

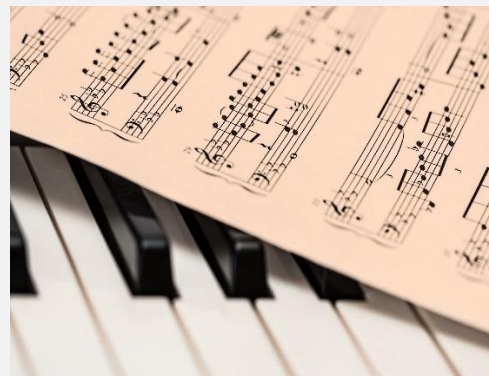
# Curriculum Information

## Music



### Subject rationale – Why study the subject? What benefits does it bring?

Through our varied curriculum we develop an understanding and appreciation of music from other cultures and traditions; paying particular attention to the social, cultural, historical and political context of how music was/is created, performed and listened to. We intend for our learners to develop a secure knowledge and understanding of musical elements and devices and how these are applied in composing and performing. We are confident that learners will achieve a basic understanding of musical theory and notation with an aim to be able to make music independently and as part of a group, with a certain level of ensemble awareness. We are committed to nurturing an enjoyment for the subject through exploration of musical material which is both relevant and familiar, and to develop competent keyboard skills through performing, composing and improvising.



In addition to developing communication skills and cultural awareness, learning music can improve young people's self esteem. It can affect their lives positively in terms of developing intelligence and social skills, building confidence and enhancing memory.

### KS3 Curriculum Overview

#### Year 7

- Musical processes and devices
- Musical forms and structure
- Composing with a clear intent within set structures
- The Western Classical tradition
- Exploration of African, Brazilian, Indian and Jamaican music
- Structural and textural influences
- Musical notation of rhythm and pitch
- Exploration of the function and purpose of scales
- Development of vocal skills
- Study of musical theatre
- Integrating singing and acting through character and ensemble songs

#### Year 8

- Exploration of Blues and Jazz music and its historical and cultural background
- Constructing and playing 3-note chords in a major key
- Blues scale construction
- Developing improvisation skills
- Enhanced rhythmic knowledge
- Study of fanfares and their role in celebrations, showing purpose and intent and a knowledge of Rondo form
- Scales and arpeggio construction in major keys
- Reading and writing rhythms on 5-line staves
- Exploring pop songs and their structure
- Writing effective lyrics which communicate a message
- Notating musical ideas with an awareness of beats and bars
- Composing a melodic hook in the key of C
- Rapping and singing lyrics in time with a beat
- Developing vocal skills

#### Year 9

- Exploring Pop and Protest music and how music can convey a message showing awareness of social and world issues
- Study of musical artists of the 20th Century who have written popular protest songs
- Major and minor tonality
- Exploring and composing an extended pop song structure
- Writing meaningful lyrics which raise awareness of a particular social issue
- Advanced melodic and rhythmic notation
- Composing melodies and chord progressions in the key of A minor
- Study and exploration of how music is used to enhance visual images in the media
- Composing with a clear intent to a given stimulus using synchronous sound
- Composition including discord, broken chords, ostinato and melodic development
- Developing keyboard skills and piano technique further
- Rehearsing and performing an advanced keyboard piece showing accuracy in tempo and pitch, dynamic contrast and an awareness of the genre

# Curriculum Information

## Music



### KS4 curriculum overview – GCSE Music

The curriculum is designed to give students a broad experience of music at KS4, including in-depth musical analysis of set works across a range of musical genres and periods, including Music From Stage and Screen, Instrumental Music, Fusions, and Vocal Music. Students will also develop their composition and performance skills..

#### Assessment overview

##### Performing (30%)

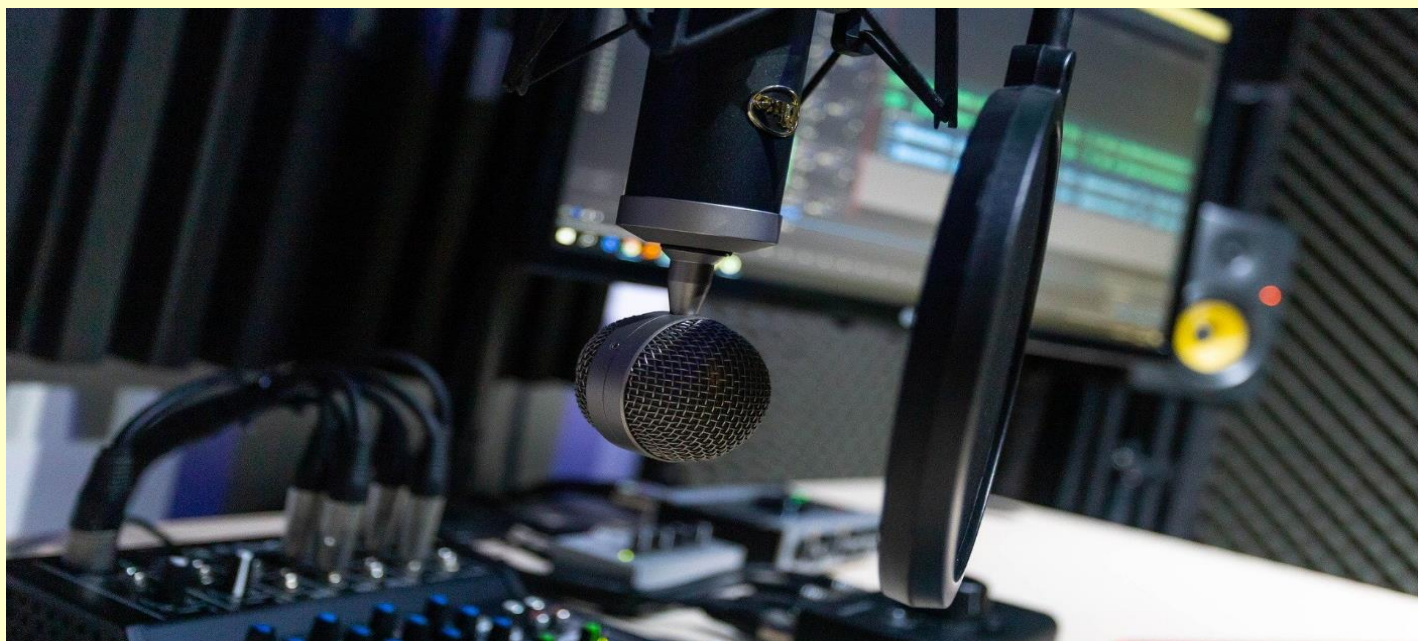
Students will undertake two performances in Year 11, one solo and one as part of an ensemble, for a total of 4 minutes (minimum). Performances are recorded in school and are live and unedited.

##### Composing (30%)

Students will complete two compositions in Year 11. One of these will be a free composition, in the style of the students' choice, and one will be to a given brief set by Edexcel.

##### Listening and appraising (40%)

Students will sit an examination at the end of Year 11 requiring them to answer listening questions on the eight set works studied during KS4. They will complete a short dictation exercise, appraise and analyse a piece of unfamiliar music, and will be required to complete an extended piece of writing on one of the set works.



# Curriculum Information

## Music



### KS5 curriculum overview

The Year 12 course begins with a brief and intensive overview of advanced music theory before embarking on an in-depth analysis of the set works. The course is designed to cover a range of musical genres and over the two years the students will study a number of works from the following areas of study: Music for Film, Vocal Music, Instrumental Music, Popular Music and Jazz, Fusions, and New Directions. The qualification supports students to form meaningful relationships with music through the development of musical knowledge, understanding and skills, performing, composing, and appraising.

### Assessment overview

#### Composing

Students will be encouraged to explore a range of compositional starting points, investigate a range of techniques for developing and manipulating ideas. They will then turn their ideas into completed pieces of music. Students will also explore the skills needed to compose for different musical forces and will submit two compositions, of a combined duration of at least 6 minutes:

- One composition (Free choice composition) can be chosen from six briefs relating to areas of study, or free composition, carrying 40 of the marks for the composing assessment. This composition must be at least 4 minutes in duration.
- Another composition which must be from a list of four briefs assessing techniques, carrying 20 of the marks for the composing assessment. Students can choose from harmonising a melody in the style of JS Bach, Baroque counterpoint, a dance remix, and an arrangement for small ensemble.

#### Performing

Students will perform a musical recital towards the end of the second year. Their performance will be recorded in front of an audience and will last a minimum of 8 minutes, either solo, ensemble, or a combination of both.

#### Listening and Appraising

The course ends in the summer with an examination where their knowledge of the set works will be tested through listening tests and extended writing tasks. The first essay is worth 20 and will test their appreciation and analysis of an unfamiliar piece of music, and the 30 mark essay will be based on their knowledge of the set pieces of music and related works. They will also complete a short melodic and rhythmic dictation exercise.



### Revision Guidance

Bespoke revision guides, created by school staff, will be provided to all students in January of Year 11.

A range of practice papers, with accompanying CD's and mark schemes, will be provided to all students in Year 11.

GCSE Bitesize is also a recommended revision resource.

Revision guides published by Edexcel are available from staff.



# Curriculum Information

## Music



### Career opportunities

There are a wide range of careers, including:

- Professional Musician
- Music teacher
- Private Instrumental/theory Tutor
- Accompanist
- Film/TV Composer
- Video Game Composer
- Music Therapist
- Musical Arranger
- Conductor
- Arts Administrator
- Concert and Events Co-ordinator

