

## CURRICULUM SUBJECT: MUSIC

### SUBJECT CONTACT: P BRADY

“Music expresses that which cannot be said and on which it is impossible to be silent.”– Victor Hugo

### CURRICULUM INTENT

Why is it important that pupils at Vale of York study Music?

*Every child should receive a great music education. Learning about music and having the opportunity to play musical instruments and make music together is a vital part of a rich and rounded education. Music plays a key role in brain development. It helps to develop language, motor skills, emotional intelligence and collaboration skills. While the value of learning, enjoying and making music is undeniable, so is the value of music to our economy.*

*The following key skills are developed through the study of music:*

*Fine and gross motor skills, language skills, listening skills and social skills; music enhances coordination, improves memory and literacy, boosts IQ and enhances brain development; It increases sensory development, emotional growth, inspires creativity and builds intimacy; music promotes mathematical skills, increases confidence, improves concentration and study skills, creates a sense of belonging and brings happiness.*

*Within our local community we have contributed in a number of ways over recent years: bringing carol singing into local residential homes for the residents at Christmas, participating in the York Schools Choral Festival, competing in Battle of the Bands, holding our annual Carol Concert at Clifton Parish Church, hosting our own concerts and shows and running taster sessions for our feeder primary schools.*

### CURRICULUM STATEMENT

*At KS3: Our KS3 curriculum is focused on the key National Curriculum components of performing, composing and appraising. The focus is on developing skills, understanding and confidence, whatever the starting point or ability.*

*At KS4: Our KS4 curriculum follows the Eduqas specification and continues with a focus on performing, composing and appraising. Students are encouraged to focus on accuracy, fluency, expression, creativity and aural identification and recognition of key musical features centred around the musical elements.*

## CURRICULUM SEQUENCE

### Key Stage 3:

	Year 7	Year 8	Year 9
Curriculum time (pf)	2	2	2
Curriculum framework	National Curriculum	National Curriculum	National Curriculum
Core knowledge & understanding covered	<p><i>Frere Jacques</i>  <i>Mahler Symphony No. 1</i>  <i>Mr Bean Theme</i>  <i>Christmas Tunes</i>  <i>African Drumming 1</i>  <i>The Lion Sleeps Tonight</i>  <i>Chromatics</i>  <i>Ukulele 1</i></p>	<p><i>Film Music</i>  <i>Christmas Fantasy</i>  <i>African Drumming 2</i>  <i>Baroque Music</i>  <i>Blues</i>  <i>Ukulele 2</i></p>	<p><i>Gaming Music</i>  <i>Christmas Songwriting</i>  <i>Samba</i>  <i>Pop Music</i>  <i>Songwriting</i>  <i>Arts Award Choice</i></p>
Subject specific skills	<p><i>Performing using voice and other instruments</i>  <i>Focus on fluency and accuracy</i>  <i>Compose using musical techniques</i>  <i>Use various notations</i>  <i>Listening to different musical genres and styles</i></p>	<p><i>Performing using voice and other instruments</i>  <i>Focus on fluency and accuracy</i>  <i>Compose using musical techniques</i>  <i>Use various notations</i>  <i>Listening to different musical genres and styles</i></p>	<p><i>Performing using voice and other instruments</i>  <i>Focus on fluency and accuracy</i>  <i>Develop composition skills using musical techniques</i>  <i>Use various notations</i>  <i>Listening to different musical genres and styles</i></p>
Personal attributes evolved that support learning	<p><i>Resilience</i>  <i>Motivation</i>  <i>Confidence</i></p>		

	<p>Practice skills Refinement Performance: audience Meeting deadlines Quality Assurance Solo/Group Work Presentation Creativity</p>
Disciplinary Literacy	<a href="#"><u>Click Here</u></a> for a comprehensive list of key terms to be covered by the end of KS4

**Key Stage 4:**

	Year 10	Year 11
Curriculum time (per two weeks)	5	5
Curriculum framework	<p><b>WJEC/Eduqas</b>  <b>Component 1: Performing 30% (Non Exam Assessment) 4-6 mins</b>  <i>A minimum of two pieces, one of which must be an ensemble performance of at least one minute duration. The other piece(s) may be either solo and/or ensemble. One of the pieces performed must link to an area of study of the learner's choice.</i>  <b>Component 2: Composing 30% (Non Exam Assessment) 3-6 mins</b>  <i>Two compositions, one of which must be in response to a brief set by WJEC. Learners will choose one brief from a choice of four, each one linked to a different area of study. The briefs will be released during the first week of September in the academic year in which the assessment is to be taken. The second composition is a free composition for which learners set their own brief.</i>  <b>Component 3: Appraising 40% (75 min exam)</b>  <i>This component is assessed via a listening examination.  Eight questions in total, two on each of the four areas of study.  Area of study 1: Musical Forms and Devices  Area of study 2: Music for Ensemble</i></p>	

	<p><i>Area of study 3: Film Music</i>  <i>Area of study 4: Popular Music</i>  <i>Two of the eight questions are based on extracts set by WJEC.</i></p>	
<p><b>Core knowledge &amp; understanding covered</b></p>	<p><b><u><a href="#">Click here for full Specification</a></u></b>  <i>Musical Elements</i>  <i>AOS1: Musical Forms &amp; Devices</i>  <i>AOS4: Popular Music</i>  <i>AOS2: Music for Ensemble</i>  <i>AOS3: Film Music</i>  <i>Preparing for Y11</i></p>	<p><i>Final Performances</i>  <i>Composition 1</i>  <i>Composition 2</i>  <i>Exam Preparation</i></p>
<p><b>Subject specific skills</b></p>	<ul style="list-style-type: none"> <li>● <i>engage actively in the process of music study</i></li> <li>● <i>develop performing skills individually and in groups to communicate musically with fluency and control of the resources used</i></li> <li>● <i>develop composing skills to organise musical ideas and make use of appropriate resources</i></li> <li>● <i>recognise links between the integrated activities of performing, composing and appraising and how this informs the development of music</i></li> <li>● <i>broaden musical experience and interests, develop imagination and foster creativity</i></li> <li>● <i>develop knowledge, understanding and skills needed to communicate effectively as musicians</i></li> <li>● <i>develop awareness of a variety of instruments, styles and approaches to performing and composing</i></li> <li>● <i>develop awareness of music technologies and their use in the creation and presentation of music</i></li> <li>● <i>recognise contrasting genres, styles and traditions of music, and develop some awareness of musical chronology</i></li> <li>● <i>develop as effective and independent learners with enquiring minds</i></li> <li>● <i>reflect upon and evaluate their own and others' music</i></li> <li>● <i>engage with and appreciate the diverse heritage of music, in order to promote personal, social, intellectual and cultural development.</i></li> </ul>	
<p><b>Personal attributes evolved that support learning</b></p>	<p><b><i>GCSE music involves written, analytical, practical and social/personal skills such as:</i></b></p> <ul style="list-style-type: none"> <li>● <i>independent learning: having to be disciplined about practising on an instrument or voice</i></li> <li>● <i>team working: particularly if involved in weekly groups or ensembles, concerts and performances</i></li> <li>● <i>performance and presentation skills which are useful for any job/career</i></li> </ul>	

	<ul style="list-style-type: none"> <li>• <i>listening: this is highly developed in musicians and it is an important part of the course</i></li> <li>• <i>analytical and writing skills</i></li> <li>• <i>confidence and self-esteem: which has a knock-on effect in all areas of life and learning</i></li> <li>• <i>creativity and self-expression: helping young people to think differently and harness the power of their imagination</i></li> </ul>
--	--

## CURRICULUM OPPORTUNITIES

	Year 7	Year 8	Year 9	KS4
<b>Within the formal curriculum</b>	<i>There are no formal opportunities within the KS3 or KS4 Music Curriculum other than those which are offered during the lesson time: performing, singing, group work, listening to and watching musical performances, composing music, sharing and giving feedback to one another</i>			
<b>Beyond the formal curriculum (out of lessontime)</b>	<i>KS3 Club, Autumn Concert, Carol Service, York School's Choral Festival, School Musical, Summer Concert, peripatetic music lessons</i>			<i>As KS3 plus additional theatre/concert trips</i>
<b>Links to other curriculum areas</b>	<i>Links to Drama with regard to performance and presentation skills; Maths with regard to counting, pitch, graphic scores and musical structures; links to English through writing lyrics and analysing lyrics; links to History/Geography/RE when looking at cultural differences, historical and religious motivations for music</i>			
<b>Preparation for adult life</b>	<ul style="list-style-type: none"> <li>• <i>independent learning</i></li> <li>• <i>team working</i></li> <li>• <i>performance and presentation skills which are useful for any job/career</i></li> <li>• <i>listening</i></li> <li>• <i>confidence and self-esteem</i></li> <li>• <i>creativity and self-expression: helping young people to think differently and harness the power of their imagination</i></li> </ul>			

## CURRICULUM IMPLEMENTATION

*As an Academy we have a range of clear standards and expectations of our pupils however each subject area has its own individual practices and habits that ensure that it can function to its optimum.*

### **Curriculum delivery:**

*Music is taught in mixed ability classes at all Key Stages with all students encouraged to use their voice, the various instruments available, and the recording and editing facilities available via our online platform. Students learn about different genres and key musical terminology and features, and apply these when listening and composing in order to develop their wider understanding of the world. Performance is a key feature of most lessons with students given the opportunity to rehearse and perform solo or in groups.*

### **Homework:**

*There is no formal Homework for music. Students at KS3 are encouraged to continue their learning beyond the classroom through their engagement with the online platforms, after-school club and independent practice. At KS4 students are expected to be learning and practising their instrument on a weekly basis along with attending P6 in Y11 and working on their coursework in their own time.*

## SUPPORTING YOUR CHILD

	Resources to support your child	Relevance - How it helps
Key Stage 3	<a href="https://teachinggadget.com">https://teachinggadget.com</a> <a href="https://edu.bandlab.com">https://edu.bandlab.com</a>	<i>Teaching Gadget provides lessons, listening activities, tests and games to develop aural awareness, knowledge and understanding.                      Bandlab is a free online platform which enables students to record and edit their musical work. All students must use the educational version and log in using their school email address.</i>
Exam courses	<a href="https://www.eduqas.co.uk/qualifications/music-gcse">https://www.eduqas.co.uk/qualifications/music-gcse</a> <a href="https://www.bbc.co.uk/bitesize/examspecs/zbmct39">https://www.bbc.co.uk/bitesize/examspecs/zbmct39</a> <a href="https://www.youtube.com/watch?v=MPKFiexk1yQ&amp;list=PLi6-N6caN0sUnR6ddqpsfQTIZhsJorN7b">https://www.youtube.com/watch?v=MPKFiexk1yQ&amp;list=PLi6-N6caN0sUnR6ddqpsfQTIZhsJorN7b</a>	<i>The Eduqas website has a number of useful and relevant documents along with revision resources and listening activities.                      BBC Bitesize is a useful resource with relevant information to read plus listening tests to check understanding. Students must ensure they select the Eduqas exam board.                      The Baines music channel on YouTube has lots of GCSE-style practice listening questions, useful for revision.</i>

## WIDER INTEREST

*York Music Hub provides a list of Approved Tutors for singing/instrumental lessons (<https://www.yorkmusicclub.org.uk>) They also provide bursaries to support the cost of tuition in schools. Speak to Mrs Brady for further information.*

*York Arts Education provides opportunities for lessons and ensemble playing as well as low cost instrument hire and repair (<https://www.yorkartsed.org.uk/>).*

*Accessible Arts and Media provide musical opportunities for young people with disabilities and learning needs. They are an inclusive organisation helping York residents gain access to music (<https://www.aamedia.org.uk>).*