



MUSIC

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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 it's 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.

Music and drama collaborate and offer enrichment in the form of a Youth Theatre open to all students twice yearly to perform 2 big shows. One in Summer and the other at Christmas time Pantomime. Students range and vary year on year but all gain something from it, be it a chance to perform a subject not chosen for a chance to develop self worth on a performance that the public pay to see. This is a self funded club, legacy left over by teachers who initially raised the funds to set up the club

Additionally we aim to support young musicians with their instrumental lessons. Where possible we can meet a small proportion of the cost for peripatetic tuition for those students wishing to continue with music into year 10 and 11.

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 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 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 (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 [1] [SEP]

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 it's 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 Redcar

	YEAR 7	YEAR 8	YEAR 9	YEAR 10	YEAR 11
AUTUMN 1	<p>What is Rhythm and Pulse? An exploration of a range of percussive instruments. Understanding of the difference between rhythm and pulse and how this is the basis for most Western music. Knowledge of how this will be applied to practical instrumentation. This is a</p>	<p>What is Rhythm and Pulse? An exploration of a range of percussive instruments. Understanding of the difference between rhythm and pulse and how this is the basis for most Western music. Knowledge of how this will be applied to practical instrumentation. This is a</p>	<p>How do I create a band? Students will develop their instrumental skills and select their chosen instrument to develop. Beginning with piano, voice, guitar and drums. Once students have explored and developed some basic skills on these instruments they will</p>	<p><u>COMPONENT 1 Music Makers</u> Students will study different styles and genres of music throughout the decades of the 20th Century. They will begin their journey in the 60s, learning about the key features of British Invasion Music through practical exploration of</p>	<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.</p>

	skills based term to learn the elements of music as a starting point.	skills based term to learn the elements of music as a starting point. Everyone does classical piano at this point as a foundation and means to introduce necessary elements for playing in a band. The students begin to develop popular piano playing next half term and then begin practising other popular instruments in addition.	begin to deepen their understanding of their chosen instrument. Everyone does classical piano at this point as a foundation and means to introduce necessary elements for playing in a band. The students begin to develop popular piano playing next half term and then begin practising other popular instruments in addition.	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	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 brief and how they can imaginatively implement these.
AUTUMN 2	Where's my voice? Learning the skills and techniques of the singing voice. Learning how the voice works within a song, to include harmony, pitch, scales, solo and group. Applying Rhythm and pulse throughout the vocal journey. Throughout this journey students will be exposed to a sample of music genres past and current.	Where's my voice? Learning the skills and techniques of the singing voice. Learning how the voice works within a song, to include harmony, pitch, scales, solo and group. Applying Rhythm and pulse throughout the vocal journey. Throughout this journey students will be exposed to a sample of music genres past and current.	How do I perform in a band? Once students have explored and developed some basic skills on these instruments they will begin to deepen their understanding of their chosen instrument through practice and performance.	<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.	The next part of the assignment will then require the students to develop some of these initial ideas into a final response. For example, 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.
SPRING 1	How do I play the piano? Exploration of keyboard skills, learning, through practice, Such skills and knowledge to be developed will include,	How do I play the piano? Exploration of keyboard skills, learning, through practice, Such skills and knowledge to be developed will include,	What is musical Production? Learning how to use Garageband as found in the music profession. Applying skills to musical production,	This component is designed to train self-reflective practitioners, reviewing learning and considering how improvements and	The Final Assignment will be submitted at the end of May and externally assessed by an examiner

	chords, chord sequencing, notation. Knowledge of Beethoven through <i>Ode to Joy</i> . Classical context, Students will also look at a chosen current piece paying reference to current popular culture.	chords, chord sequencing, notation. Knowledge of Beethoven through <i>Ode to Joy</i> . Classical context, Students will also look at a chosen current piece paying reference to current popular culture.	students will learn and develop the skills required for musical production through this popular and widely used apple programme. They will work as professionals in the industry and become music producers.	developments can be made. 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.	
SPRING 2	How do I play the piano? Exploration of keyboard skills, learning, through practice, Such skills and knowledge to be developed will include, chords, chord sequencing, notation. Knowledge of Beethoven through <i>Ode to Joy</i> . Classical context, Students will also look at a chosen current piece paying reference to current popular culture.	How do I play the piano? Exploration of keyboard skills, learning, through practice, Such skills and knowledge to be developed will include, chords, chord sequencing, notation. Knowledge of Beethoven through <i>Ode to Joy</i> . Classical context, Students will also look at a chosen current piece paying reference to current popular culture. Developed in this term with a knowledge of chord progression and development of skills through repetition of rehearsal. Playing solo and with accompaniment.	How do I demonstrate my Knowledge and Skills? After a development of music production students will then apply the skills they have developed and use these within their practical application. This will culminate in a piece of music produced for audio.	During the summer term, students will begin to plan for 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 begin put together a portfolio of work which demonstrates their understanding of the importance of these professional skills	
SUMMER 1	What is a musical genre? A knowledge of genre and style through	What is a musical genre? A knowledge of genre and style through	How does life influence the arts? (Arts Project) This is an		

	<p>the years using examples of music past and present with relevance for all students. A practice of the different approaches and techniques used in the wide variety of music genres and the contrasts and similarities the musical genre and style each hold. Students will have the opportunity to develop their understanding of genre and style through the newly developed skill of voice, percussion or keyboard.</p>	<p>the years using examples of music past and present with relevance for all students. A practice of the different approaches and techniques used in the wide variety of music genres and the contrasts and similarities the musical genre and style each hold. Students will have the opportunity to develop their understanding of genre and style through the newly developed skill of voice, percussion or keyboard.</p>	<p>opportunity for the year 9 art students across the arts areas to work towards a product. Here students will prepare to create a musical product that they have been influenced from. This may be a live performance demonstrating their skills of their chosen instrument or technical production.</p>		
SUMMER 2	<p>How do I play a string instrument? Developing skills of the ukulele. Knowledge of heritage and its use in bands. coordination, timing and learning a song in its entirety.</p>	<p>How do I play a string instrument? Developing skills of the ukulele. Knowledge of heritage and its use in bands. coordination, timing and learning a song in its entirety.</p>	<p>How do I prepare for a performance? Students will work collaboratively to work towards an end product in preparation for an audience. They will learn the professional standards and work within those parameters to perform for an audience.</p>		