



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 without 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 ukulele 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 piano, guitar, drum-kit, voice, brass or woodwind. We offer support with these lessons for any students choosing to study music at GCSE or A Level.

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 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 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 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 6 assessment points each year that we term Praising Stars©. We assess how you are on track at your current stage of study and which skills you need to develop 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 Co-ordinate 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 GCSE 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
- Instrumental work and development

Music Curriculum Progression Pathway at Outwood Academy Danum	
Key Stage 3	GCSE
<p>Year 7</p> <p>1. <u>Singing with the Elements of Music</u></p> <p>Pupils will learn about:</p> <ul style="list-style-type: none"> • The Elements of Music • Performing confidently using their voice • Singing warm-ups, breathing and articulation • Improvisation and composition • Graphic scores • Vocal ensembles through time <p>2. <u>Keyboard Skills</u></p> <p>Pupils will learn about:</p> <ul style="list-style-type: none"> • Notes on a keyboard • Playing simple melodies • Treble Clef, Pitch and Notation • Major and minor chords • Chord symbols • Listening skills <p>3. <u>I've got Rhythm</u></p> <p>Pupils will learn about:</p> <ul style="list-style-type: none"> • Pulse and Beat • Note durations • Simple time signatures • Rhythm Clocks and Grids • Ostinato patterns and improvisation • STOMP • Ensemble and solo performance <p>4. <u>Form & Structure</u></p> <p>Pupils will learn about:</p> <ul style="list-style-type: none"> • Binary Form (AB) • Ternary Form (ABA) • Rondo Form (ABACA) • Q&A/Call and response 	<p>Year 10</p> <p>1. <u>Introduction to area of study 1: Forms and Devices</u></p> <p>with terminology:</p> <ul style="list-style-type: none"> ➢ binary, ternary and rondo forms, repetition, contrast, sequence, ostinato, dotted rhythms, conjunct and disjunct movement, broken chord/arpeggio, melodic and rhythmic motifs, simple chord progressions • Performing - establishing standards and setting targets: first practical assessment • Notating a simple melody • Using ICT in the music department • Appreciating and using the elements/'building blocks' • Recapping the basics – aural, notational and listening skills • Introduction to prepared extract – <i>Badinerie</i> <p>2. <u>Introduction to area of study 4: Popular Music,</u></p> <p>with terminology:</p> <ul style="list-style-type: none"> ➢ rock and pop • Appraising; more challenging theoretical and aural work: <ul style="list-style-type: none"> ➢ strophic form, verse, chorus, middle 8, riffs, bridge, fill, break, intros and outros ➢ 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 prepared extract – <i>Africa by Toto</i>:

- Music Technology - Chrome Music Maker
- Composing 2 & 4 bar phrases
- Scales and arpeggios
- Ensemble and solo performance

5. Instruments of the Orchestra

Pupils will learn about:

- Timbre and Sonority
- The String Family
- The Woodwind Family
- The Brass Family
- The Percussion Family
- Performing as an Orchestral Ensemble
- Famous orchestral works

6. Folk Music

Pupils will learn about:

- Instruments of Folk Music
- Folk song Accompaniments: Pedal, Drone, Ostinato, Alberti bass Broken Chord, Arpeggio
- Melodic and Harmonic Intervals
- Notation - Lead Sheets
- Creating a Folk Song Arrangement
- Singing and playing Folk Songs and tunes

Year 8

7. Singing the Blues

Pupils will learn about:

- Instruments of the Blues
- Blues Scale
- Blues Chord sequence
- Improvisation
- Swing/Swung rhythms
- AAB phrase structure
- Singing and playing the Blues

- instrumentation, lead and backing vocals, African influences, repetitive chord sequences, cadences (chordal analysis), solo, rhythmic features (triplets, syncopation, driving rhythms), walking bass, key change

3. Introduction to area of study 2: Music for Ensemble

- Performing in smaller ensembles; (e.g. chamber music, jazz, musical theatre etc) as suited to learner interests (cover other topics in year 11).
- Composing using texture and sonority (chords and melody) including:
 - Monophonic, homophonic, unison, chordal, melody and accompaniment
- Introducing the more challenging concepts of melody, harmony and tonality:
 - inversions, dissonance, range, intervals, pentatonic, blue notes, modulations to relative major/minor

Activities

- Compose a short piece (homophonic texture)
- Perform a piece in one of the styles associated with the area of study as a member of an ensemble

4. Introduction to area of study 3: Film Music,

with devices and terminology:

- Layering, imitation chromatic movement and dissonance in harmonic work, leitmotifs, thematic transformation
- The relationship between the story and the music
- The effect of audience, time and place
- Use of sonority to create a mood
- Use of dynamics to create a mood

Activities

- Solo performing
- Composing to a brief (a piece of film music)
- Producing a score
- Listening exercises to develop notation skills

8. Keyboard Skills 2

Pupils will learn about:

- Using correct posture
- Develop keyboard repertoire
- Build skills of reading music
- Develop accuracy of pitch and rhythm
- Explore different keyboard instruments from different times and places
- Playing in time with a metronome

9. Variations

Pupils will learn about:

- Theme and Variation form
- Ground Bass and Pedal
- The Elements of Music
- Theme/Melody
- Counter Melody
- Augmentation & Diminution
- Major and Minor
- Canon/Round

10. Film Music

Pupils will learn about:

- Film Music genres
- Music Technology (Soundtrap and Sibelius)
- Leitmotif/Sequencing
- Orchestration/Timbre/Sonority
- Textures and Layers
- Dissonance

11. All about the Bass

Pupils will learn about:

- Bass Clef Stave Notation
- Bass Clef Musical Instruments
- Performance skills on the Bass Guitar
- Chords - Root, Third and Fifth
- Bass Line Patterns: Walking Bass, Bass Line Riffs, Alberti Bass, Broken Chord, Arpeggio, Pedal
- Bass Voice
- Developing Left hand keyboard skills

- Listening exercises to develop the ability to identify musical elements AO3 and appraising skills AO4
- Revisiting topics from each Area of Study examined in Yr 10 using different pieces as examples
- Complete composition project (free choice) and submit
- Continue to build aural skills

Activities

- Free composition
- Work on year 10 performance pieces
- Listening exercises to develop notation skills

Year 11

- Revisit area of study 1: **Forms and Devices** (with more advanced topic/class/practical content)
 - Variation form and strophic form in classical music
 - Recognition of features of baroque, classical and romantic periods
 - Imitation, pedal, canon, alberti bass and harmonic features
- Revisit *Badinerie*

Activities

- Select final choice of pieces for the practical examination
- Work on performances
- Begin work on the piece for the WJEC Eduqas Composition set brief
- Revisit area of study 4: **Popular Music** (with more advanced topic/class/practical content)
 - Bhangra and fusion
 - Loops, samples, panning, phasing, melismatic/syllabic
- Revisit *Africa by Toto*

12. African Drumming

Pupils will learn about:

- Master Drummer
- Ostinati
- Syncopation
- Q&A/Call and Response
- Textures - Cyclic and Polyrhythms
- Improvisation
- Djembe Performance Technique - Bass, Tone & slap

Year 9

13. Off Beat - Reggae

Pupils will learn about:

- Reggae Music
- Hooks - melodic, rhythmic and verbal
- Syncopation & Off - beats
- Chords I, II, IV & V
- Textures - Cyclic and Polyrhythms
- Riffs & Repetition
- Reggae Song Lyrics
- Creating a Reggae Arrangement

14. Keyboard Skills 3

Pupils will learn about:

- Piano Music from different times and places
- The importance of warming up
- Developing 5 finger technique
- Develop treble and bass clef reading
- Primary and Secondary Chords
- Solo performance
- Piano Accompaniment

15. Computer and Video Game Music

Pupils will learn about:

- Creating character Theme Motif
- Soundtrack and Sound Effect
- Jumping Bass Line
- Ground Theme
- Syncopation
- Catchy melodic ostinato
- Chromaticism

Activities

- Class project - Bhangra
- Work on performance (ensemble and/or solo)
- Show back in front of class; feedback and target setting
- Complete WJEC Eduqas brief composition
- Revisit **Music for Ensemble** (with more advanced topic/class/practical content)
 - Polyphonic, layered, round, canon and counter melody
- Cover styles not done in year 10

Activities

- Complete free composition
- Complete performances
- Revisit **Film Music** (with more advanced topic/class/practical content)
 - Minimalistic techniques, chromatic harmonies
- Complete all coursework
- Listening practice and examination.
- Ensure the specification content is fully covered

Activities

- Exam practice questions

- Staccato and Articulation

16. Ukulele Skills

Pupils will learn about:

- Chords I, II, IV & V
- Ukulele tuning
- Effective ukulele performance technique
- Melody and chords
- Developing strumming patterns
- Using a metronome to play in time
- Ensemble and solo performance skills

17. Samba

Pupils will learn about:

- Latin-American Percussion
- Pulse, Beat and Rhythm
- Performing as part of an ensemble
- Improvisation
- Cyclic Rhythms, Ostinato and syncopation
- Polyrythms
- Q&A/Call and response

18. What makes a Good Song?

Pupils will learn about:

- Lyrics and Song Words
- Melody and Counter-Melody
- Hooks and Riffs
- Popular Song Structure
- Instruments, Timbres and Sonorities in Songs
- Melodic features: Conjunction, Disjunct, Range
- Texture - Chords, Accompaniment, Bass Line
- Notation - Lead Sheets
- Creating a Musical Arrangement Cover Version