

## Subject: Music

### Curriculum Intent

Music takes students on an enriching journey, allowing them to develop their skills in composition, performance, and appraising, all underpinned by a strong theoretical foundation. By collaborating and evaluating, students become independent and autonomous learners, preparing them for a lifelong engagement with music.

The sequencing of lessons in both composition and performance projects is designed to increase in complexity over the five-year period. This approach enables students to progressively build their musical abilities, starting with whole-class settings, transitioning to smaller group work, and culminating in the creation of individual compositions and performances by Year 11, tailored for either BTEC or GCSE courses. Furthermore, all practical lessons are supported by theory lessons to ensure a holistic understanding of music.

Riverside is proud to partner with prestigious organisations such as the English National Opera, The Barbican Musicians Company. These partnerships provide students with access to:

- Music-related work experience opportunities
- Careers events focused on the music industry
- Exciting cross-curricular activities
- Music house competitions
- A comprehensive range of free, one-to-one peripatetic lessons available to all students

Additionally, a variety of after-school clubs—including band, ensemble, choir, and music technology—are open to all students, offering them further opportunities to refine their musical abilities. The department organises trips to music venues, live shows, and creative careers events, giving students valuable insights into potential future pathways. We also host in-house guest speakers and workshops, enriching the students' learning experiences.

We are committed to developing Arts Award Bronze and Silver programmes in music, enabling students to pursue their musical interests while working on inspiring, self-led projects that benefit both themselves and their peers. Our submission for the Artsmark Platinum Award is nearing completion, showcasing our dedication to providing high-quality arts education. These opportunities not only enhance students' musical skills but also help build their character and cultural capital.

At Riverside, we take pride in the strong relationships we foster with our students, which is reflected in the consistently high uptake of music at GCSE and BTEC levels, defying national trends. The exuberance and creativity evident in students' performances further highlight their engagement and growth. Through taking ownership of their learning, collaborating with peers, and challenging one another, students contribute to a safe, inclusive, and inspiring atmosphere where everyone strives to achieve their best.

### Year 7 Topics

- Autumn Term 1 – Musicianship

- Autumn Term 2 – African Drumming
- Spring Term 1 – Indian Music
- Spring Term 2 – Songwriting
- Summer Term 1 – Becoming a band
- Summer Term 2 – Playing as a band – Learning to play in a group

### **Year 8 Topics**

- Autumn Term 1 – Using your voice as the instrument
- Autumn Term 2 – Reggae
- Spring Term 1 – Hip-Hop
- Spring Term 2 – Electronic Dance Music
- Summer Term 1 – Blues
- Summer Term 2 – Fusion

### **Year 9 Topics**

- Autumn Term 1 – Finish This (composition in collaboration with ENO)
- Autumn Term 2 - Minimalism
- Spring Term 1 – Cover song
- Spring term 2 – Jazz
- Summer Term 1 – Pop
- Summer Term 2 – Producing & Songwriting

## **BTEC MUSIC PRACTICE Year 10**

### **Component 1: Exploring Music Products and Styles**

Learners will be required to explore the features of four musical styles and will then produce ideas for three music products based on a theme given by BTEC. These tasks will be completed within a context chosen by the exam board (a music competition, a TV channel, a radio, a concert hall, etc.) that will request the information and use it for a musical purpose. Learners will have 12 hours to complete two key tasks.

### **Task 1: Exploring Musical Styles**

In **Task 1**, learners will complete a portfolio that will examine the compositional and sonic features of four distinct musical styles. This portfolio can be presented in an appropriate format, such as a written document, a PowerPoint presentation, or audio/visual recordings.

Alongside their individual commentary on the compositional and sonic features, learners will need to provide at least one short musical example (12–30 seconds). This example can be an original piece they will create or perform, or it can feature an existing piece of music. Learners will be advised to dedicate five hours to this task.

## **Task 2: Creating Music Products**

For **Task 2**, learners will produce three short music products (30–60 seconds each) in response to the theme. They will choose from the following options:

- A live performance (video)
- An audio recording (multitrack)
- Music for film/media/computer games
- An original song or composition
- A DAW (Digital Audio Workstation) project, such as a remix or arrangement

Learners will also be required to write a supporting commentary for each of their music products. This commentary will explain how music realisation techniques will have been used in the creation of the examples, as well as how music theory and appreciation skills will have informed their creative choices during the realisation process. Learners will be advised to allocate seven hours to this task.

This Year 10 curriculum will provide students with opportunities to develop a deep understanding of musical styles, and the creative processes involved in producing music for different contexts. Through these tasks, learners will enhance their analytical, compositional, and performance skills, preparing them for further study and professional opportunities in music.

## **Component 2 – Music Skills Development**

Year 10 learners will plan and create two musical outcomes based on the theme as part of their music studies. This project will enable students to develop their musical skills and creativity while exploring professional and commercial approaches to music-making.

### **Choice of Disciplines**

Learners will select two of the following three disciplines to create their outcomes:

- Music performance
- Creating original music
- Music production

For each of the two chosen outcomes, learners will identify their creative and stylistic intentions, as well as the musical skills and techniques required to realise these intentions.

### **Development Process**

As learners develop their musical outcomes, they will provide evidence of their progress at key milestones. They will follow a structured development process, which will include:

- Conducting a skills audit
- Establishing individual development routines
- Undertaking technical exercises for improvement
- Setting goals
- Monitoring and tracking their progress

This evidence will incorporate audio-visual examples and written reflections, demonstrating their progression and skill development.

### **Application of Professional and Commercial Skills**

Throughout the process, learners will demonstrate how they have applied professional and commercial skills to develop their musical outcomes.

### **Required Evidence**

Learners will submit a portfolio of evidence, which will include:

- Planning and management documentation of their skills development process, presented in formats such as video, audio, written commentary, or a combination of these.
- Evidence of musical skills development, including recordings of practice sessions, rehearsals, compositional sketches, drafts, raw audio/recordings, application of effects, and initial mixes.
- Documentation of the professional skills applied in the creation of their outcomes
- Two completed musical outcomes, showcasing stylistic accuracy and the appropriate application of musical skills. The combined duration of the two outcomes will be between 2 and 4 minutes.

This curriculum will provide students with the opportunity to refine their technical abilities, enhance their creative expression, and gain practical insights into the music-making process. It will prepare them for future academic and professional opportunities in the music industry.

## **BTEC MUSIC PRACTICE Year 11**

### **Component 3: Responding to a Commercial Music Brief**

As part of the Year 11 music curriculum, learners will apply the knowledge and skills they will have developed through Components 1 and 2 of the course. This segment will involve producing a musical product for a music business which will request submissions showcasing how pre-existing music can inspire musicians to explore and develop their own sound. Learners will also be required to include a section explaining how their piece was created and developed. Learners will be given a list of 10 music pieces related to a theme and 4 genres. They will select one piece and create a new interpretation of it in one of the four genres. Learners will have the option to approach this task either as a creator/performer or a creator/producer, depending on their individual strengths and preferences.

#### **Preparation and Supervised Activities**

Before beginning their formal tasks, learners will receive four hours of informal supervision to conduct preparatory work, during which they will be allowed to make notes.

#### **Activity 1: Initial Response to the Brief**

Learners will use a digital template to provide their initial response to the brief during two hours of formal supervision. During this time, they will have access to the notes they will have prepared in their earlier informal supervision sessions.

In this activity, learners will be assessed on three key aspects:

1. How well their musical material meets the requirements of the brief
2. How they plan to use musical elements
3. The resources and skills they intend to apply in creating their piece

#### **Activity 2: Developing the Musical Response**

Learners will develop their musical response during 16 hours of informal supervision. Those who choose the creator/performer pathway will submit a video recording, while those selecting the creator/producer pathway will submit an audio recording. Both submissions will need to be between 1 minute 30 seconds and 4 minutes in duration.

During this activity, learners will prepare up to one side of A4 notes and up to six images or screenshots to use in the next activity.

#### **Activity 3: Individual Commentary**

In the final stage, learners will complete an individual commentary on their creative process. This commentary will be written under one hour of formal supervision and will need to be at least 300 words long.

Learners will be assessed on three aspects in this activity:

1. How they developed their response
2. How they used musical elements
3. The strengths and areas for improvement in their final product

This final segment of the Year 11 music curriculum will provide learners with an opportunity to integrate their creative, technical, and theoretical skills into a professional-style project. By engaging with real-world briefs, students will enhance their ability to respond creatively to challenges while developing the professional and reflective skills essential for future success in the music industry.