a large whole class performance, using a range of instruments. There will be a composition opportunity through lyric and chord writing.

Foley

Students become foley artists themselves by layering sound effects on to a video and manipulating the sounds using EQ, reverb and echo, enabling students to have a thorough understanding of what a foley artist is within theatre and film.

GarageBand

Students learn how to create pieces of music using digital audio.

Introducing additional concepts of melody, harmony and tonality: inversions, dissonance, range, intervals, pentatonic, blue notes, modulations to relative major/minor.

Introduction to Area of Study 3

Film Music, with devices and terminology: 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.

How to achieve contrasts and develop initial ideas when composing.

Revisit all topics from year 10 using different pieces as listening and performing examples.

Listening practice and final examination.

Ensure the specification content is fully covered.

	<p>Complete free composition project (of choice) and submit. Continue to build aural skills through frequent practice.</p> <p>Students will focus on completing a first composition, a piece within an area of study to a brief of their own choice.</p>	
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