



Music

Curriculum Philosophy

***“Music is the universal language of Mankind”
(Henry Wadsworth Longfellow)***

Music is all around us. It is impossible to escape music in everyday life. With the development of technology, music is **incredibly accessible**. We are exposed to music regularly, whether through choice or by chance. *“The average fourteen-year-old will hear more music in a month than my grandfather heard in his entire life.”* (Levitin-*The World in Six Songs*, 2008). Music can be a way to escape, to travel to another place, to **express** emotions, tell stories, create moods, **evoke** ideas and emotions and promote **wellbeing**. Music is a **universal language** that breaks down barriers and brings people together. Music speaks to people and is **one of the most powerful forms of communication**. *“...good music can leap over language boundaries, over barriers of religion and politics and hit someone’s heart strings somehow.”* (Levitin-*The World in Six Songs*, 2008). Listening to, performing and creating music can generate **thoughtfulness, wonder, interest, excitement, reflectiveness, compassion** and helps people to **understand the world in which we live**. It is vital that students have the opportunity to **discover, explore** and **experiment** with music. It is a subject area that can help students develop as **well-rounded, understanding** and **considerate** individuals who can **contribute effectively** to their society and the world in which they live. Music transcends our understanding but above all, **music is something to enjoy**.

“Music is a cornerstone of the broad and balanced education that every child should receive. It touches hearts and minds, it celebrates and challenges, and it connects us and moves us.”

(The Power of Music to Change Lives – A National Plan for Music Education, 2022)

Music is held in high regard at St George’s and contributes to our **broad, ambitious** and **aspirational curriculum**. Through studying a wide range of topics and learning a variety of skills in Key Stage 3 music, students are able to develop into **well-rounded** musicians with an appreciation of all forms of music. There is then an opportunity for students to extend their musical knowledge and skills through the option of studying GCSE music at Key Stage 4. Studying music is more than simply performing, creating and listening to it. Music gives students an opportunity to not only develop as musicians, but it provides them with **transferable skills** that are vital for life beyond the classroom no matter what pathway students choose to pursue as a career. The study of music also promotes the development of **confidence** which supports the St George’s vision of equipping our pupils to navigate a constantly changing society. The music department at St George’s is a hub for **creativity, expression, passion** and a **community** that is woven into the **fabric of our school**.

In order to achieve a true understanding of music, topics have been intelligently sequenced based on the following rationale:

- A well-sequenced curriculum to ensure pupils are able to make **rapid progress** in lessons whilst at the same time being **accessible** to all learners.
- A curriculum designed to ensure students have **high aspirations** to be able to believe in themselves and achieve their **true potential**, to be engaging so students are fully immersed in their learning and provide opportunities for pupils to make a link between what they are learning and how this can prepare them for life beyond school.
- **Highly challenging** to **empower** pupils and provide them with **knowledge** and **skills** to be **successful**, regardless of their background, needs and prior attainment.
- The music curriculum follows the **National Curriculum** and takes inspiration from the **Governments Model Music Curriculum** and **National Plan for Music Education**.
- **Knowledge is power** and we have designed the music curriculum using a **knowledge rich** approach where the teachers are highly trained experts, imparting their knowledge and sharing it with our young learners to empower them to be the very best they can be.
- Pupils are encouraged to continue with and share their musical experiences from Key Stage 2.
- Using a **practical, hands-on** and **active** approach to learning, pupils are **challenged** from the start of their Key Stage 3 journey, through to Key Stage 4 and the study of GCSE music.
- Pupils' musical journey will **equip** them to be able to continue with their musical learning and excel into Key Stage 5.
- We promote the importance of **independence** in the music curriculum and guide students to be **resilient**. We aim to give pupils **strength of character** to become **responsible** and **independent learners**, in charge of their own success.
- Our curriculum promotes a **love of music** of all eras and styles and gives pupils **endless opportunities** to explore the subject.

The main areas of focus in the study of music at St George's are performing, composing and appraising, with the musical elements sitting at the heart of what pupils study.

Performing

Performing is a vital element of the music curriculum. It can help to generate a **deep understanding** of the language of music, knowledge of how instruments work and it can generate **life skills** in order to prepare effectively towards a final goal. Performing helps young people to develop their **confidence** and provides pupils with a sense of **ownership**. It allows students to step out of their comfort zone and feel the satisfaction of being able to showcase their hard work live to others. Performing also allows pupils to engage with an audience and gives them the opportunity to **acknowledge** the audience and **accept applause** and **appreciation**. Performing can also create a **positive, supportive environment** where the audience can express their thoughts and feelings constructively.

Composing

Composing is an important **creative process** which can take a wide-range of directions and provides pupils with endless possibilities to **express** themselves. Pupils can contribute to a **musical culture** and can explore many differing musical **styles** and **genres**. Through **composition**, pupils can gain a **deep understanding** of musical elements, devices and techniques which can **widen** their musical skills and knowledge. It also acts as a tool for **expression** and helps pupils to **develop musical ideas**.

Listening and Appraising

Listening to music **critically** is a foundation of **musical understanding**. It allows us to study music in **depth** and become **knowledgeable** about its **interrelated dimensions**. It can open up a completely new, never ending world of **interest and wonder**. It provides an opportunity for pupils to engage in a vast array of different musical styles and means pupils can explore different **cultures, techniques** and **musical history**. Music is at the centre of different cultures and listening to music helps us to understand where we came from and our place in the world. It provides pupils with **cultural capital**.

The music curriculum addresses social disadvantage by addressing gaps in students' knowledge and skills:

At St George's, we understand that music is for everybody and believe that **all students** should have **access** to music. We closely follow the advice of the **National Plan for Music** to ensure that every pupil has the opportunity to study music.

"Our vision is to enable all children and young people to learn to sing, play an instrument and create music together, and have the opportunity to progress their musical interests and talents, including professionally."

(A National Plan for Music Education, 2022)

- **Music is not selective.** It has **no boundaries**, therefore it is important that all pupils have the opportunity to experience the **very best music education** regardless of background or educational needs.
- Music should be **inclusive** and the music curriculum is designed to be **accessible to all** yet also **challenging**.
- At St George's, we aim to **remove any barriers** that might prevent pupils from accessing **high quality music education**.
- Pupils can access music through the Key Stage 3 and Key Stage 4 curriculum, but they can also choose to study music beyond the classroom through opting for music electives, taking up **performance opportunities** and opting for **one-to-one instrumental lessons**.
- We encourage all pupils to engage with as many opportunities as possible to learn and create music.
- Studying music at St George's plays a large role in helping us to achieve our Academy mission to **"play our part in removing the educational disadvantage currently experienced by those born into economic deprivation."**
- Music also helps to create **role models** and **leaders** within our community who contribute to creating "a safer, fairer and happier society."

Christian Spiritual Distinctiveness and Morality:

***The trumpeters and musicians joined in unison to give praise and thanks to the Lord. Accompanied by trumpets, cymbals and other instruments, the singers raised their voices in praise to the Lord and sang: "He is good; his love endures forever."
(2 Chronicles 5: 13)***

As a Church of England Academy, St George's upholds Christian values and spiritual distinctiveness. Music makes a significant contribution towards providing academic excellence within a caring Christian community. We promote an understanding of **meaning, value, purpose** and **significance of faith**. Music plays a part in our worship daily and helps to promote Christian values. Music supports our Academy vision:

***'Be devoted to one another in love. Honour one another above yourselves'
(Romans 12: 10)***

Through appreciating and promoting the Christian values of Dignity, Hope, Community, Wisdom, Humility and Kindness, all members of St George's are encouraged to be aspirational.

We aim to positively impact upon each other and society so that we contribute to a world where, inspired by St Paul, we can 'be devoted to one another in love. Honour one another above yourselves'.

For example, through encouraging performance opportunities, music can help pupils to show **dignity** through giving them a **strong sense of self-worth**, helping pupils realise their importance and value. Music promotes **positivity** and **reflection**. It can give people **hope** and an expectation of **optimism**. Both within and outside the classroom, music makes a large contribution to the **community** of our school. There is a strong sense of community within the classroom where pupils regularly showcase their work to one another and where whole-class discussions take place about a particular musical piece or style. Music is a major part of the extra-curricular programme at St George's, contributing to the wider school community. For example, successful music electives, the annual school show, performance opportunities during worship, local Blackpool schools' events, such as Schools Alive, and music concerts all play a part in contributing towards our unique Christian school community. The music curriculum is deep-rooted in knowledge. Through learning about music and by participating in musical activities, pupils are going through important experiences that ensure pupils are equipped with the **wisdom** to prepare them for the future. There is a culture of **genuine mutual respect** in musical activities at St George's where pupils support, appreciate and celebrate one another whether during performances in lessons or during extra-curricular activities. This builds a sense of **humility** and **kindness**.

***"Music is the art of the prophets and the gift of God."
(Martin Luther King Jr.)***

We believe that music contributes to the personal development of pupils at St George's:

- Through participating in music lessons and by watching and being involved in performances, pupils learn how to be **respectful citizens**.
- Music allows pupils to demonstrate **mutual respect** regularly and helps them to build their character. For example, there is frequent reflection on work to identify their successes and realise areas for improvement.
- Pupils often work independently and for extended periods so pupils are encouraged to be **focused** and **resilient**.
- There is frequent group or paired work which allows them to develop **cooperation** and **team working skills**.
- Through showcasing their work to others, music regularly pushes pupils out of their comfort zone which helps to develop **confidence**.
- Ultimately, music helps to promote pupils' ability to become **confident, resilient, polite** and **reflective** young people who **learn eagerly, behave with integrity** and **make positive contributions** to all areas of their life.

Opportunities are built in to make links to the world of work to enhance the careers, advice and guidance that pupils are exposed to:

For many pupils, music will be something that they enjoy and that brings them happiness and comfort. Others may want to turn their passion into a career. The music industry in the UK supports 200,000 jobs. The music industry is incredibly valuable to the UK economy.

"In 2019, the music industry contributed £5.8 billion to the UK economy".
(A National Plan for Music Education, 2022)

- At St George's, we aim to support our pupils with **high quality opportunities** to **enable, equip** and **empower** them to pursue their aspirations in the music industry.
- There are a wide range of job opportunities such as a professional musician, composer/songwriter, instrumental tutor, musical director, producer, sound engineer, sync manager, radio producer or promoter.
- We recognise that not all pupils who study music will want to pursue a career in it. It is therefore important that pupils understand the **transferable life skills** that music can provide. Such as, **creativity, teamwork, discipline, time management, organisation, independence, perseverance, social skills, confidence, problem solving** and **communication**.
- **At St George's, music is for everyone.**

Curriculum Sequencing

All children are entitled to a curriculum and to the powerful knowledge that will open doors and maximise their life chances. Below is a high-level overview of the critical knowledge children will learn in this particular subject, at each key stage from Year 7 through to Year 11, in order to equip students with the cultural capital they need to succeed in life. The curriculum is planned vertically and horizontally giving thought to the optimum knowledge sequence for building secure schema.

Key Stage 3		Sequencing
Year 7	Half Term 1	The Language and Building Blocks of Music (reading music notation and appraising) Instruments of the Orchestra (appraising) Music Notation and Keyboard Skills (reading music notation and performing)
	Half Term 2	Music Notation and Keyboard Skills Continued (reading music notation and performing)
	Half Term 3	Rhythm and Minimalism (reading music notation, composing and using music technology)
Year 8	Half Term 1	Performing Popular Songs and Chords (reading music notation and performing)
	Half Term 2	The Beauty of Baroque (reading music notation and performing)
	Half Term 3	Pop Song Composition (composing and using music technology)
Year 9	Half Term 1	Club Dance (composing and using music technology)
	Half Term 2	Hooks and Riffs – Advanced Keyboard Skills (reading music notation and performing)
	Half Term 3	Film Music (composing and using music technology)

Key Stage 4		Sequencing		
		Performing (Component 1)	Composing (Component 2)	Appraising (Component 3)
Year 10	Term 1	Comp 1: Ensemble Performance – Performing in Front of Others.	Comp 2: Introduction to Composition – Melody, Harmony, Rhythm and Musical Devices.	Comp 3: Area of Study 1 – Musical Forms and Devices (Prepared Extract).
	Term 2	Comp 1: Ensemble Performance – Performing in a Specific Musical Style.	Comp 2: Composing a Homophonic Musical Piece.	Comp 3: Area of Study 4 – Popular Music (Prepared Extract).
	Term 3	Comp 1: Mock Performances – Solo and Ensemble.	Comp 2: Free Composition.	Comp 3: Area of Study 2 – Music for Ensemble. Area of Study 3 – Film Music.
Year 11	Term 1	Comp 1: Solo Performance Recording.	Comp 2: Free Composition (Completion). Composing to a Brief.	Comp 3: Area of Study 1 – Musical Forms and Devices (Prepared Extract). Area of Study 2 – Music for Ensemble.
	Term 2	Comp 1: Ensemble Performance Recording.	Comp 2: Composing to a Brief (Completion).	Comp 3: Area of Study 4 – Popular Music (Prepared Extract). Area of Study 3 – Film Music.
	Term 3			Comp 3: Exam Preparation.