



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 skill and opportunities to enjoy live music experiences and participate in music making in a range of genres. Why not get inspired and motivated to engage further with music through clubs, bands, choirs, performances and music instrumental lessons. Music will teach you to understand critical engagement (LISTENING), Expression (PERFORMING) Creation (COMPOSING)

- listen
- perform
- compose
- participate
- collaborate

What will you know and understand from your study of Music?

From Year 7 you will be exposed to a wide variety of music genres from classical, cultural music, drumming and dance, to pop and film music. Across your music study you are encouraged to make connections through your music-making in order to place the music in context. You will develop your knowledge of music theory, relevant notations, traditions and skill based learning on guitar and keyboard which will ensure that you develop as musically literate individuals, capable of playing a musical

instrument, with a solid understanding of the global importance of music and an ability to analyse and justify your opinions to enhance your critical understanding.

Technology plays an important role in supporting, extending and enhancing the teaching of music. You will find it interesting to use programmes that support your music making and this will inspire, motivate and stretch your engagement in music making.

If you have a specific interest in developing your talent for music and wish to work towards your graded examinations you will have the opportunity to take up music lessons on your chosen instrument be it guitar, drums, voice, brass or woodwind. We offer support with these lessons for any students choosing to study music at Tech Award.

You will learn:

- practical music skills
- composition
- notation
- aspects of music technology
- elements of performance
- cultural richness of music
- music history

How does your study of Music support your study in other subjects?

Study of any subject in our curriculum takes full advantage of links with other subject areas- we term these as interdisciplinary links and we make the most of them because we know that deep learning requires the transference of knowledge and skills from one topic of learning to another. Once you can transfer your learning across topics and subject areas then you are really mastering what you know and how to apply your understanding and skills.

Music touches and links to many of your other subjects and importantly your wider life experience. Music is an intrinsic part of our lives. Music can play an active part in developing cultural awareness and celebrating diversity and in this way it has strong links with Religious Education, Geography, Citizenship and our wider British values. Music plays a significant role in creating an appropriate balance between work and play and positively affects our physical and mental wellbeing. It has strong connections to Physical Education, Dance and Drama and also complements the wider agenda of emotional health and wellbeing - it can help change the way we feel.

New technologies are transforming the way in which we work and learn in music and this creates strong links with ICT, Computer Science and Media Studies. Creativity and critical thinking is fostered by music study. It develops your capacity for original ideas and purposeful action. The development of musical knowledge through the key processes of performing, composing, listening, reviewing and evaluating contains many elements that could truly inspire your creativity. Here there are strong links to other creative subjects such as Art, Design Technology and English. In music you learn much about the notations of composers and the sounds made by musicians. You look at counting, rhythm, scales, intervals, patterns, symbols, harmonies, time signatures, overtones, tone and pitch. These are all connected to mathematics. Even tuning instruments rests in mathematics. You will be introduced to Pythagorean tuning, a system of musical tuning in which the frequency ratios of all intervals are based on the ratio 3:2.

How can you deepen your understanding of Music?

You will have access to 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. 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 Winter and summer concerts in collaboration with dance, choir or rock club or taking up opportunities to take part in high quality productions and performances with other performers from Outwood Grange Academies Trust.

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.

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 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

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 Brumby

Key Stage 3	Tech Award Year 1	Tech Award Year 2
<p><u>Body percussion & Chair drumming</u> Students actively participate in body percussion workshops to improve fundamental music building blocks such as pulse, timing and rhythm. Encompassing all 3 skills of listening, performing and composing. Throughout the first half term students move to chair drumming, learning techniques to be able to play a drum kit accurately, honing their skills in rhythm and pulse.</p> <p><u>Chair drumming and rhythm notation</u> Students further develop their drumming skills this half term focusing on advanced rhythm skill and exercises such as syncopation and improve skills in reading rhythm notation.</p> <p><u>FIND YOUR VOICE</u> Students investigate a variety of vocal techniques and styles with an emphasis on learning good vocal technique, especially whilst warming up. Students are also introduced to ukulele chords and techniques with a focus on learning set pieces and opportunity to be creative in their cover versions arrangements.</p> <p><u>FIND YOUR VOICE: Songwriting</u> A holistic topic incorporating all 3 music skills throughout: Students investigate individual components of pop songs with an emphasis on critical engagement, followed by playing examples using voice, ukulele or keyboard and finally composing for each element. Students explore riffs, chord sequences, pop song structure.</p> <p><u>NOTATION, RHYTHM & KEYBOARD SKILLS</u> Students revisit and investigate rhythm within workshop style lessons reading rhythmic notation and musical maths. Notes of the staff are investigated and then applied to learning a keyboard piece of ranging difficulties from well-known films such as Trolls, ET and Jurassic Park.</p> <p><u>AFRICAN DRUMMING</u> Students investigate the context of African drumming and explore the idea of learning an oral tradition. Investigate graphic score notation as well as developing knowledge of traditional notation. Workshop introductory lesson and then starters focussing on call and response, improvisation, unison, polyphonic textures, syncopation. Students create their own composition and performances using all traditional African drumming elements.</p> <p><u>The Blues</u> Students investigate the socio-historical context of the blues and its continued influence on pop music today. Students focus on chords, 12 bar structure and improvisation:</p>	<p><u>Now Introducing</u> Introduction to the Tech Award Music Course including learning about the grading criteria and requirements of the course.</p> <p><u>Music Makers</u> Students will study different styles and genres of music throughout the decades of the 20th Century. They will begin their journey in the 60s, learning about the key features of British Invasion Music through practical exploration of 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><u>Tech Award Component 1 Project</u> 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 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> <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.</p>	<p><u>Tech Award Component 2 Project</u> During the autumn term students will 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</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> <p><u>Tech Award Component 3: Responding to a Brief:</u></p>

<p>pentatonic scale. Keyboard focus with opportunity for ukulele, voice, guitar, bass and drums.</p> <p><u>Film Music</u> Students begin by investigating the work of composer John Williams and use Jaws as a stimulus. Focus on the creation of atmosphere and the use of chromaticism in their composition for the 90sec clip. Using GarageBand music technology to compose, record, refine and improve work. They investigate major/minor tonalities using 'Up' as a stimulus and compose for the beginning of this film. One final Christmas project to demonstrate all techniques learned: with free choice of Polar Express, Elf or Home Alone short clips.</p> <p><u>BTEC STYLE CHALLENGE</u> Students are presented with 2 BTEC style briefs: either a cover song performance challenge or a composition brief challenge. They must work in small teams or alone to independently undertake their chosen project. Students must research, prepare resources, rehearse, compose/perform.</p> <p>This gives more independence and demonstrates how teaching and learning changes and adapts at BTEC level, giving students an overview in order to make informed decisions at Option choosing time.</p> <p><u>MINIMALISM</u> Students investigate minimalism in the Arts, Steve Reich's clapping music and have a stimulus of Tubular Bells. Students learn, rehearse and perform (using GarageBand and MIDI keyboards) one part of Tubular Bells. Stretch: learn more than one/all four parts. Key signature: 7/4 and notation. Minimalist techniques such as displacement, drone, polyphonic texture, repetition etc.</p> <p>Composition: students create a cell and compose their own minimalist piece using techniques aforementioned as well as metamorphosis.</p> <p><u>REGGAE</u> Students will use ensemble listening and performing activities to explore a range of musical devices and key Reggae artists. Additionally, students will gain an understanding of the social and political context of this important genre. Three Little Birds as a stimulus piece. Opportunities to use a variety of instruments such as keyboard and ukulele.</p> <p><u>CHAIR DRUMMING 2</u> Students revisit chair drumming to refine their rhythmic accuracy, drum technique and rhythm notation reading.</p> <p>Students learn ensemble pieces as a class and have the opportunity to create their own rhythmic composition using popular songs and rhythms from around the world, inspired by Samba and West African drumming.</p>	<p><u>Tech Award Component 2</u> Students will have the opportunity to develop two musical disciplines through engagement in practical workshops and tasks. Throughout these workshops students will develop technical, practical, personal and professional skills. 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, You Tube, 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 for 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.</p>	<p>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.</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. 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.</p> <p>The Final Assignment will be submitted at the end of May and externally assessed by an examiner.</p>
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