

CURRICULUM OF INTENT

MUSIC DEPARTMENT

KS3

INTENT

Dorothy Stringer has a vibrant arts culture and the Music Department is a key part of that. Our aim is to promote MUSIC FOR ALL. Students are able to develop skills, not only in the classroom but in all aspects of school life. A passion for music is built upon in our strong Music Department. We believe students have the opportunity to become creative, expressive and confident young people. Music is such an important part of everyday life and a good Music Education develops life skills such as responsibility, teamwork, emotional satisfaction, social skills and of course enjoyment. This isn't an exhaustive list, but they are fundamental to the mental health and well-being of our students.

The school's core values, **creativity, resilience, and respect** are key values when studying music. Students compose and perform creatively, push themselves to perform to others and respect each other within the classroom and practical activities.

In our KS3 Music Curriculum, we aim to develop key skills throughout Years 7, 8 and 9 to give all students the option to study Music at Key Stage 4 if they choose. The key areas of focus in their Music Education are listening to and responding to a breadth of musical genres, composing music; either individually or in small groups, performing to small audiences and of course singing, which is proven to improve mood and general well-being.

We offer three well equipped teaching classrooms, each with an excellent selection of musical instruments. We also have a Technology Suite and numerous Practise Rooms where students are welcome to practise outside of lesson time. Year 7 and 8 study music TWO hour per fortnight, learning new musical skills. Students opt to study Music in Year 9, where they are taught FOUR hours per fortnight. This is fundamentally a foundation year for KS4, developing and expanding on key skills learnt in previous years.

IMPLEMENTATION

Key musical elements are gradually introduced in Year 7 and developed throughout Key Stage 3. This is taught through the key areas of focus, which are then developed further at KS4. The acronym MAD T-SHIRT introduces all the key musical elements: Melody, Articulation, Dynamics, Texture, Structure, Harmony, Instrumentation, Rhythm/Metre/Tempo and Tonality. Our students improve in confidence throughout Key Stage 3 and learn how to work independently and collaboratively with their peers.

In our Schemes of Work, there is a strong focus on developing skills and introducing students to a variety of music, giving an enriched Music Education. All lessons include an activity where students can develop their listening skills and respond to a variety of music. This will draw on previous learning and introduce them to new material. There is always a strong practical focus where students will experiment and compose in a variety of styles. Modelling by teachers and students are also key to every lesson. Literacy and numeracy are included in lesson planning. Formative assessments enable student development during every lesson through verbal feedback and recordings. Summative assessments take place at the end of each unit and progress is recorded through audio or visual recordings and progress trackers. Expectations are high to enable students to reach their full potential and enjoy a safe working environment.

Students will study the following units which allow for progression and development of music language and skills.

In Year 7, students' study:

Rhythm through African Drumming: Learning rhythms through practical drumming and techniques used in African music. A chance to sing African songs.

Pitch: Learn to read traditional pitch notation through Memes. Students will perform their memes.

Experimental Music: Music doesn't always have to be notes on a page, or well-known instruments. Students create music using numbers, pictures and unusual instruments focusing on a variety of musical elements in their pieces.

Folk Music: Diving into the music of the people and in groups creating an arrangement of some classic folk tunes and learning guitar and ukulele tab along the way.

Reggae: Creating group arrangements of some of Reggae's greatest hits with specific focus on rhythm, metre and tempo.

Band Skills: Creating their own arrangement of favourite songs using instruments of their choice. Focusing on playing as a group as they look to get that timing perfect.

In Year 8, students' study:

Blues & Jazz: They have a chance to jazz away to their hearts content over the very popular 12 bar blues chord progression. This unit will teach them all about blues harmony and improvisation. Rock n' Roll is introduced as the link from Blues to Rock.

Rock Music: Now they know the 12-bar blues, rock it up a little with some electric guitar as they use their blues knowledge to re-create some of Rock finest hits.

Film Music: Students study leitmotif, micky-mousing and underscoring to compose their own film music to a well-known film clip.

Mash Up: Putting together some of their favourite songs in a 'Mash-Up' using the very clever four chord trick. Focusing on harmonies and textures whilst only using four chords, creating the next top hit.

Musicals: As a class, students will write a class musical on a topic of their choice. They will write the storyline, lyrics and compose the music as they turn their musical dream into reality.

Band Skills: Students have the chance to create an arrangement of one of their favourite tunes. Using the skills they have learnt in Mash-Up to take this arrangement to the next level.

In Year 9, students' study:

Theme and Variations: Mozart once wrote a great set of variations on Twinkle Twinkle, now it's their turn to do something very similar. Picking a theme and composing a set of variations which focus on melody, harmony and metre to name a few.

Music Through Time: From Bach to Beethoven to Berlioz, music through time will take them from the Baroque hundreds of years forward to the Romantic era as they study and re-create some of music's most well-known classics.

Song Writing: Once they've performed a well-known pop song, it's now time to create one of their own. Picking a topic, they write some lyrics and compose the music, thinking about how they structure their song and layer the instruments effectively.

Minimalism: Minimalist music takes very 'minimal' ideas and turns them into works of art. With focus on textures and melodic development, students can turn a small musical motif into a masterpiece in a few simple steps.

Video games: Explore a popular medium amongst young people. An opportunity to create their own music to a fictional video game, learning vital techniques along the way.

Jazz and Latin American: Samba, Salsa, Rumba, Bossa-Nova and Tango. Learning some of these funky rhythms as they compose their own Latin American music suitable for Carnival on the streets of Rio.

Music Technology: Using computer software such as Ableton and Sibelius, turning some of the music that they've played in class into their very own music technology mix. Learn how to input, mix and bounce down tracks like they do in the Music Industry.

All these focuses are aided by our strong team of 15 instrumental teachers who offer one to one or group lessons and working closely with the department in preparing students for exams and performance opportunities. The full range of instrumental lessons are offered, including strings, woodwind, brass, drums, guitars, keyboard, piano and singing.

IMPACT

Our enriched Music Curriculum, both in the classroom and beyond, promotes an enjoyment and develops skills that can be taken forward into further education and the world of work. Outside visitors from the Music Industry and many performance opportunities enable students to understand what is involved in a career in Music.

There is a high uptake of students learning an instrument which has a positive impact on our extra-curricular programme, where a vast number of students enjoy participating in activities and school events. They develop crucial skills in collaborative music making. Students can also experience a wide variety of musical genres, styles and ensembles through the programme.

The department is always busy with a constant stream of students keen to enjoy music, whether it's through individual practise or music making with their peers. There is a positive vibe which encourages more students to enter into the world music.

KS4

INTENT

Students who opt for Music at Key Stage 4 are given many opportunities to develop as musicians. They develop on skills learnt at Key Stage 3 and find their own pathway in Music.

We offer two courses at Key Stage 4, enabling more students to opt for Music, depending on their own individual strengths. Music GCSE offers a more academic root into Music and a stepping stone to study Music A-level at college. The Music Practise course is a Pearson BTEC vocational Level 1/2 qualification, level 2 being equivalent to one GCSE. This is a more practical based option where students' main focus is performing.

Both courses enable students to develop their creative responses to a varied history of music from around the world.

IMPLEMENTATION

GCSE music is taught through **THREE** components:

Performing

Students develop performance skills in their chosen instrument, preparing for two final performances. At least one performance must be an ensemble and the other can be either solo or ensemble performance. The use of music technology and improvisation is accepted within both solo and ensemble performances.

This is assessed internally and moderated externally and forms 30% of the GCSE.

Composing

Students are encouraged to develop their knowledge and understanding of music through composing. They are required to create and develop musical ideas in relation to given and chosen briefs. They will submit two compositions during the two years.

This is assessed internally and moderated externally and forms 30% of the GCSE

Listening & Appraising

Students will develop knowledge and understanding of musical elements, contexts and language. This component encourages students to develop skills in

appraising music through the exploration of a wide variety of music linked to the **four** areas of study:

- Area of study 1: Musical Forms and Devices
- Area of study 2: Music for Ensemble
- Area of study 3: Film Music
- Area of study 4: Popular Music

This component is in the form of an exam and is externally marked.

Pearson BTEC Music Practise is taught through THREE components:

Component 1 – Exploring Music Products and Styles

Through focused listening and music-making activities, students will explore a variety of musical styles and understand the key features of different styles of music and their use of musical elements.

They will apply stylistic features to performance, composition and music production activities.

There are opportunities to develop:

Listening skills - Analytical skills - Research skills - Communication skills - IT skills

This will be undertaken through any of the following:

PowerPoint presentation – DAW's – Live Performance – Composition – Music Production.

Component 2 – Music Skills Development

Through this component, students will have the opportunity to develop two musical disciplines through engagement in practical tasks, while documenting their progress and planning for further improvement.

There are opportunities to develop:

Skills for rehearsal - Skills for performance - Vocal/instrumental skills - Health & Safety - Communication skills - Analytical skills - Organisational skills

This will be undertaken through any of the following:

PowerPoint presentation – DAW's – Live Performance – Composition – Music Production.

Component 3 – Responding to a Music Brief

Students will be given the opportunity to develop and present music in response to a given music brief.

This component will allow them to work to their strengths and interests and apply the skills that they have learned throughout their course in a practical way. They will focus on a particular area of the music sector that excites and appeals to them and respond to a music brief as a composer, performer or producer.

There are opportunities to develop:

Skills for Instrument Maintenance - Health & Safety - Instrumental Skills - Organisational skills - Analytical Skills

This will be undertaken through any of the following:

PowerPoint presentation – DAW's – Live Performance – Composition – Music Production.

IMPACT

Students will gain and develop key skills, preparing them for further education and the world of work. There will be extensive use of Music Technology which is widely used in the industry. Students will learn how to compose on different platforms which gives them vital experience required for a career in this field.

We aim to provide as much musical experience and opportunities to prepare students for a musical life after school. Our extra-curricular programme, performance opportunities, outside speakers, workshops, visits within the local community and collaborations with local schools enable students to experience an enriched and varied Music Education.