



## 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 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 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, 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. 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!

## Key Assessment Objectives

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 practical assessments and written log based on our subject mapping of expectation across the Music curriculum.

### 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 their 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 their 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 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 Hasland Hall		
Key Stage 3	Tech Award Year 1	Tech Award Year 2
Keyboard and theory	Now introducing the Introduction to the Tech Award Music Course	Tech Award Component 2 Project During the autumn term students will

<p>Identify and use crotchets, minims, quavers and semibreves on treble and bass clef.</p> <p>Identify all the musical elements and increase knowledge of words relating to each musical element.</p> <p>Compose simple rhythmic patterns, melodies, and accompaniments. Which fit the purpose of the task using the conversions studied.</p> <p>Instrument specific techniques and notation reading knowledge needed to perform with satisfactory accuracy, fluency and expression on the keyboard.</p> <p>Describe the effect composers use of specific musical, stylistic and technical features using references to support.</p>	<p>including learning about the grading criteria and requirements of the course. 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. 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. Tech Award Component 1 Project Students will undertake the Assignment required for this internally assessed element of 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"> <li>• Analysis of the key features of each style and the intentions of the work</li> <li>• Practical exploration of each style</li> <li>• Application of the techniques used in each style.</li> </ul> <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 demonstrates their knowledge of the key features of their chosen style. Tech Award Component 2 Students will have the opportunity to develop two musical disciplines through engagement in practical workshops and tasks. Throughout these workshops</p>	<p>undertake 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 put together a portfolio of work which demonstrates their understanding of the importance of these professional skills 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. Tech Award Component 3: Responding to a Brief: 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. 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. The next part of the assignment will then require the</p>
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students will develop technical, practical, personal and professional skills.

This component is designed to train self-reflective practitioners, reviewing learning and considering how improvements and developments can be made. Through practical exploration students will learn how musicians collaborate with others and use technology to use blogs, YouTube, Soundcloud and other platforms to share work with others. 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

Second part of this assessment will be a presentation of the progress made by students throughout this component. 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 how 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.

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. The Final Assignment will be submitted at the end of May and externally assessed by an examiner

**Programme music**

Pupils will be able to listen to and recognise how the themes in Peter and the Wolf and Carnival of the Animals use the musical elements to describe a story.

Identify all of the musical elements and increase knowledge of words relating to each musical element.

Listen with increasing aural memory. Aurally recognise instrument families, ensembles and individual instruments.

Make relevant comments and identify musical devices. Spell correctly and use vocabulary precisely.

Show some understanding of style including historical or contextual factors.

Show knowledge of a variety of great composers from different times and places.

Describe the effect of composers' use of specific musical, stylistic and technical features using musical references to support.

**The Planets**

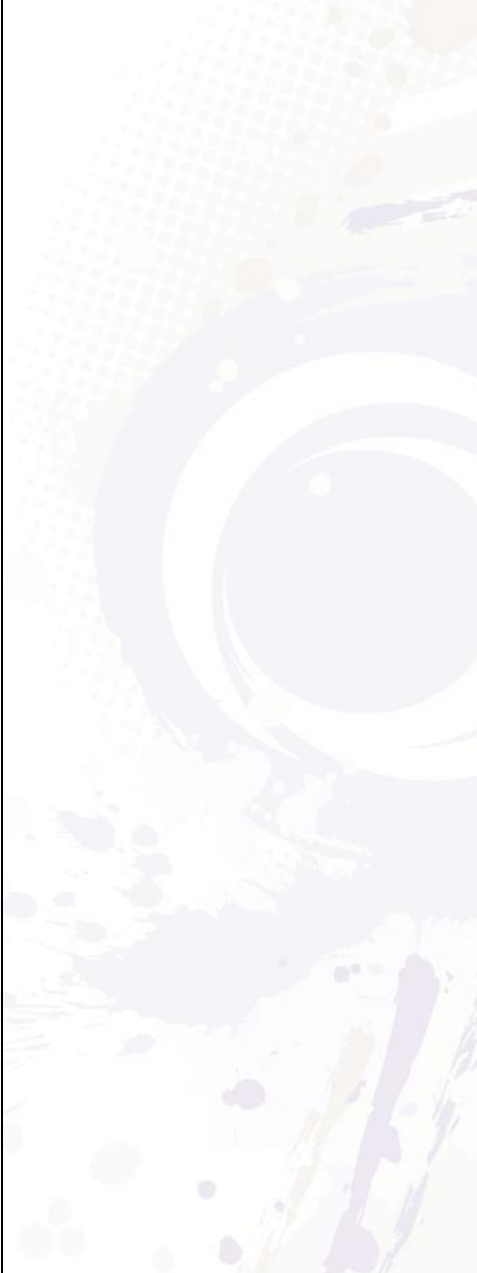

Pupils will develop their aural skills through listening and describing the music of Holst "Planets Suite" using their knowledge of musical elements vocabulary.



<p>To recognise through listening how music can create different atmospheres and characters using the elements of music and how Holst did this in The Planets.</p> <p>Plan compositions to convey ideas clearly and effectively.</p> <p>Compose to a given brief, using the conventions studied, to reflect a certain atmosphere. Explore and choose devices to structure ideas into sections and shape the overall organisation, sequence and presentation to create effects</p> <p>Practical Skills - develop aural and improvisation skills. Effectively rehearse and perform in small groups, and how to respond constructively to the work of others.</p>		
<p><b><u>The Blues</u></b></p> <p>Part Singing and Harmonisation.</p> <p>Practical Skills - develop improvisation skills and focus on the musical element of Harmony, composing a Head Melody using standard notation and improvising on the Blues scale using more sophisticated, syncopated rhythms and swung quavers.</p> <p>To show some understanding of style including historical or contextual factors.</p>		



<p>To compose and arrange a piece with a clear structure using Keyboards and as a individual or part of a pair, including a Head Melody and Improvisation.</p> <p>Pupils will be able to identify key features of the Blues through listening work.</p>		
<p><b><u>Guitar/ Ukulele</u></b></p> <p>Relate standard notation melodic and rhythmic information to practical information provided by guitar tablature, chord boxes and lead sheet notations.</p> <p>Practice and perform classical melodies and rock riffs through a whole-class instrumental session.</p> <p>Describe the music of great performers (John Williams, Jimi Hendrix) using their knowledge of musical elements and begin to be able to explain how musical devices are used to distinguish between styles.</p> <p>Compose own guitar riffs, notated using tablature and standard notation where appropriate.</p>		
<p><b><u>Popular music 1960's- 1970's</u></b></p>		

<p>How to explain, describe and review pieces of music and musical effects using musical terminology.</p> <p>The musical timeline, context and location of British invasion, Heavy metal and Punk.</p> <p>Impact of Music technology and instrumental techniques on the styles, instruments and context of British invasion, Heavy metal and Punk.</p> <p>Stylistic composition conventions in British invasion, Heavy metal and Punk.</p> <p>Musical, technical and stylistic terminology relating to British invasion, Heavy metal and Punk.</p> <p>How to establish and sustain a consistent overall style using stylistically appropriate</p> <p>Practical Skills -. Increasingly sophisticated use of musical elements. How to identify and use syncopations, key signatures of one # or b, and tonality changes.</p>		
<p><b><u>World Music</u></b></p> <p>How to explain, describe and review pieces of music and musical effects using musical terminology.</p> <p>The musical time line, cultural context and location of Reggae, Tango and Indian Classical Music.</p>		

<p>Impact of movements of peoples, Music Technology and instrumental techniques on the styles, instruments and context of Reggae, Tango and Indian Classical Music.</p> <p>Stylistic composition conventions in Reggae, Tango and Indian Classical Music.</p> <p>Musical, technical and stylistic terminology relating to Reggae, Tango and Indian Classical Music.</p> <p>How to establish and sustain a consistent overall style using stylistically appropriate composition conventions.</p> <p>Practical Skills -. Increasingly sophisticated use of musical elements. How to identify and use syncopations, key signatures of one # or b, and tonality changes.</p>		
<p><b><u>Creating Dance music</u></b></p> <p>Practical Skills - develop composition skills and focus on combining the musical elements to create sophisticated melodies, harmonies, and textures.</p> <p>Perform solo and successfully maintain a part in a small group with improving awareness, reaction and adjustment to other parts.</p>		

<p>Perform correctly throughout a whole piece including stylistic rhythms and devices.</p> <p>Use stylistically appropriate composition conventions and make well-judged choices to establish and sustain a consistent overall style and a wide range of effects within individual sections.</p> <p>Display a good level of knowledge of the musical time line, context and location and aurally</p> <p>identify musical elements, explaining using musical terminology to describe and review musical effects, contrasting composers from a range of styles and genres in depth and detail a piece using musical, technical and stylistic terminology.</p>		
<p><b><u>Pop music 1980s- 2000's</u></b></p> <p>How to explain, describe and review pieces of music and musical effects using musical terminology.</p> <p>The musical time line, context and location of Hip Hop, Drum 'n' Bass and Grime.</p> <p>Impact of Music technology and instrumental techniques on the styles, instruments and context of Hip Hop, Drum 'n' Bass and Grime</p>		

<p>Stylistic composition conventions in Hip Hop, Drum 'n' Bass and Grime</p> <p>Musical, technical and stylistic terminology relating to Hip Hop, Drum 'n' Bass and Grime.</p> <p>How to establish and sustain a consistent overall style using stylistically appropriate composition conventions.</p>		
<p><b><u>Samba</u></b></p> <p>Performing layered ostinato rhythms with stylistic "Samba swing" elements and Samba Clave (convention.)</p> <p>Creating and notating (standard notation/structure map) a piece in groups using expected stylistic structure, including varied textures (Call &amp; Response, Polyphonic, Monophonic)</p> <p>Understand some of the history and context of Samba music and how this relates to other World Music styles.</p>		
<p><b><u>Film music</u></b></p> <p>How to explain, describe and review music and musical effects using musical terminology.</p> <p>Musical, technical and stylistic terminology relating to Film Music.</p> <p>Analyse, using simple skeleton scores,</p>		

<p>Complete short melody/rhythm completion exercises</p> <p>Practical Skills -. Increasingly sophisticated use of musical elements. How to identify and use syncopations, key signatures of one # or b, and tonality changes.</p> <p>Use stylistically appropriate composition conventions and make well-judged choices to establish and sustain a consistent overall style and a wide range of effects</p>		
<p><b><u>Preparing for a music event</u></b></p> <p>Use chord boxes, simple lead sheets, standard notation, chord charts and tablature. Perform correctly throughout a whole piece including stylistic rhythms and devices.</p> <p>Use stylistically appropriate composition conventions and make well-judged choices to establish and sustain a consistent overall style and a wide range of effects within individual sections.</p> <p>Understand performance/creative job roles in the music industry which include composer/ songwriter/ producer/ musical director/ live sound technician/ roadie / instrumental support.</p> <p>Understand recording job roles in the music industry; recording studio</p>		

personnel/ producer/ session musician/ mastering

Understand the media and other job roles in the music industry. Music journalist/blogger/ broadcaster (TV and radio)/ software programmer/app developer/ retail and distribution.

Create performance pieces and/or recordings and/or promotional materials for an end of year performance.

