**Cultural Capital Opportunities**

**Subject: Music**

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
|  | Spiritual | Moral | Social | Cultural | Personal Development | Physical Development |
| Year 7 | Gamelan music – understanding the importance of music within different cultures. Within Gamelan musical how instrument have a tie to heaven and the links with instruments and their gods. | Where does music come from and the impact it has on our lives. | Within the musical thoughts activities which pupil carry out every lesson pupil’s will learn about the social importance of music and the reasons which it is an important tool within many aspects of our lives over the world.  All pupils also have the chance to be a part of enrichment activities in music to develop their social communication through music. | Listening to and appraising music from different cultures. Pupils study world music – Gamelan and Samba and learn about the importance of music within various cultures. | Learning how to read music and basic music notation in different forms. As well as this pupil learn basic piano/keyboard skills, an introduction to the Ukulele and singing. | Learning about the importance of music for us as a form of well-being and how to play different instruments. |
| Year 8 | Indian music, Blues music, Film Music – listening, appreciating and appraising different styles of music and appraising different reasons why music is important within different cultures and feelings and moods towards these. | The impact music has on our metal health and well being and how music can affect mood through tonalities and instrumentations. | Within the musical thoughts activities which pupil carry out every lesson pupil’s will learn about the social importance of music and the reasons which it is an important tool within many aspects of our lives over the world.  All pupils also have the chance to be a part of enrichment activities in music to develop their social communication through music. | Pupils will study Indian music, Blues music and Film music as well as various other genres of music over the course of year 8. The importance of music within different cultures will be explored and also how music has changed over the years. | Developing the understanding of reading music and being able to develop their skill set of playing the piano / keyboard, Ukulele to a much higher ability, looking at music technology and then being able to work as ensembles to develop their skills further. | Building on from year 7 by learning about the importance of music for us as a form of well-being and how to play different instruments. The effect that music has on us without consciously knowing. |
| Year 9 | Learning about music traditions in other countries – religious reasons for music and their feelings towards these. How does religion impact on the appreciation of musical and affect music within different cultures? | The impact music has on our metal health and well-being and how music can affect mood through tonalities and instrumentations. Listening and appreciation of music highlights this within GCSE and within Btec music the moral within the music industry based on organisations and job roles. | Pupils taking Btec music will develop their skills on appreciating contrasting music and performing these in front of an audience to show development over time. | Pupils will develop their appreciation of music from different parts of the world and learn about how musical styles have been created based on cultures and the effect that this has on the final piece of music. They will also have a chance to perform music from different cultures to develop their understanding further. | Within Btec music pupils who undertake performance work will earn how to perform 2 contrasting pieces of their choice on their own chosen instruments. They will look at and set targets based on their own personal abilities and look at developing these over the year. Pupils who do not play an instrument will look at music for adverts and will develop their skill set based on music technology. They will look at compositional devices and look at how to develop these based on the style of music for the specific advert they have chosen. | All pupils on Btec or GCSE will develop their physical ability to play an instrument (pupils will be encouraged to attend extra lessons to aid this) or learn how to use music technology recording devices. They will develop the understanding and importance of using equipment to be ale to express music to an audience. |
| Year 10 | Learning about music traditions in other countries – religious reasons for music and their feelings towards these. How does religion impact on the appreciation of musical and affect music within different cultures? This is looked at within areas of study for GCSE music. | The impact music has on our metal health and well-being and how music can affect mood through tonalities and instrumentations. Listening and appreciation of music highlights this within GCSE and within Btec music the moral within the music industry based on organisations and job roles. | Pupils will develop the understanding of various music as well as studying 2 set works. Pupils will develop their social skills through their ensemble performance aspect of their coursework. Pupils will also be encouraged to take part within different enrichment activities and clubs to develop their musical appreciation further. | Listening and appraising to music from different areas of study for the AQA GCSE music syllabus. Pupils will cover traditional music from different parts of the world to extend their understanding of music through cultures. | Pupils will perform a solo and ensemble piece of music on their chosen instrument. They will be personally responsible for developing their skill set over the course and as well as this write two pieces of music as part of their compositional coursework exercise. | Developing the ability to physically perform on their chosen instrument to a ‘good’ standard or be able to use music recording devices to create music based on a set style. |
| Year 11 | Learning about music traditions in other countries – religious reasons for music and their feelings towards these. How does religion impact on the appreciation of musical and affect music within different cultures? This is looked at within the different areas of study for GCSE music. | The impact music has on our metal health and well-being and how music can affect mood through tonalities and instrumentations. Listening and appreciation of music highlights this within GCSE and within Btec music the moral within the music industry based on organisations and job roles. | Pupils will build on their ability to listen to and appraise music and be able to express their own opinions. As well as this, pupils will be able to perform in front of audiences and also be a part of different enrichment musical groups to develop their social ability within music. Pupils will also be able to watch live music performances and analyse the meaning behind the music and performances. | Listening and appraising to music from different areas of study for the AQA GCSE music syllabus. Pupils will cover traditional music from different parts of the world to extend their understanding of music through cultures. | Pupils will perform a solo and ensemble piece of music on their chosen instrument. They will be personally responsible for developing their skill set over the course and as well as this write two pieces of music as part of their compositional coursework exercise. The compositional skills learnt over years 9 and 10 ill prepare them for their brief set compositional set task to be undertaken in year 11 and also their ability to perform their final performances as part of their coursework. | Developing the ability to physically perform on their chosen instrument to a ‘good’ standard or be able to use music recording devices to create music based on a set style. GCSE pupils will physically perform a solo and ensemble for their final GCSE performances as well as submitting 2 compositions. Btec pupils will compose a live sound or compositional unit of work which they will physical understand the use of musical technology equipment and be able to use this for their assessment. |