



SUBJECT & QUALIFICATION: 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.

Studying music can lead to your personal life time pursuit of music for your own personal enjoyment. 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. The study of music will teach you how to

- Critically engage with music through listening
- Express yourself through performance
- Be Creative through composition.

It also helps us to develop key skills that will help us in other subjects and future life skills. These include

- Confidence
- Self esteem,
- Sense of achievement
- The ability to relate with others
- Resilience



OPEN ELEMENT SUBJECT OVERVIEW

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

From Year 7 you will be exposed to a wide variety of music genres from classical, cultural music, drumming and dance, to pop and film music. Across your music study you are encouraged to make connections through your music-making in order to place the music in context. You will develop your knowledge of music theory, relevant notations, traditions and skill based learning on ukulele, 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, ukulele, strings, drums, voice, brass or woodwind. We offer support with these lessons for any students choosing to study music at GCSE. You will learn

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

How can you deepen your understanding of Music?

You will have access to a wealth of exciting and rewarding extra-curricular opportunities to enhance your study of Music – a testament to the enthusiasm, passion and creativity of both staff and students of all year groups. Students engage in work with professional companies and artists that are brought into the academy to deliver workshops and performances. There are plenty of occasions to work with students from different year groups ensuring that music is a great way to build friendships and have fun. Why not join the enrichment clubs within the academy and give yourself the opportunity to show what you can do? The experience will develop your skills and confidence as you can take part in a variety of musical events be it summer concerts, carolling, choir or band or taking up opportunities to take part in high quality productions and performances both within your academy and across the Trust where appropriate. This has a tangible impact on your achievement and enjoyment of Music. In Music we aim to support the study of music with peripatetic music classes (these are funded for any students studying Music at GCSE). 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



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 GCSE and A Level study. There are half termly assessment points each year that we term Praising Stars©. In younger years we use our subject mapping of our curriculum's age related expectation to assess how students are currently performing against their age related expectations at this point in their study. At GCSE we make informed predictions informed by our holistic assessment of your progress against the key assessment objectives and your aspirational GCSE targets. These are also the basis for any appropriate support and intervention.

Key Assessment Objectives

The key Assessment objectives for Music are:

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



OPEN ELEMENT SUBJECT OVERVIEW

- 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 Eduqas GCSE Music and we encourage your continued study in this fantastic subject. We know that choice and personal interest are important aspects of worthy study. Whether you have continued your study of Music into GCSE or not you will have gained access to this enriching subject and 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.

Study of Music can lead to a wide range of careers:

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 Overview			
Term	Year 7	Year 8	Year 9
Autumn 1	<p><u>Introduction to Music & Instrumental Skills</u></p> <p>Students are introduced to Music and Instrumental Skills including Rhythmic and Melodic performance as well as composition exploring the musical elements including pitch, texture, melody, dynamics, rhythm and structure.</p>	<p><u>Popular Song</u></p> <p>Students will use listening and appreciation activities to develop their understanding of 2 key styles of popular music- Hip Hop and BritPop.</p> <p>They will also explore each style practically through performance workshops, developing their musicianship and participate in an ensemble with directed rehearsals and a final performance on stage.</p>	<p><u>Band Skills</u></p> <p>Students will continue to develop their musicianship and participate in ensemble workshops on various instruments, culminating a final stage performance. Students will demonstrate their ensemble listening skills and will demonstrate fluency and accuracy on their instrument and begin to understand and appreciate the importance of the professional skills required for a career as a professional musician</p>
Autumn 2	<p><u>Count on Me</u></p> <p>Students develop their understanding of the style of Pop Music. They will explore key techniques such as basic chord sequences, simple melodies and composition techniques and apply key skills to perform a melody and chord sequence in an ensemble performance.</p>	<p>Students will demonstrate their ensemble listening skills and will demonstrate fluency and accuracy on their instrument.</p>	
Spring 1	<p><u>Instruments of the Orchestra</u></p> <p>Students will use critical engagement skills to appraise various orchestral works exploring the varying tonalities, instrumentation and other composition techniques used to reflect the different characters in this iconic classical piece. They will also apply performance and composition skills to explore how personal characteristics can be expressed in music.</p>	<p><u>The Classical Era</u></p> <p>Students will use performance and listening activities to explore the instruments of the Classical orchestra. They will also learn about a range of musical devices and compositional techniques used by key classical composers.</p> <p>Additionally, students will gain an understanding of the history of the genre, its development throughout history and its influence on the music of today</p>	<p><u>British Invasion</u></p> <p>In this introduction to the BTEC Tech award, students will use ensemble, listening and performing activities to gain an understanding of the social and political context of this important genre. They will also explore the key features of this key point in the history of the music of today.</p>
Spring 2	<p><u>Blues Music</u></p> <p>Students will use listening and performing activities to explore a range of musical devices and key Blues artists.</p>	<p><u>The Romantic Era</u></p> <p>Students will use performance and listening activities to further develop their knowledge about the development of the Romantic</p>	<p><u>Disco Music</u></p> <p>To celebrate diversity and the birth of electronic music, students will be exploring the music of the 70s. Through performance and</p>



OPEN ELEMENT SUBJECT OVERVIEW

	<p>Additionally, students will gain an understanding to the history of the genre and its link to the slave trade.</p>	<p>Orchestra. They will also learn about a range of musical devices and compositional techniques used by iconic Romantic composers when using music to tell a story</p>	<p>production workshops, students will explore the various styles and social importance of music in this important decade.</p>
<p>Summer 1</p>	<p><u>Ensemble Performance</u> Students will further develop their understanding of Blues music and performance techniques to learn about improvisation and band performances</p>	<p><u>Music and Media - Film</u> Focusing on key film music devices such as chromaticism, sequencing, sonority students will use a range of notations in order to perform film music themes. Additionally, students will explore compositional devices using the suite of Apple iMacs to create a composition that demonstrates inter-related musical elements. Students will be exposed to music from key film music composers.</p>	<p><u>The Baroque Era</u> By introducing students to the works of Pachelbel, Mozart and other iconic composers students will explore the compositional devices used in this type of work. This will include addition, subtraction, inversion, reverse, harmony and others through performance workshops and composition activities. They will also develop the production skills needed to be successful in the BTEC Music Practice course in year 10. New skills will include inputting music, editing music, music recording as well as developing performance and composition skill</p>
<p>Summer 2</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 understanding to the social and political context of this important genre</p>	<p><u>Music and Media Computer Music</u> Students will explore the compositional devices used in this important area of modern media. Exploring the various tonalities, instrumentation and use of the elements to create the different elements required for the composition and performance/recording of this style of music students will recreate some iconic themes of the past and become the creators of themes of the future.</p>	<p><u>Music Workshop Skills</u> Students will develop their musicianship and participate in workshops culminating in a performance of the songs learnt. Students will demonstrate their ensemble listening skills and will demonstrate fluency and accuracy on their instrument and begin to understand and appreciate the importance of the professional skills required for a career as a professional musician</p>



GCSE Music Practice Course Overview (Pathway for Year 10)		
Term	Year 1	Year 2
Autumn Term	<p><u>MAD T SHIRT</u> <u>GCSE Music Year 1 Elements of Music</u> Introduction to the Elements of music. Each week we will investigate a different element of music. These are the key building blocks and are central to studying Music at GCSE. As part of this, there will be practical tasks and opportunities to use Music Technology.</p> <p><u>Solo Performance</u> To benchmark your current experience and to develop your understanding of performance on your instrument, all students will perform their first solo performance at the end of the first term</p>	<p><u>GCSE Music Year 2</u> Revise all Elements of Music and reflect on the mock exam. Exam techniques: hints and tips</p> <p><u>Revisit area of study 1:</u> Forms and Devices (with more advanced topics and practical content) Recognition of features of baroque, classical and romantic periods Revisit and deeper analysis of Classical Set Work</p> <p>Building a vocabulary revision list</p> <p>Clarifying theoretical points</p> <p><u>Performance</u> Finalise selection of pieces for both performances with feedback/input from the instrumental teacher. Final performance exams will take place in March.</p> <p><u>Composition</u> Research and preparation for set brief composition.</p>
	<p><u>Elements of Music Application</u> Complete study of all elements of music and use this knowledge in your first original composition task.</p> <p><u>Composition</u> Introduction to creating ideas using Music Technology on the Apple Macs and works with professional composer</p> <p><u>Introduction to area of study 4</u> Popular Music, with terminology as appropriate:</p> <ul style="list-style-type: none"> • Rock and pop styles (revisiting Blues from KS3) • Strophic form, 32 bar song form, verse, chorus, middle 8, riffs, bridge, fill, break, intros and outros, backing tracks, improvisation 	<p><u>Revisit area of study 4: Popular Music</u> (with more advanced topic/class/practical content)</p> <p>Bhangra and fusion Loops, samples, panning, phasing, melismatic/syllabic</p> <p>Revisit and deeper analysis of Pop Set Work</p> <p>Building a vocabulary revision list</p> <p>Clarifying all relevant theoretical points.</p> <p><u>Mock Solo Performance</u></p> <p><u>Composition</u> Working on Set Brief composition with feedback and improvement time.</p>



	<ul style="list-style-type: none"> • Primary and secondary chords, cadences, standard chord progressions, power chords, rhythmic devices such as syncopation, driving rhythms • The relationship between melody and chords <p>How to 'describe' a piece using the elements of musical language</p> <p>Introduction to prepared extract for the Pop Set Work</p> <p>Instrumentation, lead and backing vocals, strophic form, repetitive chord sequences, cadences (chordal analysis), solo, rhythmic features (triplets, syncopation, driving rhythms), walking bass, key change</p>	
Spring 1	<p><u>Introduction to area of study 1</u> <u>Forms and Devices</u> with terminology as appropriate:</p> <p>Binary, ternary and rondo forms.</p> <p>Repetition, contrast, sequence, ostinato, dotted rhythms, conjunct and disjunct movement, broken chord/arpeggio, melodic and rhythmic motifs, simple chord progressions</p> <p><u>Ensemble Performing</u> Establishing requirements and standards and setting targets. Notating simple melodies. Recapping the basics – aural, notational and listening skills</p> <p><u>Introduction to the Classical Set Work</u></p>	<p><u>Revisit Unit 2 Music for Ensemble</u> with more advanced topic/class/practical content</p> <p>Focus on Polyphonic, layered, round, canon and countermelody</p> <p><u>Mock Ensemble Performance</u></p> <p><u>Composition</u> Complete the set brief composition for submission</p>
Spring 2	<p><u>Introduction to area of study 2</u> <u>Music for Ensemble</u> Performing in smaller ensembles; (e.g. chamber music, jazz, musical theatre etc.)</p>	<p><u>Revisit Film Music</u> with any further topics/content including:</p> <p>Special effects, extreme dynamics and tempi, varying time signatures, use of pattern-work,</p>



	<p>as suited to learner interests (cover other topics in year 11).</p> <p>Monophonic, homophonic, unison, chordal, melody and accompaniment, counter melody</p> <p>Introducing additional concepts of melody, harmony and tonality: inversions, dissonance, range, intervals, pentatonic, blue notes, modulations to relative major/minor</p> <p><u>Composition</u> You will begin your 'free choice' composition. This is your first piece of official coursework.</p> <p><u>Ensemble Performance assessments.</u></p>	<p>sustained notes and polyphonic textures to vary the textures</p> <p><u>Final assessment of Solo and Ensemble performances</u></p> <p><u>Composition:</u> Final improvement time for both compositions and complete the necessary paperwork include a detailed analysis of your work.</p> <p><u>FINAL SUBMISSION OF ALL COURSEWORK</u></p>
<p>Summer Term</p>	<p><u>Introduction to area of study 3</u></p> <p><u>Film Music</u>, with devices and terminology:</p> <p>Layering (texture), further examples of imitation, chromatic movement and dissonance in harmonic work, leitmotifs, thematic transformation of ideas</p> <p>The relationship between the story and the music: choosing appropriate elements of music to represent characters and plot</p> <p>The effect of audience, time and place, and how to achieve this through use of the musical elements</p> <p>Use of sonority, texture and dynamics to create a mood</p> <p>How to achieve contrasts and develop initial ideas when composing.</p>	<p><u>Listening practice and final examination mock</u></p> <p>Ensure all areas of development based on mock reflections are reviewed and students are fully able to access all aspects of the exam.</p>



	<p><u>Composition Listening practice and final examination mock</u></p> <p>Ensure all areas of development based on mock reflections are reviewed and students are fully able to access all aspects of the exam.</p> <p><u>Compositions</u> Developing ideas and adding new sections. Feedback and improvement time.</p> <p><u>Performance</u> Focus on Solo performance and increasing the difficulty of piece if necessary.</p>	
Summer 2	<p><u>Submit Composition 1</u></p> <p><u>Revise Areas of Study</u> Revisit all topics from year 10 using different pieces as listening and performing examples. Continue to build aural skills through frequent practice.</p> <p>Mock exam completed during Summer term.</p> <p>Composition 2 Complete free choice composition project and submit.</p>	

Coursework requirements

Component 1: Performance

For this component you need to sing or play a musical instrument.

You will need to play or sing at least 2 pieces. One as a solo, one in an ensemble.

The pieces you choose need to have a minimum combined time of 4 minutes.

Component 2: Composition

Throughout Y10 and 11 you will develop your composition skills in various workshops of different musical styles, learning about and practically exploring the different skills, devices and structures needed to be able to successfully



OPEN ELEMENT SUBJECT OVERVIEW

compose your own music.

You will then create 2 final compositions.

One composition is of your free choice of style, for example music for film, pop music, blues, classical.

In Y11 you will be given a brief by the exam board which you will then compose a piece of music to fit.

BTEC Music Practice Course Overview (Pathway for Y11)		
Term	Year 1	Year 2
Autumn Term	<p>Component 1: 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. This journey will then continue through the decades to explore Disco, Stadium Rock, BritPop, Grunge, EDM, Pop Punk and the art of Foley technique and its importance in the film industry.</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>Tech Award Component 3 Project During the autumn term students will undertake the a worked mock in order to prepare for the external assessment element of the course.</p> <p>Students will begin by exploring the brief and investigating possible responses and ideas to meet the demands of the brief. Using relevant resources, skills and techniques they will then develop and refine musical material before presenting a final response. They will then develop and present an original creation based on a piece from a given list and a style from a choice of four. This can be presented as a solo or group performance, an audio recording or a Digital Audio Workstation (DAW) project.</p>
Spring term	<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</p>	<p><u>Tech Award Component 3 External Assessment</u> This component will allow students to work to their strengths and interests and apply the skills learned throughout the course in a practical way. Focussing on a particular area of the music industry and responding to a commercial music brief as a composer, performer or producer. Students will begin by exploring the brief and investigating possible responses and ideas to meet the demands of the brief. Using</p>



OPEN ELEMENT SUBJECT OVERVIEW

	<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</p> <ul style="list-style-type: none"> - a live performance, - a composition for film or computer games - DAW product that demonstrate their knowledge of the key features of their chosen style. 	<p>relevant resources, skills and techniques they will then develop and refine musical material before presenting a final response. They will then develop and present an original creation based on a piece from a given list and a style from a choice of four. This can be presented as a solo or group performance, an audio recording or a Digital Audio Workstation (DAW) project.</p>
<p>Summer Term</p>	<p><u>Tech Award Component 2 Content</u></p> <p>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.</p>	