

Music – Aims/Intent Music follows the National Curriculum

www.gov.uk/government/publications/national-curriculum-in-england-music-programmes-of-study

Music is a universal language that embodies one of the highest forms of creativity. A high-quality music education should engage and inspire students to develop a life-long love and appreciation of music, the skills delivered in this subject such as teamwork, creativity and problem solving will serve our students in their future aspirations and career prospects as well as an appreciation for how Music within the arts can help us to function in the world and better understand and appreciate the tastes and values of those around us.

As students' progress, they should develop a critical engagement with music, allowing them to compose, and to listen with discrimination to a variety of the best music throughout the world and our history. The music curriculum is designed to be accessed by all students, regardless of musical starting points.

The music curriculum is designed to develop students' creativity, teamwork, self-reliance and technical ability as well as develop young people into confident human beings who can communicate well.

The aims in Music is that student will be taught:

1. Fundamental timing, improvising and composing skills including extending and developing musical ideas by drawing on a range of structures, styles, genres and traditions,
2. How to layer together different sounds and rhythms
3. To structure sounds and rhythms into a coherent whole
4. To Perform, listen to, review and evaluate music across a range of historical periods, genres, styles and traditions, including the works of the great composers and musicians
5. To sing and to use their voices, to create and compose music on their own and with others, Understand and explore how music is created, produced and communicated, including through the inter-related dimensions: pitch, duration, dynamics, tempo, timbre, texture, structure and appropriate musical notations.
6. Play and perform confidently in a range of solo and ensemble contexts using their voice, playing instruments musically, fluently and with accuracy and expression
7. Listen with increasing discrimination to a wide range of music from great composers and musicians
8. Develop a deepening understanding of the music that they perform and to which they listen, and its history.
9. Reading and developing specific technical vocabulary

How cultural Capital enhance through Music:

Personal Development

The lifelong love and appreciation of Music will allow students to find their own confidence and voice in communicating their own vision and values and empower them to use these skills in the workplace.

Social Development

Students will learn to work with others in putting together a creative and coherent whole as well as learn about conventions in other cultures.

Physical Development

Students will learn to play in time and how to physically coordinate their way around different instruments with the ability to listen and watch at the same time.

Spiritual Development

Students will communicate when words have no other way, they will learn to use technical skills to express their thoughts and feelings.

Cultural Development

Students will learn the conventions used to layer and structure different pieces in a variety of different cultures, increasing their moral, historical and social awareness.

Moral Development

Students will learn to understand different beliefs and musical starting points and, where words cannot express, they will gain an insight into and understanding of others.

How students' vocabulary is developed through Music:

Depending on the choice of instrument(s) and/or voice(s), and the piece of music, students should be able to read and play music using the appropriate musical language. Different types of musical language are listed below:

Reading and writing of staff notation/major and minor chords and associated chord symbols/recognising and accurately using appropriate musical vocabulary and terminology related to the areas of study.

Implementation

Key stage 3:

During Y7/Y8 students will compose and perform in groups and as soloists. They will learn to use musical terminology to describe what they hear and methods of recording music, both written and audio. They will begin by learning terminology before learning how to play and time and use rhythm and then, with the introduction of keyboards, will use pitch and become familiar with different instruments, they will also learn to read and write music in a variety of ways in order to communicate creatively. In Year 8 students will learn about styles of Music from different traditions and be able to use the elements of music in different structures, and using different layers.

Edexcel Specification

Key stage 4:

In Y9/Y10/Y11 GCSE Music further explores the history of music. Y9 students will learn in more detail about music theory and take the ABRSM Grade 1 Theory examination (or higher) during the year. They will also grow in confidence in both performance and composition before embarking on coursework in Y10. Then in Y10/Y11, students will study eight set works from the areas of study: Instrumental Music 1700-1820, Vocal Music, Music for Stage and Screen and Fusions. They will also produce solo and ensemble performances and two compositions as part of the EDEXCEL GCSE course.

[qualifications.pearson.com/content/dam/pdf/GCSE/Music/2016/specification/Specification_GCSE_L1-L2_in_Music.pdf](https://www.pearson.com/content/dam/pdf/GCSE/Music/2016/specification/Specification_GCSE_L1-L2_in_Music.pdf)

Key stage 5:

In Y12 there are 2 options to choose from: A Level Music or A Level Music Technology. Year 1 of the 2-year course in Music builds on the study begun at GCSE with further set work study and more advanced composition and performance tasks. Music Technology explores the recording, manipulation and production of sound using computers.

In Y13 Music allows students to focus on their strengths, as students can choose whether to compose or to work on technical exercises, alongside their performance and analysis skills. A Level Music Technology also builds on the skills acquired in year 1.

Impact

Through the study of music our students will demonstrate that they have made good progress from their starting points and become well rounded individuals. Work in students' folders and compositions show they understand how to perform, compose and read music. Discussions with students illustrate that they can explain and explore their own personal beliefs and feelings towards various musical genres.

Music lessons give students the opportunity to explore the sound world through listening, appraising, composition and performance. Students will have the opportunity to play a range of instruments and learn about music from different cultures and time periods. They will also explore the use of music technology and its place in the modern world. Students are aware of what it means to be a musician and the career pathways open to them in music.

Students participate in many musical events across the school calendar including: Christmas Carol Concert, Open Mic night, Spring and Summer concerts, End of year assemblies, reflection assemblies. Trips and visits to Covent garden and the Theatre. A wide range of additional extra-curricular ensembles.

This table outlines the key topic areas covered in **music** across KS3-5. They are divided into performing/composing/listening and analysing. Music is a universal language that embodies one of the highest forms of creativity. A high-quality music education should engage and inspire students to develop a love of music and their talent as musicians, and so increase their self-confidence, creativity and sense of achievement. As students' progress, they should develop a critical engagement with music, allowing them to compose, and to listen with discrimination to the best in the musical canon.

Curriculum map - Subject: Music

AGE-STAGE							
Year 7	(Baseline Listening Test)	Notation	Keyboards		Instruments of the Orchestra	(Listening task at beginning of topic)	Fun computer-based composition work with any remaining lessons
	Elements of Music	Rhythm and Metre			Mood Composition	Latin American Music	
Year 8	(Listening task at beginning of topic)	(Listening tasks running alongside)	Haunted House both:		(Listening task at beginning of topic)	(Listening task at beginning of topic)	Fun computer-based composition work with any remaining lessons
	Scat/Rap/Vocal/Hip Hop	Jazz. Blues and Popular Music history.	Performing	Composing	Animation	Remix (new topic, not been taught in the	

	(Performance at end of topic)	(Performance at end of topic)				classroom yet due to COVID-19!	
GCSE Y9	Ensemble Performance		Revision for Music Theory Exam			Solo Performance	
	Introduction to Music Theory		Introduction to GCSE Composition			History of Western Art Music	
GCSE Y10	Baroque Set Works – Bach and Purcell		Beethoven and Schwartz Set Works			Williams and Queen Set Works	
	Ensemble Performance		Solo Performance			Composition Coursework	
GCSE Y11	Fusion Set Works – Afro Celt Sound System and Spalding		Revision of Set Works, Comparison Questions and Aural Skills			Revision	
	Set Brief Composition		Solo and Ensemble Performances				
			Set Brief Composition				

KS3 National Curriculum coverage – Colour code for ease

	Performing
	Composing
	Listening and Analysing

