

Music

Curriculum Intent

The Music curriculum aims to enable all pupils, regardless of background, ability or additional needs, to flourish to become the very best version of themselves, through engagement in immersive and meaningful musical experiences.

In lessons, musical understanding is achieved through high levels of practical technique-based instrumental progression, aural perception, internalisation and knowledge of music, and a focus on ensemble skill awareness, within a musical context that is authentic and relevant, with an appropriate understanding and application of musical provenance.

While the Music curriculum is heavily focused on practical music making and skill development, much of what we do and how we do it develops holistic, transferable personal skills, developing resilient and resourceful learners in an environment of high challenge and differentiated support, where pupils are empowered to be experts within a community of practice.

In addition to classroom experiences, we welcome parents to our school music concerts throughout the year to share and celebrate the hard work and musical progress being made in all year groups. Our peripatetic program gives opportunity for more diverse, additional musical development as part of a band or ensemble, with pupils able to learn and develop their skills from experienced professional musicians.

KS3

Year 7

Pupils will first be undertaking a diagnostic assessment based on their ability to keep accurate time, recognise and reproduce rhythmic patterns and to be creative by improvising within a musical context. From here, your son will study introductory modules in whole-class percussion, looking at world music and focusing on traditional percussion-based music genres; whole-class singing, covering a range of musical genres and eras; whole-class keyboard skills, looking at Western Classical tradition; whole-class guitar, looking at Rock, Funk and Country styles; Ensemble, where we develop our skills in the practical context of bands; and Music Technology focusing on contemporary Dance and Hip-Hip music, to compose and realise our own musical ideas.

Year 8

Pupils will continue to follow the same rotational instrumental programme but with an additional level of challenge appropriate for developing Year 8 musicians, spending time developing whole-class percussion skills, whole-class vocal development, whole-class keyboard skills, whole-class guitar, ensemble projects and use of Music Technology for composition. Within this programme, music from around the world and multiple genres is the focus for instrumental progression, giving your son a broad and balanced musical experience. Listening work embedded in all lessons will help to develop aural perception and wider musical knowledge through exploration and understanding of different styles and genres.

Year 9

Your son will continue to follow the same rotational instrumental programme as previous years, but with an appropriate level of challenge for developing Year 9 musicians, Your son will study whole-class percussion, looking at Brazilian Samba and Japanese Taiko; whole-class singing, covering a range of musical genres and eras; whole-class keyboard skills, looking at Western Classical tradition; whole-class guitar, looking at Blues and Rock styles; Ensemble, where we develop our skills in the practical context of bands; and Music Technology focusing on contemporary song writing and compositional techniques used by commercially successful musicians and producers.

KS4

Music Level 2 Certificate RSL

Music helps pupils to develop subject knowledge, understanding and skills, through listening to a variety of music, playing music and creating their own music. The specification places a focus on practical performance with choices catering for a wide range of interests and abilities. This three-unit course assesses pupils' skills in performing as a soloist and within a group. This includes the use of music technology, which allows pupils to demonstrate their ability while engaging in a wide variety of musical experiences.

Topics Covered:

The course will cover:

Theoretical and contextual issues relating to styles of music

Effective performance using an instrument or the voice

Rehearsal and musicianship skills

Developing repertoire

Performing live music

The use of Music Technology

Organising a Musical Event

The course comprises one core unit and two other optional units chosen for relevance to the group and its individuals.

Assessment:

The qualification is 40% externally assessed and 60% internally assessed. The externally assessed core unit takes the form of a themed assessment under controlled conditions based on an assignment set and marked by RSL. The remaining units are assessed internally and moderated by RSL.

Course Progression:

Once a pupil has successfully attained the RSL qualification, he can move on to other Level 3 Music and Performing Arts qualifications. The study of music shows a very high level of commitment and determination to succeed and as such is valued by many universities for a variety of courses. Pupils can also consider undertaking BTEC Music Performance/ Tech Level 3.

GCSE Exam

Exam (Controlled Assessment):

Unit 202ta is an externally assessed unit that makes up 40% of the overall outcome of the course. The task is to work within the confines of a brief to play a fifteen minute set of music to an audience to a high standard. The brief is released in January and the exam window closes at the end of March, giving pupils adequate time to select, rehearse and perform the music successfully. The March deadline benefits pupils as it removes one subject from the congested exam period, meaning music pupils can already have successfully completed the subject, leaving more time to focus on other subjects for exam purposes.

Career Prospects

Studying Music can lead onto different types of music degrees, performing professionally or even teaching. There are many opportunities for careers in any of the following fields:- Session Musician, Professional Musician, D.J, Instrumental Teacher, Music Therapist, Sound Engineer and much more, with

employers viewing Music similar to that of a language, where fluency in Music and Languages takes the same transferrable skills, tenacity and attitude towards hard work.