



## CHS Curriculum Intent

**SUCCESSFUL:** Learners who gain deep and powerful knowledge in preparation for life; combining academic rigour, curiosity and creative flair.

**CREATIVE:** Learners who are imaginative, optimistic and inventive; finding their voice to become effective communicators prepared for lifelong adaptability

**HAPPY:** Learners who are confident, resilient, well-rounded citizens; they understand the world’s communities and are ready to discover their place in it.

## CHS Curriculum Area Framework for Learning – Year 9

<b>SUBJECT</b>	<b>Music</b>
<b>INTENT</b>	<p>“Every musician remembers their first lesson. That moment when you feel the spark of inspiration ignite, and your entire world catches fire. The rush of revelation. The earth-rattling epiphany that music is no longer just a sound, its every breath you’ll ever take again. A puzzle that you’ll never solve, though you hold all the pieces. That moment when you’re handed the key to an alternate universe where everything is beautiful, everything is free, and nothing will ever be quite the same again. For some, the first day of the rest of their lives.”</p> <p>- Dave Grohl</p> <p>Our subject intends to inspire, provide motivation and nurture passion for all students to help them develop their musicianship and transferrable skills further. Studying music shows a real drive and determination to improve ourselves, not only as musicians but also humans. It has been scientifically proven that playing an instrument or singing releases endorphins which promotes wellbeing and we harness this as a department to support students on their creative, happy and successful journey through school.</p> <p>Students are expected to take music lessons if they opt for GCSE, whether in school or outside, as performance makes up 30% of the final grade. They learn appraisal skills in relation to set study pieces and there are many opportunities to compose as well as develop skills as a performer.</p>



# CHORLTON HIGH SCHOOL: CURRICULUM

	<p>Students opting for Music Technology need to have a basic understanding of composing using a Digital Audio Workstation (DAW). Music Technology students learn about knowledge of the music industry, how to produce and promote a musical product, they get a hands on knowledge of recording and working within a studio and also learn how to compose music.</p> <p>Studying music enables students to develop highly desirable skills in areas such as self-management, creativity, data analysis, performance, teamwork, problem-solving, and communication, all of which makes them an attractive prospect for potential employers. There are numerous careers that anyone studying Music or Music Technology could go into, such as session musician, sound engineer, tour manager, musical director, music or instrumental teacher or a job at a studio or record label.</p>
--	--

Year Group	9 BTEC Music Technology					
Rationale/ Narrative	In Year 9 Music Technology students will continue to build up their skills learnt in Lower School. During the topics students will continue to build their confidence in composing music using Music Technology and learn new content about The Music Industry. Students will continue to enrich their musical education throughout topics to prepare them for BTEC Music Technology in Year 10.					
	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
KNOWLEDGE	<b>Unit 1: The Music Industry</b> Learning Aims: Be able to understand the roles and responsibilities in the music industry	<b>Unit 7: Introducing Music Sequencing</b> Learning Aims: A Explore music sequencing techniques B Use music sequencing software to create music:	<b>Unit 1: The Music Industry</b> Learning Aims: Be able to understand the roles and responsibilities in the music industry	<b>Unit 7: Introducing Music Sequencing</b> Learning Aims: A Explore music sequencing techniques B Use music sequencing software to create music	<b>Unit 1: The Music Industry</b> Learning Aims: Be able to understand the roles and responsibilities in the music industry	<b>Unit 2: Managing a Music Product</b> Learning Aims: A Plan Develop and Deliver a Product B Promote a Music Product C Review the Management of a Music Product
SKILLS	Exam skills Preparation skills Writing skills Comprehensive skills Balancing an argument	Investigating hardware and software used in the music industry Use of Logic Effects Evaluation of compositions	Exam skills Preparation skills Writing skills Comprehensive skills Balancing an argument	Investigating hardware and software used in the music industry Use of Logic Effects Evaluation of compositions	Exam skills Preparation skills Writing skills Comprehensive skills Balancing an argument	Creativity Preparation skills Team work Self-manages Use of Logic
ASSESSMENTS	<b>MP1:</b> Baseline Test (Feedback Sheet)	<b>MP2:</b> 1 <sup>st</sup> Composition Assessment (Feedback Sheet) <b>MP3:</b> Progress Test	<b>MP1:</b> Key Word Test (Feedback Sheet)	<b>MP2:</b> Unit 1 – Section A Test 2019 (Feedback Sheet) <b>MP3:</b> Progress Test	<b>MP1:</b> Key Word Test (Feedback Sheet)	<b>MP2:</b> Unit 1 – Section C Test 2019 (Feedback Sheet) <b>MP3:</b> Progress Test