



## **Statement of Intent**

Every subject maximises the potential of each student, enabling them to become successful learners, confident learners and responsible citizens. We will ensure that all students are well prepared for life and work and keen to make a positive difference to the world they live in.

## **Music**

### **Intent**

Our music curriculum intends to inspire our young people and develop them into individuals who are creative and can express themselves. We strive to provide our students with not just the skills required to become a competent and confident musician, but to also instil a passion and love for music. We value music education highly and believe that every student should have the opportunity to develop their potential inside and outside the classroom. Our curriculum is shaped by our school vision, 'to be the best you can be'.

### **Skills**

Our curriculum ensures that all students have access to all strands of music, including singing, playing musical instruments, composing, listening and music technology. It allows students to develop their strengths and passions, together with the aim to build skills that they can draw on within music lessons and also beyond school life. In addition, our music curriculum aims to develop our students into well rounded individuals, who develop and gain confidence, team working skills, self-reflection skills and provide them with a broad experience that they can take beyond their musical studies in school. The intent is that students leave schools with the confidence to be musical, and to be able to transfer these skills into their wider roles in society.

### **Purpose 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 pupils to develop a love of music and their talent as musicians, and so increase their self-confidence, creativity and sense of achievement. As pupils 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.

### **Aims**

The national curriculum for music aims to ensure that all pupils:

- 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
- 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
- understand and explore how music is created, produced and communicated, including through the interrelated dimensions: pitch, duration, dynamics, tempo, timbre, texture, structure and appropriate musical notations

**Assessment** *Explain how students are assessed at Key Stage 3 and 4 and what impact this has on their future learning.*

In music, students are assessed at the end of every half term. Differentiated practical instrumental playing is modelled by the teacher and students are assessed on their ability to perform the different musical pieces that are embedded into each scheme of work. Students are also assessed on their ability to compose a short idea, phrase or full piece of music, depending on ability, in the genre of music being studied in each scheme of work. Each practical assessment is recorded on camera or dictaphone and students are given verbal feedback using the 'WWW' and 'EBI' language consistent across the department. Students also peer assess each other's performances. We have a focus on the fundamental music elements throughout Year 7 – 11 and encourage all students to use this tier 3 language when peer assessing.

During the learning process, teachers will identify gaps in knowledge/instrumental technique whilst watching students practicing and adapt their lesson plans to address these gaps. Music staff adapt Schemes of Work on a lesson by lesson basis, using formative assessment (students practical work) from the previous lesson to prepare for the subsequent lesson in the scheme of work. This is to ensure that any gaps in knowledge that crop up are developed further, to ensure a deep understanding of key concepts. We have continued to contain an episode of learning (normally within the starter) that details what students studied in the previous lesson (normally as a student recap – which allows the teacher to further assess what they remember from previous learning) then set the intention for what is to come in the current lesson and remind students what the end goal of the scheme of learning will be, usually a creation or a polished performance. We make sure we make it absolutely explicit to students that a teacher's planning is adapted based on their previous lesson, to ensure misconceptions are ironed out and we have made this a priority in all KS3 and KS4 lessons.

Teachers will also watch summative assessment videos back to adapt future teaching and learning and create further examples/resources that will help bridge these gaps. As a department, we aim to review each SOW regularly and change and adapt these to support student's success. As a result of reviewing the progress students were making with their piano/guitar/drum and vocals skills, we developed a bank of pre-made video recordings of teacher modeled examples to embed onto PowerPoints, so students can hear what they are aiming for within their practical learning and are able to watch the teacher's instrumental technique on the video. This ensures that students can understand, replicate and develop good instrumental/vocal technique throughout their learning. This also ensures consistency across teaching and ensures the curriculum is as broad and balanced as possible. We are also aiming to create a bank of teacher modeled composition projects created on Bandlab for Education that we will continue to embed into the Music Technology focused SOW's. We will continue to review our SOW's and make changes that will impact our student's progress further.

Consistently embedding the three points above in our normal teaching practice is a curriculum priority across the school.

### **Rationale**

Our KS3 music curriculum encourages students to explore and understand the fundamental musical elements, through playing different instruments, composition and listening activities. Students are encouraged to develop their performance and composition skills, both as an individual and in ensembles. Students are also given the opportunity to develop their music technology skills, which helps foster an environment for creative development. Our

emphasis on the development of practical musicianship at KS3, is to prepare our students for their transition to KS4 music, where a lot of weight is placed on practical and creative music making and playing. At KS4, we offer both GCSE and BTEC Music to ensure that our curriculum is inclusive, accessible and suitable for all students. Both GCSE and BTEC music are taught with the aim to equip students with the skills to develop into competent musicians or music producers, who gain a developed musical skill, knowledge and understanding and a passion for the subject.

## **Year 7**

At the start of the year, Year 7 students begin an 'Introduction to Music' topic. The aim of this topic is to give students an introduction to the basic and fundamental musical skills and consolidate the learning and exposure to music that they will have had at KS2. Students are exposed to a range of different strands of music, such as keyboard work, treble clef notation, singing, appraising music, composition and solo and ensemble performance. The aim of this is to give students a solid foundation and be able to consolidate and explore the musical elements, which will develop them into musicians who can critique their own and others work in order to make progress. During the winter term, students also prepare for a Christmas Carol Service at Truro Cathedral to broaden their musical experiences and provide all students, regardless of their ability, to perform and develop a love and passion for music. We encourage Year 7 students to join our broad programme of extra-curricular clubs. We provide a rich and diverse program of extracurricular choir and ensemble groups, which results in experiences of performing in front of large audiences.

Year 7 students will then be exposed to 'Folk Music' of the British Isles, exploring Cornish and British Folk music. This develops students sense of identity and encourages more vocal exploration of the heritage of Cornish and British Folk music and students further develop their keyboard skills and have the option to try out the acoustic guitar. Year 7 students then learn about Samba music from Brazil. Students learn how to play as a Gamelan Ensemble, improve their ensemble playing and composition skills and develop an awareness of the culture. This topic provides students with a rich and varied curriculum which aims to give them the skills to appreciate music from different cultures. We continue to endeavor to embed the fundamental musical elements into these schemes of learning, to shape our students into thoughtful and critical musicians.

Year 7 students then embark on an 'Introduction to Music Technology' project, where they learn the fundamentals of DAW projects, MIDI editing, using loops and samples and cut, copy and paste techniques. They learn these fundamental skills on band lab for education, which is an award winning DAW (digital audio workstation). Students then utilise their skills on band lab for education through various compositional projects throughout KS3. Year 7 students end the year by exploring classic rock music and learning iconic riffs, chord progressions and melodies composed by some of the most influential bands in the rock genre. Students create arrangements of these classic rock songs and start to develop their ensemble awareness, utilising their vocal, guitar and piano skills that have been developed over the year. This links to the Area of Study 5: Conventions of Pop on the GCSE Music course.

Throughout Year 7 students are encouraged to perform their work regularly to their peers or as part of school concerts and events and to gain and develop confidence in their musical abilities.

## **Year 8**

Year 8 students start the year building on their keyboard skills from Year 7, with the aim to develop and improve their keyboard dexterity and fluency. They start by learning about the culture and history of Jazz and Blues music and learn various pieces of music such as the '12 Bar Blues' and 'The Walking Bass'. We encourage students to continue to develop their 2 handed keyboard playing, incorporating left hand chords to accompany the right hand melody. Students also expand on their musical elements knowledge by exploring different textures and embedding syncopation and improvisation into their keyboard playing, as well as exploring more complex added chords beyond major and minor. Students are then given the opportunity to compose their own song in the style of Jazz and Blues to consolidate their knowledge of the stylistic features of the genres, which is a course requirement at KS4. Year 8 then embark on a West African Drumming topic on West African djembe drumming. This topic educates students on the history of the 'Slave Trade' and the roots of African as well as Blues Music. Students then learn how to use the 3 main techniques, bass, tone and slap on the djembe drum and explore improvising, polyrhythmic textures and ensemble drum playing. This topic ensures that students have the foundation knowledge which they will then build upon in the 'Rhythms of the world' topic when studying OCR GCSE Music.

Year 8 students then explore 'Music through the Ages', a new SOW where students practically with music from some of the 'Great Composers' throughout the traditional Western Music History. This links directly to Area Study 2: The Concerto Through Time where students study the great composers of the Baroque, Classical and Romantic periods. Year 8 students then study a band skills topic, where they learn how to produce an effective arrangement of a popular song. Throughout KS3, there is an element of ensemble performance in each SOW which is a fundamental part of BTEC and GCSE Music at KS4. Students build on their vocal, guitar, piano and drum skills to produce an arrangement which embeds the fundamental musical elements to make their music more interested and unique.

Year 8 students will then be taught a Film Music topic which incorporates practical playing on guitar and piano and Music Technology, providing them with a solid foundation for those who take Music Technology or GCSE Music at KS4. This educates students about the influence that technology has had over certain music genres. We expose the students to various DAW software and the students learn how to sequence music, use MIDI and audio recording techniques and create music that has an imaginative structure and texture. Students also develop an appreciation of how composers use music to heighten the action on screen and improve their listening and appraising skills with open discussions around the composer's musical intentions. This topic directly links to both GCSE and BTEC appraising and listening content at KS4.

At the end of Year 8, students then work in small groups to write their own song in a popular style. This consolidates the composition, lyric writing, chord and melody playing that they have developed over KS3 so far and allows students to be expressive and creative in their work. Students are encouraged to incorporate keyboard, guitar, drums and singing, and where applicable music technology into their songwriting work and explore how these instruments work together to create a variety of texture, within a Pop/Rock ensemble. Students continue to embed the fundamental musical elements into their work, to compose music that has a sense of style and direction and be able to use the music vocabulary peer assess and give feedback on their work and their peers.

## **Year 9**

Year 9 start the year by looking at the 'decades of music' from the 60s to the present day. They start off by exploring the Reggae music of Jamaica. We start by introducing students to the history and context of the music and introducing the iconic artists that have made an impact on the genre and the stylistic features which make up the fundamentals of the music. This topic has a direct link to the BTEC First Award in Music Practice, which is one of the first topics students will study at KS4. Students then embark on studying 3 more 'decades' topics in Year 9; Hip Hop, Britpop and EDM (Electronic Dance Music). These are all taught with the same intention and consequently link to the topics taught at KS4 in the Component 1: Exploring Musical Products and Styles in the BTEC Course. We provide students with opportunities to explore a variety of instruments when performing various pieces of music from the different decades and encourage them to embed the stylistic features into their playing. Students also compose a short section of music that consolidates their knowledge of music decades for each topic.

As an end of KS3 Project, Year 9 students embark on 'The 'Band Project'. This provides students with the opportunity to become independent learners and enquires, who are encouraged to take responsibility for their progress and musicianship and become confident and skillful musicians. Students learn about what it takes to become a successful band, the range of job roles and responsibilities within the music industry and learn how to arrange popular songs from different decades in small groups. Students improve their ensemble skills, time keeping skills, and music awareness during this topic which plays a large part in both BTEC and GCSE music at KS4. Students are then given the opportunity to perform in their band to their peers and receive constructive verbal feedback, in order to improve and develop as musicians.

**At times KS3 SOW are taught in a different order than what is described above. This is to optimise classroom and equipment facilities so students 'round robin' on equipment rather than all trying to use the same spaces and resources at one time.**

**The Model Music Curriculum has been used as a guide whilst updating these schemes of work and more detail on SOW content is found in teacher's SOL.**

## **KS4**

### **OCR GCSE in Music**

<b><u>Performance</u></b>	<b><u>Composition</u></b>	<b><u>Appraisal (Listening)</u></b>
30%	30%	40%
Assessment	Assessment	Assessment
1 solo performance recording in Year 11: 15%	1 Free composition in Y10:15%	1 hour 30 minute written listening paper completed in Summer term of Y11
1 ensemble performance recording in Year 11: 15%	1 Composition composed to a brief set by the exam board in Y11: 15%	

### **PERFORMANCE**

In Year 10, Students are introduced to Area of Study 1: My Music. In this topic students rehearse their performance skills on their first instrument of choice, or voice. Students are given time to rehearse as both as soloist and as an ensemble player and are given opportunities to rehearse both in lessons, at lunchtimes and after schools and are offered performance opportunities throughout the school year to prepare them for their solo and ensemble performance recordings in Year 11. Students are also encouraged to rehearse on a second instrument if applicable, or try a new instrument and variety of instruments when possible. This allows for depth of learning (on their first instrument) but also breadth, which will help them become more rounded musicians. Performance is a linear discipline which is developed throughout the course with the final summative assessment for coursework being complete in Year 11.

The following performance opportunities really allow students to grow in confidence with performing and presentation as well as growing holistically as young people and as young musicians:

- performing to their class (throughout KS4)
- performing in assembly (throughout KS4)
- performing at Open Evening (Sept)
- School Production (Oct)
- Christmas Carol Service at Truro Cathedral (December)
- Easter Activities (April)
- KS4 Presentation Evening (May)
- Celebration of Achievement at Truro Cathedral (June)

Performance is integral to a students' music education. Not only does it help them become more musical beings it also helps boost confidence and prepare them for the wider world of work when it comes to self-presentation, organisation and teamwork skills.

## **APPRAISAL**

Throughout the course students are exposed to a range of musical genres, developing from KS3 music. This is in preparation for the listening paper at the end of the course but also prepares students for composition and encourages broadening musical horizons. Students will complete a range of practical activities to intrinsically and musically understand the social and historic contexts of these styles and genres, as well as practically explore more complex musical theory, vocabulary and the musical elements relating to each style. Students will practice written listening questions to prepare for the written paper and will complete written activities to reinforce the knowledge and understanding associated with each area of study. Areas of Study include:

### **Area of Study 2: The Concerto Through Time**

- Students will study a range of different types of Concerto from the Baroque, Classical and Romantic Periods of Music and the Western Classical Orchestra

### **Area of Study 3: Rhythms of the World**

- Students will perform Brazilian Samba, Caribbean Calypso and Steel Pan Music and West African Drumming as a whole class band, as well as exploring both traditional Classical Raag and traditional Punjabi Bhangra of India
- Students will actively listen to Eastern Mediterranean (Greek), Israeli, Palestinian and Music of the Middle East looking and will practically explore Arabic folk rhythms

### **Area of Study 4: Film Music. Students study music that has been:**

- composed specifically for screen, taken from the Western Classical tradition and been used within a film and music composed as a soundtrack for a video game.

### **Area of Study 5: The Conventions of Pop. Students actively engage in the following sub categories:**

- Rock 'n' Roll, Rock anthems, Pop Ballads and Solo Artists from the 1950s to the present day

The appraisal component is a rigorous part of GCSE Music. It helps students better understand themselves and the world in which they live, as well as understanding global issues and the wider world. Our intent is that students horizons are broadened not only through music of the world, but understanding the historical and social contexts in which they themselves exist.

## **COMPOSITION**

To begin, Y10 will work in teams to produce short musical compositions based on ideas or briefs given by the teacher. This can include using poetry, a painting, a chord sequence or a set melody as inspiration. Students explore how the musical elements can be manipulated to improve their creative processes. Students also use music technology including recording equipment, notation software and online digital audio workstations where applicable to help bring their compositions to life. Later in the year students begin their 'free composition' where they compose freely, in a style of their choice. After the preparation of group work in term 1, most students thrive on the freedom that this part of the coursework gives, but more help and guidance is given to those who need support in getting their ideas started. Students complete this composition by the end of Y10, which they can revisit in Year 11. The exam board sets the 'composition brief' at the start of Y11 where students must choose a brief to

compose to. These are often based around Area of Study 2,3 and 4 and is completed in Year 11 term 1 and term 2.

Music composition is key to students developing their musical imagination and understanding how to utilise the more complex realms of the musical elements. The intent is to develop imagination, which is so important to any young person, and the transferable skills of completing a long project, patience, self-evaluation, taking on peer and teacher feedback and improving and tweaking works in progress to make a complete final product are vital skills to develop when moving into KS5 and the wider world of work.

### **Pearson BTEC Level 1/Level 2 Tech Award in Music Practice**

The Music Tech Award in Music Practice is a highly robust vocational course which covers a variety of genres from the 1950s to the present day. Students study different styles and genres of music, predominately in practical engagement through the use of music technology, listening, performance and composition as group and individual work. Students' written work is kept as logs to accompany the different Units (called Components), explained further in detail below. This course is perfectly suited to all young musicians from different musical backgrounds with interests as students can explore performance, composition and music technology. The intent is that students leave KS4 Music with a rounded knowledge of modern music and are able to apply that music as a soloist and in small groups in a musical and practical way.

### **Year 10 – Component 1 – Exploring Music Products and Styles**

This component is split into 2 Learning Aims

- |                       |   |   |
|-----------------------|---|---|
| <u>Learning aim A</u> | - | <u>Develop appreciation of styles and genres of music</u>   |
|                       |   | <ul style="list-style-type: none"><li>• this includes studying the musical elements behind different genres and creating a learning log.</li></ul>  |
| <u>Learning aim B</u> | - | <u>Explore techniques used to create music products.</u>  |
|                       |   | <ul style="list-style-type: none"><li>• This includes recreating and exploring said musical elements in different genres through live performance, live composition, or composition using a DAW (a mix of Fruity Loops, Reaper and Band Lab for education depending on the student preferences)</li></ul> |

Students study different genres in this component, such as Jazz and Blues, Reggae, Punk, Stadium rock, Hip Hop, Britpop, Pop Punk and EDM styles such as Drum and Bass. Students also briefly study world music styles such as Gamelan and Djembe drumming and Composer music for Film or Computer Games.

In this component, learners will explore the techniques used in the creation of different musical products from these genres and investigate the key features of different musical styles. Students will develop an understanding of different types of music product and the techniques used to create them. Students explore how the musical elements, technology and other live resources are used in the performance, creation and production of music. Students also practically explore the key features of different genres of music, applying their knowledge and understanding to developing their own creative work. Students will become more aware of iconic composers, artists, bands and producers who have influenced and impacted on these styles. This intent is to give students a broad understanding and exposure to a wide range of musical backgrounds, to further broaden their musical horizons and to



give them more 'colour' to use in their own creations. It also leads brilliantly in to work studied on vocational courses at KS5.

## **Year 11 – Component 2 – Music Skills Development**

This component is also split into two learning aims:

<u>Learning Aim A</u>	-	<u>Demonstrating professional and commercial skills</u>
<u>Learning Aim B</u>	-	<u>Applying development processes for skills and techniques.</u>

In this component learners will have the opportunity to develop two musical disciplines through engagement in practical tasks, while documenting their progress and planning for further improvement. Students participate in workshops and classes where they will develop technical, practical, personal and professional skills and specialise in at least two of the following areas:

- music performance
- creating original music (composition)
- music production (producing the music either live or using a DAW)

Students then review their progress on a regular basis, learn how to share their work and collaborate with others, and will develop their skills as musicians in how to use blogs. This is really beneficial as it closely resembles how the professional music industry works, setting students up for KS5 and the world of work/

Students will also develop many valuable transferable skills students including

- time management
- self-discipline
- working with others
- goal setting
- monitoring and tracking of their own progress.
- Health and Safety

And more music specific skills including

- individual development routines
- timing and phrasing
- using rhythm and pitch in the creation or recreation of music
- using equipment, instrumentation or software appropriately
- tuning
- learning repertoire
- physical preparation and exercises
- instrumental or vocal technique
- following accompaniment
- stage presence.
- using rhythmic and melodic patterns and development of harmony

- using software and audio tools and instruments
- inputting and editing audio
- using sound effects
- structuring music

Students will also develop methods of capturing musical development, such as using:

- digital or traditional portfolios
- studio track sheets
- production notes
- rehearsal diaries
- screenshots
- key milestone performances and reviews from others
- compositional sketches
- raw recordings
- drafts
- application of effects
- initial mixes.

And students will also participate in

- jam sessions
- improvisation sessions
- demos
- sharing samples
- remixing and reworking ideas
- remote collaboration.

Students will also keep a clear written log, in the form of a power point, to complement their practical exploration. Students really begin to become independent learners in this component, which is beneficial not just for music but for all their subjects. The intent is for them to develop deeper understanding of performance, composition and music technology and to enhance their skills through practical work, written work and through presentation.

### **Year 11 – Component 3 – Responding to a Commercial Recording Brief**

Learners will be given the opportunity to develop and present music in response to a given brief. This component will allow students to work to their strengths and interests and apply the skills that they have learned throughout your course in a practical way. They will focus on a particular area of the music industry that excites and appeals to them and respond to a commercial music brief as a composer, performer or producer.

Students will begin by exploring the brief and investigating possible responses and ideas to meet the demands. Using relevant resources, skills and techniques they will then develop and refine musical material before presenting their final response. They will develop and present an original creation based on a piece from a given list (from genres covered in Component 1) and a style from a choice of four. They will then present this as a solo or group performance, an audio recording or a Digital Audio Workstation (DAW) project. Students will also develop skills in self-management, communication and presentation, which are vital to any future course of study.

This component is the final exam component, and so is assessed and verified externally and is completed in May of Year 11 after preparation time in term 2. It is a fantastic

component that brings all the learning of the BTEC together. The intent is that students leave school feeling they have the skills to produce work reflective of their ability, to allow for independent research to produce musical outcomes, and to be more prepared for KS5 and the demands of A levels and further vocational study.