

Music – Aims/Intent

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.

Our intent is to provide opportunities for students to:

1. 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
2. Learn to sing and to use their voices, to create and compose music on their own and with others, have the opportunity to learn a musical instrument, use technology appropriately and have the opportunity to progress to the next level of musical excellence
3. 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.
4. Play and perform confidently in a range of solo and ensemble contexts using their voice, playing instruments musically, fluently and with accuracy and expression
5. Improvise and compose; and extend and develop musical ideas by drawing on a range of musical structures, styles, genres and traditions
6. Identify and use the inter-related dimensions of music expressively and with increasing sophistication, including use of tonalities, different types of scales and other musical devices
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.
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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.

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.

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

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.

Enrichment opportunities-

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.