



MUSIC

Why is the study of Music important?

“Life without playing music is inconceivable to me. I live my daydreams in music. I see my life in terms of music... I get most joy in life out of music”. Albert Einstein

Whatever the future holds for our students, whether they follow in the footsteps of Einstein or our alumnus Jarvis Cocker, we know that music will give them joy. Our ambitious music curriculum develops students’ practical competence and appreciation of music as well as other desirable qualities such as building confidence, finding a form of expression or as an opportunity to collaborate with peers. From their first lesson in year 7, students are treated as musicians and creators, and the importance of industry is at the heart of their skill development. Students understand that success in music starts with developing self-discipline in practice and that perseverance when faced with challenges is fundamental to their progress. Our classroom is a supportive space where the values of respect and integrity are instilled through group performances and shared experience.

Every topic we explore considers the careful balance of past and contemporary musical masters, touching upon cultural importance and musical innovations in technology and genre. At the heart of Sheffield’s history is an innovative and long-celebrated music scene. We work with professional musicians, visiting tutors and concert venues across the city to inspire our students to be a part of this tradition. We hope that regardless of whether they continue to play an instrument as adults or pursue careers in the Arts, their musical learning and experiences with us will have a lasting impression, allowing them to be expressive, creative, open-minded and thoughtful members of society, much like Albert Einstein.

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 providing 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 keyboard, ukulele, guitar and drum kit 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 etc. We offer support with payment for these lessons for any students choosing to study music at Tech Award and those who are in receipt of Free School Meals.

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 are 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 concerts, both in the academy and in the local community, group performance rehearsals such as Rock School and choir 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 support the study of music with peripatetic music classes and have a number of fantastic musicians delivering high quality one-to-one lessons weekly (these are funded for any students studying Music at BTEC level and who are in receipt of Free School Meals). 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, students gain much-needed experience in rehearsing, time management and performance as well as benefiting from being involved in ensembles on a more regular basis.

There are plenty of other ways to be involved. We run various trips and events that allow students 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 Academy 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 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 Key Stage 2 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

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 and Writers
- Recording
- The Record Industry
- Music Business
- Music Industry Touring
- Facility, Arena & Club management
- Film Music
- Music Journalism
- Music Education
- Public Relations and Advertising
- Radio and Television
- Symphony and Orchestra
- Music Health
- Music industry and merchandising
- Instrument work and development

Music Curriculum Progression Pathway at Outwood Academy City

	YEAR 7	YEAR 8	YEAR 9	BTEC Year 1	BTEC Year 2
Autumn 1	<p>Soundscapes and singing</p> <p>Students are introduced to the elements of music and instruments of the orchestra through listening and practical compositions, they explore features such as motif, drone, dynamics, and texture and how they combine to create descriptive music. We develop performance skills in singing and rhythm, using body percussion, acapella and beatboxing. 7.2, 7.4, 7.5, 7.6, 7.7, 7.8.</p>	<p>Reggae</p> <p>Introduction to other band instruments including drum kit and guitar alongside piano, ukulele and voice to create group performances. Looking at cultural background and reggae style features. Bob Marley and three little birds. Rhythm-syncoption. Harmony features- Chord patterns and shapes. Major, triad, root note. Listening to your band and timing, collaborating with others musically. 8.1, 8.2, 8.3, 8.7, 8.8, 8.9</p>	<p>On rotation for those who have not chosen Music or Drama as their specialism. You will rotate each half term between music and Drama, covering the following topics.</p> <p>Band skills- Rock Riffs During this topic we will combine knowledge of important artists and bands in Rock history, and the genres that developed from early 20th Century Blues into Rock and Roll with the practical skills and developing repertoire pieces for students in bands. Music theory- chords, scales, key signatures, rhythm notation refresh and more complex patterns. Understanding the key structures in popular music How to combine parts to create group performance Ensemble skills: Balance Timing Collaboration Individual skills and musical theory knowledge related to their chosen instrument Warm ups Technical exercises- scales/ arpeggios and how to manipulate these to develop transferable skills when learning a song. Practice techniques Aim to put on a</p>	<p>Now Introducing Introduction to the Tech Award Music Course including learning about the grading criteria and requirements of the course.</p> <p>Music Makers 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 the music of iconic bands and artists of the genre including The Beatles and The Kinks.</p> <p>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.</p> <p>Students will present their research and analysis as blogs using Google Sites.</p>	<p>Tech Award Component 2 Project</p> <p>During the autumn term students will undertake the Assignment required for this next internally assessed element of the course.</p> <p>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 put together a portfolio of work which demonstrates their understanding of the importance of these professional skills</p> <p>They will then be required to compile the video evidence of the programme of development that they have planned for themselves and the progress that this has enabled them to make in their 2 chosen disciplines – demonstrating both their musicianship and professionalism throughout. This evidence will need to be presented with a review of the skills that they feel they have developed and how they have achieved this.</p>
Autumn 2	<p>Piano skills and Notation reading</p> <p>Students explore written staff notation and explore the piano, developing note-reading skills alongside technical piano skills. Keyboard geography, hand position, all fingers, left and right hand. 7.1, 7.3, 7.4, 7.5, 7.8, 7.9</p>	<p>Film music</p> <p>Composing for film clip in garageband. Exploring how mood and atmosphere are created in film through music. Drone, dissonance, leitmotif, sync point, Foley. Storyboard. Tonality- key Major/minor, Harmony- dissonance, Dies Irae plainchant intervals. Partner/ individual project developing skills on garageband including recording in, fine editing, timing, choosing and changing sounds. 8.1, 8.4, 8.5, 8.6, 8.7, 8.8, 8.9</p>	<p>Individual skills and musical theory knowledge related to their chosen instrument Warm ups Technical exercises- scales/ arpeggios and how to manipulate these to develop transferable skills when learning a song. Practice techniques Aim to put on a</p>	<p>Tech Award Component 1 Project</p> <p>Students will undertake the Assignment required for this internally assessed element of</p>	<p>Tech Award Component 3: Responding to a Brief:</p> <p>This is the externally assessed element of the course. This component will</p>
Spring 1	<p>Ukulele</p> <p>Understanding string instruments, strumming technique, chords diagrams and reading tab, rhythm, combining with singing, following</p>	<p>Band Skills Popular music (song focus varies each year): Developing individual performance skills on chosen instrument, self-discipline in rehearsal, understanding of popular</p>	<p>Individual skills and musical theory knowledge related to their chosen instrument Warm ups Technical exercises- scales/ arpeggios and how to manipulate these to develop transferable skills when learning a song. Practice techniques Aim to put on a</p>	<p>Tech Award Component 1 Project</p> <p>Students will undertake the Assignment required for this internally assessed element of</p>	<p>Tech Award Component 3: Responding to a Brief:</p> <p>This is the externally assessed element of the course. This component will</p>

	<p>an accompaniment, harmony.</p> <p>Singing whilst playing an instrument, combining skills, listening.</p> <p>Composing your own chord sequence and song.</p> <p>7.1, 7.2, 7.3, 7.4, 7.5, 7.6, 7.8, 7.9</p>	<p>music song structure in putting together performance, collaboration. Theory-inversion chords, minor tonality, melody combining with harmony</p> <p>8.1, 8.2, 8.3, 8.7, 8.8, 8.9</p>	<p>performance for an audience.</p> <p>Remixing/ Arranging/ Composition:</p> <p>Arranging a song:</p> <p>Structure</p> <p>Instrumentation</p> <p>Dynamics</p> <p>Texture</p> <p>Focus on own composing/ songwriting:</p> <p>Elements of music</p> <p>Structuring your song</p> <p>Composing a riff</p> <p>Choosing a chord progression</p> <p>Lyric writing</p> <p>Recording skills:</p> <p>Microphones</p> <p>Midi</p> <p>Effect.</p> <p>Rotation between the two to allow for use of practical spaces and computer areas in the classroom.</p>	<p>the course. This will include developing a series of blog posts on a range of musical styles and the techniques used in their creation. This will include</p> <ul style="list-style-type: none"> • Analysis of the key features of each style and the intentions of the work • Practical exploration of each style • Application of the techniques used in each style. <p>Students will then produce 3 examples of different musical products, including a live performance, a composition for film or computer games and a DAW product that demonstrate their knowledge of the key features of their chosen style.</p> <p>Tech Award Component 2</p> <p>Students will have the opportunity to develop two musical disciplines through engagement in practical workshops and tasks.</p> <p>Throughout these workshops students will develop technical, practical, personal and professional skills.</p> <p>This component is designed to train self-reflective practitioners, reviewing learning and considering how improvements and developments can be made.</p> <p>Through practical exploration students will learn how musicians collaborate with others and use</p>	<p>allow the students to practically demonstrate the knowledge and skills that they have developed through the course.</p> <p>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.</p> <p>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.</p> <p>The next part of the assignment will then require the students to develop some of these initial ideas into a final response.</p> <p>For examples, 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.</p> <p>The Final Assignment will be submitted at the end of May and externally assessed by an examiner</p>
<p>Spring 2</p>	<p>Time Travellers</p> <p>Exploring Western Classical tradition through well known composers and examples of their music. Connecting the development of technologies and styles over time and how they have influenced popular music genres. We look at Bach, Haydn, Mozart, Beethoven and Grieg as well as Florence Price. Through this we develop knowledge of genre-defining features, developing musical styles and instrumental developments.</p> <p>7.1, 7.2, 7.3, 7.7, 7.8, 7.9</p>	<p>Dance Music Classical to Disco into EDM- Electronic Dance Music: Key genre features, composing using these features, technology features such as EQ, Automation, Reverb, Delay.</p>	<p>Microphones</p> <p>Midi</p> <p>Effect.</p> <p>Rotation between the two to allow for use of practical spaces and computer areas in the classroom.</p>	<p>Students will then produce 3 examples of different musical products, including a live performance, a composition for film or computer games and a DAW product that demonstrate their knowledge of the key features of their chosen style.</p> <p>Tech Award Component 2</p> <p>Students will have the opportunity to develop two musical disciplines through engagement in practical workshops and tasks.</p> <p>Throughout these workshops students will develop technical, practical, personal and professional skills.</p> <p>This component is designed to train self-reflective practitioners, reviewing learning and considering how improvements and developments can be made.</p> <p>Through practical exploration students will learn how musicians collaborate with others and use</p>	<p>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.</p> <p>The next part of the assignment will then require the students to develop some of these initial ideas into a final response.</p> <p>For examples, 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.</p> <p>The Final Assignment will be submitted at the end of May and externally assessed by an examiner</p>
<p>Summer 1</p>	<p>African Drumming</p> <p>Students are immersed in music from African culture. Students will listen to African music and perform in whole class and group drumming. They will know key features such as rhythm, bass/ tone/ slap, call and response, master drummer, polyrhythm, cyclic rhythms, syllabic rhythm words, improvisation. Structuring music. They will compose and perform their own group performance demonstrating their skills and knowledge of the genre.</p> <p>7.1, 7.2, 7.4, 7.5, 7.6, 7.7, 7.8, 7.9</p>	<p>Band Skills 2 Popular music (song varies each year): Developing individual performance skills on chosen instrument, self-discipline in rehearsal, understanding of popular music song structure in putting together performance, collaboration. Focus on songs with hooks and riffs/ basslines for emphasis on Bass clef. More complex harmony/ chords and more challenging rhythmical patterns.</p> <p>8.1, 8.2, 8.3, 8.7, 8.8, 8.9</p>	<p>Music Makers preparation project</p> <p>This project combines all disciplines of composition, performing and listening. Project focusing around four-chord song method. Recap of key musical features, the elements of music and individual performance skills alongside developing a strong group bond and positive working environment. Students begin specialising in their chosen instrument, as well as developing their general piano/ guitar and aural skills.</p> <p>This will be preparation for those moving forward to study music at KS4.</p>	<p>Students will have the opportunity to develop two musical disciplines through engagement in practical workshops and tasks.</p> <p>Throughout these workshops students will develop technical, practical, personal and professional skills.</p> <p>This component is designed to train self-reflective practitioners, reviewing learning and considering how improvements and developments can be made.</p> <p>Through practical exploration students will learn how musicians collaborate with others and use</p>	<p>The Final Assignment will be submitted at the end of May and externally assessed by an examiner</p>

				<p>technology to use blogs, You Tube, Soundcloud and other platforms to share work with others.</p>	
<p>Summer 2</p>	<p>DAW Exploration: Using Garageband as a composition tool. Key musical features: structure, tempo, texture, simple chord and tonality, combining sounds. Riff and melody. Selecting loops that are effective and relevant. Basic garage band features such as loop, play/stop/record and simple effect presets. 7.4, 7.5, 7.6, 7.7, 7.8.</p>	<p>Song writing/ Composing in chosen style. Basics of songwriting, chords and structure. Using Garageband to compose a song, students are given the opportunity to explore the components of a popular song and tailor it to their own musical tastes. Students will use midi to record in, as well as use microphones to record vocals and learn about adding effects and editing EQ. 8.1, 8.3, 8.4, 8.5, 8.6, 8.7, 8.8, 8.9</p>		<p>During the summer term, students will begin to plan for the Assignment required for this next internally assessed element of the course.</p> <p>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</p> <p>The second part of this assessment will be a presentation of the progress made by students throughout this component.</p> <p>Before they can do this they will identify the key areas that they wish to develop as a musician and put together a rigorous plan on these targets will be achieved. They will be required to begin to gather video evidence of the programme of development that they have planned for themselves and the progress that this has enabled them to make in their 2 chosen disciplines – demonstrating both their musicianship and professionalism throughout.</p>	

