

Music

Our Music curriculum enables students to become practical musicians. Practical Musicianship is taught, thus enabling all student knowledge to become demonstrable on an instrument or vocally. Our offer entitles every student the opportunity to learn to play a musical instrument and develop their vocal skills. We teach the critical technical skills needed to learn to play an instrument: positioning of instrument/ posture, scales and arpeggios. The musical discipline of composing / scoring and understanding music through listening is also an integral part of our curriculum. We also specialise in Music Technology at Key Stage 4.

At Key Stage 3 all students learn to sing and play the ukulele and keyboard. Students that have already started undertaking a peripatetic music lesson are given the opportunity during curriculum lessons to develop their first study instrument as well as new learning.

At Key Stage 4 students specialise in a first / second study instrument and follow this discipline through until the end of the curriculum.

All students learn to read music: traditional music notation on the treble and bass clef stave, chord boxes, Tablature and music tutorials are learned too. Every lesson has a focus on the core elements of musicianship learning: Performance, composition and Understanding Music through listening.

The curriculum exposes students to a wide range of musical repertoire: Western Classical Tradition (renaissance, mediaeval, baroque, classical, romantic and 20th century), World Music, Music and the Media (Film, TV, Radio and Computer Game), jazz and blues, 1950's, 60's, 70's, 80's, 90's, 2000's to present day.

The wider extra curricular offer sees students taking lessons in: Singing, Drum-kit, Brass, Woodwind, Strings and Guitar and ensembles include: guitar group, wind band and choir.

All music provision that takes place in school both inside and outside of the classroom is accessible for both disabled pupils and students with special educational needs. The delivery of lessons for students with special educational needs is adapted by classroom staff and peripatetic staff to overcome barriers to learning. Staff are also aware of how to deal with any sensory needs when learning to play a musical instrument or in an environment that is heightened in terms of sound. Disabled students are given high quality teaching/ tutoring. Adaptive teaching techniques are used to help students. Delivery for partially sighted/ visually impaired students includes more verbal instruction at the starts of lessons. Site tours to get to and from music lessons and a meeting with any new teaching staff. In addition to this we offer repetition as a tool for learning "listen to this musical phrase and now play it back". We also have portable desks and keyboards in the music classroom to enable students with accessibility needs to be able to learn effectively and comfortably.

Our new building has given us increased opportunities for music recording due to having practice rooms and a dedicated recording studio.

Year	Assessment Cycle 1	Assessment Cycle 2
7	Theory: Kodaly solfege, note values, treble clef stave, simple time signatures, key signatures Scales: C major, G major, D major and A major Composing: Compose a simple melody (8 bars) using repetition Listening: Analyse music with reference to tonality, instrumentation/ texture, metre/tempo, pitch and	Theory: Note values, treble and bass clef stave, simple time signatures Scales: C major, G major, D major and A major and A minor, E minor, B minor, chromatic, blues scale Composing: Compose a melody and add primary chords: I, IV and V Listening: Analyse music with reference to tonality,

	<p>dynamics</p> <p>Performing: Ukulele chords: C,G,Am,F,D,Dm,Em Keyboard scales and Ode to Joy/ Christmas Carol. Peripatetic students may choose to perform a piece on their first study instrument.</p>	<p>instrumentation/ texture, metre/tempo, pitch and dynamics/ articulation markings/ playing techniques</p> <p>Performing: Hedwig's Theme Harry Potter and Edvard Grieg In the Hall of The Mountain King (right hand). Orchestral arrangements available for orchestra players. Peripatetic students may choose to perform a piece on their first study instrument.</p>
8	<p>Theory: Note values (including dotted notes), treble and bass clef, simple and triple time signatures, construction of scales: tones and semitones</p> <p>Scales: Construction of scales, majors up to 3 sharps and flats and harmonic/ natural minors</p> <p>Composing: Composing melody and adding chords I, IV, V</p> <p>Listening: Analyse music with reference to tonality, instrumentation/ texture, metre/tempo, pitch and dynamics and articulation markings/ playing techniques</p> <p>Performing: Grade 1 Ukulele and keyboard both hands (lines one after another though)</p>	<p>Theory: Note values (including dotted notes), treble and bass clef, simple and triple time signatures, construction of scales: tones and semitones</p> <p>Scales: Construction of scales, majors up to 3 sharps and flats and harmonic/ natural minors</p> <p>Recognition of scales through key signature</p> <p>Composing: Composing to a stimulus</p> <p>Listening: Analyse music with reference to tonality, instrumentation/ texture, metre/tempo, pitch and dynamics and articulation markings/ playing techniques</p> <p>Performing: Grade 1-2 Ukulele and keyboard both hands (lines one after another though)</p>
9	<p>Theory: Ledger lines</p> <p>Scales: Scales will relate to key pieces looked at during the lesson</p> <p>Composing: Composing for Music and the Media in the style of famous composers: Film</p> <p>Listening: dynamics, tempo, instrumentation, major and minor tonality, beats per bar, vocals and style/ genre</p> <p>Performing: Film/ Computer Game piece: Guitar, Ukulele, Drums or Piano</p>	<p>Theory: Ledger lines continued</p> <p>Chords: Broken and Triads</p> <p>Composing: Composing a cover song</p> <p>Listening: Cover songs with analysis to: tonality, instrumentation/ texture, metre/tempo, pitch and dynamics and articulation markings/ playing techniques</p> <p>Performing: Ensemble cover song project</p>
10	<p><u>BTEC Tech Award Music</u></p> <p><u>Component 1 Preparation: Exploring Music Products and Styles</u></p> <p>Learning Aim A: Demonstrate an Understanding of styles</p> <p>Learning Aim B: Apply understanding of the use of techniques to create music</p> <p>Popular music styles 50's to present day World Music Jazz and Blues Music for media (film/TV/computer game) Western Classical</p>	<p><u>BTEC Tech Award Music</u></p> <p><u>Component 1 Coursework Exam. Exploring Music Products and Styles</u></p> <p><u>Component 2 Preparation: Music Skills Development</u></p> <p>Learning Aim A: Demonstrate professional and commercial skills for the music industry (Music performance and creating original music-composition)</p> <p>Learning Aim B: Development of music skills and techniques</p>
11	<p><u>BTEC Tech Award Music 2022</u></p> <p><u>Component 2 Coursework Exam: Music Skills Development</u></p> <p><u>Component 3 Preparation: Responding to a Music Brief</u></p>	<p><u>BTEC Tech Award Music 2022</u></p> <p><u>Component 3 Coursework Exam: Responding to a Music Brief</u></p>

	<p>Learning Aim A: Understand how to respond to a music brief</p> <p>Learning Aim B: Select and apply musical skills in response to a music brief</p>	
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[Our Music Development Plan is linked here](#)