

Curriculum Intent Statement for Music

Intent

Music at GM School is designed to improve students' vocal and instrumental abilities, gain experience performing various musical genres and techniques, and compose their own ideas.

Implementation

EYFS

In EYFS, children develop a knowledge of rhythm and pulse and engage in singing activities daily. Children are encouraged to learn and perform a variety of songs (including nursery rhymes) and use a selection of percussion instruments to explore different pitches and tones, practise their skills keeping a beat and learn about rhythms.

KS1 & KS2

Music at KS2 is taught weekly. We focus extensively on pitch, rhythm, pulse and tempo using the Charanga curriculum. There continues to be a focus on developing singing skills. In addition, students learn to the glockenspiel, djembe drums and recorder during their time at the primary school. Through engaging lessons and practice, students develop a strong sense of pulse, rhythm, and tempo, while also honing their musical skills.

KS3

Key Stage 3 follows the National Curriculum and is taught in mixed ability groups over 2 hours per fortnight.

Year 7

Students will start the term with an Introduction to Music where they begin to build an understanding of the main musical elements. From here they progress to learning and performing various musical structures, looking at the polyrhythmic layers and choral music of Ghana, Nigeria and South Africa. They develop ensemble awareness, performing as part of a Gamelan orchestra. They also explore programmatic music for video games using garage band. Students will develop their abilities on instruments such as the xylophone, keyboard, African drums and ukulele alongside developing their voices.

Year 8

Students extend their understanding of musical styles and develop their abilities on the keyboard and ukulele studying Blues, Calypso and Reggae music in year 8. They will also build their ensemble skills, both in rehearsing and performing during this project. Study of Pachelbel's Canon in D and the link between the ground bass technique of the Renaissance period and today's modern pop/rock riff lead to bass riff composition and finally backing track production using Garage band.

Year 9

Students start the year looking at the Pop, Hip Hop and Salsa. Students will also gain experience in improvisation and further develop their independent learning and ensemble skills. Further use of Garage band as a sequencer is developed in their dance remix project, followed by a final scheme, purely based on developing instrumental skills and ensemble rehearsal techniques.

KS4

KS4 follows the BTEC specification and is taught in mixed ability groups over 6 hours per fortnight. BTEC Music covers four main units of work. Three of these units are submitted as coursework in the following areas:

- Performance
- Composition and arrangement
- Knowledge of musical genres
- Creating/planning a product

Within this the students will prepare, perfect and then record two performances, either as a soloist or in a musical group. BTEC music students receive tuition from visiting instrumental teachers in order to prepare them for this part of the course.

In composition/sequencing students submit a portfolio of ideas based on a theme and in relation to a musical genre

When planning a musical event student promote, manage and review the event that they have organised. They also perform within the musical event.

BTEC Music Course Components

- Performance 25%
- Composition/Sequencing 25%
- Creating/planning a product 25%
- Knowledge of musical genres 25%

Enrichment Opportunities

Students have opportunity to learn a variety of different instrument through our free instrumental lesson provision. They also can participate in an enrichment timetable which includes keyboard club, guitar club, choir, steel pans and rock band. We have a yearly concert which students can participate in and participate in regular music service events. We also attend live performances at the Royal Opera House and the Royal Festival Hall amongst others. We also take part in a compositional project in affiliation with the Barbican centre called 'The Barbican Box Project.'

Supporting your Child

Supporting your child can be as simple as attending local music events in your area, discussing music that you listen to at home or elsewhere. Discussing what instruments are used, how it makes them feel, what images does the music make you think of, what moods or atmospheres it creates. You could also create a space for your child to have a keyboard or instrument they regularly explore. In this age of technology there are many apps and programmes you can install for free (such as chrome lab) which allows your child to make their own music and create their own sounds.

Where could Music take you next?

Possible careers in Music can be – Event Planner, Music Therapist, Music Teacher, Sound Engineer, Military Musician and more!