

CURRICULUM OVERVIEW

Subject: Music

INTENT

The aim of the music department is to provide students of all abilities the opportunity to access a varied music curriculum whilst focusing on the therapeutic benefits of music. We understand that our young people come to us under challenging circumstances and may have gaps in their schooling which impact their knowledge and skills. We therefore firstly aim to reengage them with music in our school classroom by providing a safe and supportive environment for them to explore their creativity through music. We are passionate about our subject, and we aim to engage and inspire students to develop a love of music and their talent as musicians. We do not just prepare students for assessments and examinations in Music but look at developing a lifelong appreciation and love of Music. Through our schemes of work, we develop students' skills through three main areas: performing, composing, listening and appraising.

We aim to empower students with confidence in their musical abilities and through learning music, create a sense of achievement and foster self-expression that will permeate into other areas of their education.

IMPLEMENTATION

To enable these aims to be realised lessons should be firmly rooted in the practical demonstration and development of musical skills – a great music lesson can be characterised by the sustained application of practical musical skills resulting in high quality outcomes. This application should be underpinned by the consistent use of key technical language, allowing students to form concrete links between an activity and the language used to describe it. Finally, great practice is underpinned by a love of learning demonstrated and fostered

by an enthusiastic teaching staff. Staff should take every opportunity to model tasks in lesson, demonstrating their role as an expert and their mastery of the subject.

IMPACT

The Music Department give students the opportunity to develop instrumental skills and understanding of a range of musical styles and genres. As well as classroom music lessons, we offer instrumental tuition for a range of instruments all taught by qualified music teachers. We also offer a range of extra-curricular activities, including a choir, instrumental clubs and band practise.

Resources we use to support with career progress, using the Gatsby Benchmark model (specifically linking careers to curriculum), are Icould: <https://icould.com/explore/categories/subject/music> and Fast Tomato.

CURRICULUM

We provide a wide and varied music curriculum across all key stages, introducing students to multiple musical styles, genres and cultures.

Performing – Students at KS3 gain foundational skills in various instruments, including keyboards, guitar and a number of percussion instruments. Students are introduced to a number of different performance styles from a range of cultural backgrounds. These skills are further developed at KS4 and KS5.

Composition – In KS3 students will develop basic composition skills, mainly working in groups or pairs. Initially students compose through practical work, developing ideas on a range of instruments. They are also introduced to music technology, including Garageband and Sibelius for the notation of music. At KS4 and KS5 students are required to develop these skills further to produce a variety of fully formed musical pieces.

Listening – Throughout all Key Stages students are encouraged to take part in active listening to music – not having music as a background noise, but as a focal point. Students are encouraged to actively listen to a wide range of music at KS3, including a range of

World Music, Musical Theatre and Film Music. At KS4 students follow the Set Works prescribed by AQA which fall into 4 Areas of Study – Western Classical 1650-1910, Popular Music, Traditional Music and Western Classical since 1910.

Appraising – In conjunction with listening, students are encouraged to make judgments on different pieces. Throughout all Key Stages students use the Element of Music to do this. These elements describe the building blocks of all music – melody, harmony, duration, pitch, rhythm, structure, tempo, instrumentation, dynamics and texture. Throughout the Key Stages students develop the musical vocabulary associated with each element, enabling them to musically describe a piece more accurately. This is assessed at KS4 through their written examination.

When possible, students are encouraged to perform music together. This fosters a collaborative and supportive atmosphere and increases their self-confidence and improves their interaction with their peers outside of the classroom. All students are encouraged to regularly practice independently, and the school provides a range of instruments for students to use between lessons.

Students are also offered opportunities to learn skills focusing on other areas of music, such as songwriting and composition, music production and sound design. These skills allow students to explore other musical experiences and showcase the wide range of educational and vocational musical pathways and opportunities.

PROGRESSION

Skills for progression to Key Stage 4:

- Performing instrumental pieces at intermediate level.
- Aural tests and ear training.
- Sight reading and sight singing.
- Music theory at intermediate level.
- Comprehensive knowledge of basic music terminology.
- Knowledge of orchestral instrumentation.

- Composition and music transcription.

Gatsby benchmark 4 (how skills in topic link to the world of work):

- Musician
- Instrumental Music Tutor
- Songwriter
- Sound Designer

KS4

We offer years 10 and 11 students the opportunity to choose music at GCSE, with at least two weekly 1-hour sessions. Students are required to be intermediate level on at least one instrument as a prerequisite before choosing music as a GCSE. Students should also have a basic knowledge of musical theory and understand the fundamentals of music. We follow the AQA GCSE Music syllabus.

At GCSE, students focus on three main areas of study: Understanding, Performing and Composing. Students will learn a range of music types, including vocal, instrumental, music for film, pop, jazz, fusion, and new music. We are able to provide instruments, recording equipment and notation software necessary for the completion of all areas of study.

PROGRESSION

Skills for progression to KS5:

- Performing instrumental pieces at advanced level.
- Musical appraisal and analysis.
- Sight -reading at advanced level.
- Transcription and transposition using notation software.
- Knowledge of the eras of western classical music.

- Ensemble performance.
- Recording experience.
- Music theory at advanced level.

Gatsby benchmark 4 (how skills in topic link to the world of work):

- Session Musician
- TV/Film Score Composer
- Musical Theatre Musician
- Sound Engineer
- Musical Director

KS5

We follow the AQA specification for music, which is a 2 year linear course. Students will have at least three weekly 1-hour sessions with extra instrumental tutoring if necessary. Students are expected to have a music GCSE qualification and both instrumental and music theory grades at advanced level as a prerequisite for choosing A-level music.

At A-Level, students focus on three main areas of study: Appraising Music, Performance and Composition. Students will be assessed on their ability to analyse and evaluate music and demonstrate knowledge and understanding of musical elements and musical language to make critical judgements. Ellern Mede School is able to provide instruments, recording equipment and notation software necessary for the completion of all areas of study.

PROGRESSION

Skills for progression onto education employment or training:

- Gatsby benchmark 4 (how skills in topic link to the world of work):
- Resources we use to support with career progress are Icould: <https://icould.com/explore/categories/subject/music> and Fast Tomato.

CULTURAL CAPITAL

We aim to bring a rich cultural capital to our students through:

- Song writing and composition workshops
- Watching live music performances
- Watching musical theatre performances
- Listening to music for TV & Film
- Recording sessions
- Ensemble performances
- Virtual music exhibitions

LITERACY - Promoting literacy across all areas of the curriculum and school life.

Within all classes, literacy is promoted and there is a consistency across the school. All subjects have the same word of the week so that developing vocabulary is a whole school approach. Vocabulary selected are used across the curriculum to introduce, recap knowledge and further develop understanding of these terms. Teachers all use a yellow highlighter to highlight literacy errors in students work and a target is written in their exercise books or discussed. All classrooms have dictionaries and thesauruses to support with developing reading and writing skills.

BRITISH VALUES:

- **Democracy:** Through lyrics students explore popular culture, and the democratic backdrop on which that culture is pinned, is reflected on and openly discussed.
- **Individual Liberty:** Students are introduced to many styles of music, and some of the leading artists in those genres are highlighted. The value of individual expression and the right to have ones say shines through in many of the lyrics studied, which often explicitly express social perspectives and struggles. A tolerance and respect for the opinions of others is encouraged, as well as expression of the student’s own viewpoints.
- **Rule of Law:** Some lyrics express social unrest and dissatisfaction, and the context of law in which that expression can safely happen is pointed out and discussed. The safe and harmonious environment of the school is a micro reflection of that macro.
- **Mutual Respect** Mutual respect is fostered as students are encouraged to value the different and valid opinions and emotions expressed in music, be it during the studying of famous song or in collaborating with other students.
- **Tolerance of others:** The multi ethnicity and diversity of opinions expressed in music introduces students to a wide range of outlooks different from their own, and tolerance and understanding is fostered through observation and discussion.

LINKS TO SMSC

The Music curriculum incorporates spiritual, moral, social and cultural features:

SPIRITUAL – This aspect of the curriculum is encouraged through the experience and emotion of responding to performing, listening and composing music. We encourage our students to express their feelings verbally and in written form to improve their levels of articulation. Where students are sensitive about expressing their feelings we nurture the confidence to do this by creating a supportive environment.

MORAL – We encourage our students to engage in critical discussions of musical performances and dramas/presentations from other students and also visiting professionals. Where there is a specific cultural or social reference that is explicit in the work examined we encourage students to reflect upon this. Where students present their own work we ensure fair and objective assessment and evaluation of their work.

SOCIAL – Students collaborate routinely in group tasks where they take responsibility for their own learning outcomes and progress. We encourage the skills of independence, resilience and time management. Where they engage in group tasks we build a sense of unity which leads to them addressing their individual abilities and strengths and learning to build upon these collaboratively. Where they are required to express their feelings, students are encouraged to do this sensitively with an awareness of the needs of others. Through our programme of extra-curricular activities and clubs we ask students pool ideas for repertoire and to organise themselves.

CULTURAL – The resources and musical examples used across all Key Stages for our students encourage a respect and deep appreciation for cultures around the world that have contributed to the development of our current popular musical styles. This philosophy also underpins our selection of music for performance events whether they are informal or formal occasions. We encourage students to create their own music and to incorporate different musical influences in their own composition, particularly at KS4. We use a wide variety of instruments from around the world including African Djembe Drumming and Latin American Samba to enrich the cultural experiences of our students.

Other specific examples of Spiritual, Moral Social and Cultural Development in Music include:

- Students have the opportunity to listen to, and participate in, performance for the school and wider community including event to raise money for charity and visits to residential homes.
- An appreciation of how different cultures have contributed to popular musical genres today is encouraged and nurtured in our students.
- Students' cultural experiences are broadened and strengthened through our extra-curricular programme and the use of world music resources across all Key Stages which reflect the world we live in today.
- Students are encouraged to formulate and articulate their opinions of their own work, and the work of other people, and to express these with awareness and sensitivity towards the feelings of others.
- Students take part in a wide variety of different activities which require social skills, the ability to work collaboratively as part of a pair or group, and as part of their whole class in larger ensembles.

A common way to use new technology for music is when teaching composition. Students who have not mastered music notation often struggle in composition class. They cannot embrace creativity because they are not able to express themselves in written musical language. Technology allows these students the freedom to compose music. There are many technological tools available, and we will be using a range of these such as Bandlab and Garageband. You either connect up real instruments or use virtual instruments in these applications. We are confident that students will enjoy experimenting with different sounds and rhythms.

Curriculum Overview

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Y7	Exploring Sound: Instruments of the Orchestra	Voiceworks: a composing and performing unit	Keyboard Skills – a performing unit	Musical Storytelling: composing and listening unit.	Reggae – introduction to stylistic accompaniment	Minimalism – a composing unit
Y8	Mood in Music - composing unit	The Blues – composing/performing unit	Pop song sequencing: a performance task	The Music of Queen – a performance unit	The Music of Queen – a performance unit	West African Drumming – performance and composition
Y9	Film music composing: Cartoon composing	Songs of protest – songwriting project	School of Rock – performance project	Music for Adverts – composing project	Music production and recording skills	Music for special events – a composing unit
Y10	AoS1 Western Classical Tradition 1650-1910	AoS1 Western Classical Tradition 1650-1910	AoS2 Popular Music	AoS2 Popular Music	AoS3 Traditional Music	AoS3 Traditional Music

	Solo Performance Theory Developing Composition Skills	Solo Performance Theory Developing Composition Skills	Free Composition Ensemble Performance Skills	Free Composition Ensemble Performance Skills	Free Composition Solo Performance	Free Composition Solo Performance
Y11	AoS4 Western Classical Tradition post 1910 Brief Composition Ensemble Performance	AoS1: Revision Brief Composition Ensemble Performance	AoS2: Revision Revision of study pieces Brief Composition	AoS3: Revision ALL COURSEWORK COMPLETE Exam preparation	Revision of all AoS and exam preparation	Revision of all AoS and exam preparation