



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 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 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 BTEC). 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 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 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?

We offer GCSE Music as an option choice 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

Music Curriculum Progression Pathway at Outwood Academy City	
Key Stage 3	GCSE
<p>Intro to Music & Keyboard Skills</p> <p>1. An introduction to the elements of music Know the meaning of</p> <ul style="list-style-type: none"> • Dynamics - Volume • Tempo - Speed • Melody – A pattern of different pitches • Pitch – High and low notes • Rhythm – A pattern of different lengths of note • Structure – The way a piece is put together <p>2. Performing on the keyboard Know how to</p> <p>3. Compose a well-structures melody on the keyboard</p>	<p>1. Solo Performance – Students will continue to develop their performance ability while working towards a solo performance recording</p> <p>2. Composition and Composition Software Students will develop their ability to use music software to create their own music while continuing to develop their ability to create well-structured compositions</p> <p>3. Instrumental Music Students study a piece of instrumental music by Bach and Beethoven</p> <p>4. Pitch dictation Students will begin to learn how to write down a short melody just from listening to it</p>
<p>Intro to Guitar and Drums</p> <p>1. Developing understanding of further elements of music Know the meaning of</p> <ul style="list-style-type: none"> • Texture – The layers of sound and how the relate to each other • Homophonic – melody and accompaniment • Polyphony – two or more melodies played at the same time • Monophonic – all playing the same melody or one instrument playing only a melody 	<p>1. Solo Performance Students will continue to develop their performance skills</p> <p>2. Using harmony and tonality in composition Students will learn how to further develop their compositions by using chords and modulations</p> <p>3. Vocal Music Students study a piece of vocal music by Queen and Purcell</p> <p>4. Rhythm dictation</p>

<ul style="list-style-type: none"> ● Heterophonic – two or more instruments playing similar versions of the same melody ● Continue to develop students ability to use key terms to describe music <p>2. Performing on Guitar and/or Drums</p> <p>3. Compose on the guitar and/or drums</p>	<p>Students will begin to learn how to write down a short rhythm just from listening to it</p>
<p>Ensemble Skills</p> <p>1. Consolidating and developing knowledge of the elements of music</p> <p>Know the meaning of</p> <ul style="list-style-type: none"> ● All key terms studied so far ● Harmony – Using chords to develop music ● Chord – notes played together ● Key/Scale/Tonality – Using a major or minor scale ● Major Scale/Minor Scale – A group of 8 notes used to create music <p>2. Learning to perform in a group by learning the keyboard, guitar vocal or drum part for a song and then putting them together</p> <p>3. Learn to add a simple left hand part to a keyboard melody</p>	<p>1. Group Performance Students will begin to develop their ensemble skills while preparing for a group performance recording</p> <p>2. Developing a Composition Students will continue to work on their compositions and develop them</p> <p>3. Music for Stage and Screen Students study a piece of film music and a song from a musical</p> <p>4. Listening skills Students begin to apply the knowledge of the elements of music they have studied so far to learn how to comment effectively on music that is unfamiliar to them</p>
<p>Vocal Music</p> <p>Students continue to develop their musical vocabulary by looking at the Main features of Killer Queen</p> <p>1. They will be introduced to MAD T-SHIRT as a way organise their knowledge about a piece of music</p> <ul style="list-style-type: none"> ● M – Melody ● A – Articulation ● D – Dynamics ● T – Tempo ● S – Structure ● H – Harmony ● I – Instrumentation ● R – Rhythm ● T – Texture <p>And use this to learn the main features of Killer Queen</p> <p>2. Students will learn to perform a pop song in an ensemble or as a solo using the performance and practice techniques developed in Year 7</p>	<p>1. Solo Performance Students will practice and record their solo performance coursework</p> <p>2. Composing to a brief Students will compose and record a composition task set by the exam board</p> <p>3. Fusion Students study two pieces of fusion music</p> <p>4. Musical Evaluation Students will learn how to evaluate the effectiveness of pieces of unfamiliar music</p>

<p>Music for Stage and Screen</p> <p>Students develop their composition skills by creating a short piece of film music</p> <p>Students continue to develop their musical theory knowledge by looking at Star Wars</p> <ol style="list-style-type: none"> 1. Students will learn the main features of the Star Wars theme 2. Students develop their composition skills by creating a short piece of film music 	<ol style="list-style-type: none"> 1. Group Performance Students prepare and record their group performance 2. Free Composition Students complete and record their free composition 3. Students consolidate the work they have done on all eight set works 4. Students consolidate their work on dictation and musical evaluation
<p>Fusion</p> <p>Students further develop their performance skills by learning to perform a piece either as a solo or in a group</p> <p>They will continue developing their ability to write about music by studying the song Release</p> <ol style="list-style-type: none"> 1. Students will learn the main features of Release by Afro Celt Sound System 2. Students will learn to perform a pop song in an ensemble or as a solo using the performance and practice techniques developed in Year 7 and pitched at an appropriate difficulty level to enable progress 	<p>Revision for Listening Exam</p>
<p>Classical Music</p> <p>Students continue to develop their composition and/or performance skills by composing and/or performing a short instrumental piece</p> <p>They will continue to develop their theory knowledge by studying a Beethoven Piano Sonata</p> <ol style="list-style-type: none"> 1. Students will learn the main features of the Beethoven Piano Sonata 2. Students will learn to perform a solo instrumental piece on their chosen instrument or keyboard 3. Students will develop their composing skills by learning to create development ideas from a simple melody 	
<p>Musicals</p> <p>In preparation for GCSE music students will select a solo or group performance to prepare for a performance assessment at the end of term</p>	

<ol style="list-style-type: none">1. They will also study Defying Gravity2. Students will continue to develop their performance ability by preparing a solo or ensemble performance using the performance and practice techniques developed throughout KS3 and pitched at an appropriate difficulty level to enable progress	
<p>Fusion 2</p> <p>In preparation for GCSE music students will compose a piece of music based on a GCSE assignment brief</p> <p>They will continue to develop their performance ability</p> <ol style="list-style-type: none">1. They will study Samba Em Preludio2. Students will compose a piece of music based on a GCSE assignment brief3. Students will continue to develop their performance ability either through arranging a performance of their composition work or a new solo/ensemble	