

Music Curriculum Purpose Statement

KS3

Music is one of the only activities that activates, stimulates and uses the entire brain. Throughout our KS3 music curriculum students experience an eclectic mix of stimulating challenges that give them a hunger for musical knowledge and transferable skills. Paramount to our philosophy is the enjoyment of music. This enjoyment leads to engagement in the rich variety of topics that make up our KS3 curriculum, ultimately resulting in substantial progress for all students over the 2 years.

Students develop their knowledge, skills and understanding of the three main musical disciplines (performing, composing and appraising) in all of the topics listed below. We are extremely lucky to possess a huge variety of musical resources (instrumental and technological) in the delivery of these topics. It is the aim that any student may continue their musical education beyond Year 8 if they desire. Learning an instrument outside of the curriculum time is NOT a prerequisite for opting for GCSE music or BTEC Level 2 music technology.

Year 7	Year 8
Rhythm and working together	Musical Patterns Drone, ostinato and sequence
The Keyboard and notation	Extending Musical patterns – film and advert music
Music for Animals and MIRTH	Primary Chords 1 - Mozart
Guitar Scheme 1	Primary Chords 2 - Blues
Programme Music	Guitar scheme 2
Patterns of the World	Popular Music – Dance and Pop

When students have decided upon their options, classes in Year 9 are split into the 2 separate specifications. This year is used as a training ground with a specific subject focus (music or music technology) to develop knowledge and skills in preparation for Level 2 / GCSE studies. There is no KS4 content completed during this year but a concentration on using specialist equipment and resources in preparation for KS4 studies is at the forefront of students learning.

KS4 and 5

We are extremely fortunate to possess a 2-pronged musical curriculum throughout KS4 and 5. Musical learning is separated into tradition GCSE feeding into A Level Music following the OCR specifications and NCFE Level 2 Music Technology pathway feeding into the BTEC Level 3 National Extended Certificate in Music Technology / Sound Engineering. Students can opt for either option at GCSE / Level 2 and both options if they so wish at A Level / Level 3.

Music

Develop the 3 musical disciplines further.

1. Listening and analysing

GCSE music enables students to build on the key concepts that were introduced in KS3 and develop their knowledge of music through 4 key areas of Study.

At the end of KS4 students are able to identify and discuss a variety of musical features (MIRTHDATES) that can be found in the following general topics:

- Classical Music – The Concerto through Time

- Conventions of Pop music
- Film Music
- Rhythms of the World

A Level Music enables students to apply their existing musical knowledge, develop it further and analyse and evaluate similarities and differences between composers, periods, genres, structures, trends and cultural and societal influences by investigating 4 more areas of study in depth with the inclusion of set works in the first 2 areas:

- The Instrumental Music of Mozart, Haydn and Beethoven
- Popular Song: Blues, Jazz, Swing and Big Band
- Programme Music 1820–1910
- Innovations in Music 1900 to the present day

2. **Composing – applying musical knowledge in a creative manner**

GCSE – 2 compositions totalling 3 minutes. The first is from a set brief that relates to an area of study and uses 1 of a number of stimuli. The second is a free composition.

A Level – Students have the option of weighting their non-examined assessments. 35% - 25%. Usually, students opt for composition as the lighter weighting. This requires them to complete 2 compositions, 1 to a set brief and the other is to a brief designed by themselves.

3. **Performing – demonstrating musicality. Developing performance knowledge and skills.**

GCSE – 2 performances. 1 Solo and 1 Ensemble totalling 4 minutes. The ensemble performance must be a minimum of 1 minute. A standard performance will equate to a difficulty level around that of music listed as grade 4 standard from the examining boards: ABRSM, Trinity, RSL etc.

A level performance provides students with the opportunity to showcase their instrumental / vocal hard work and dedication in a 10-minute recital including at least 3 different pieces if they are using performance as the heavier weighting. One of the pieces will be marked as a focussed study. A standard performance will equate to a difficulty level around that of music listed as grade 6 standard from the examining boards: ABRSM, Trinity, RSL etc. Performances are externally examined and need to be presented in an audio-visual format.

Music Technology – Students are able to develop their working knowledge of composition, recording, live sound engineering, production and working collaboratively within specifically designed modules that focus on vocational scenarios from the music industry.

KS4 – Curriculum is divided over two years. This qualification provides students with the opportunity to explore their interest in Music Technology covering a broad and balanced curriculum comprised of 5 content areas:

- Content area 1: Introduction to music technology and the music business
- Content area 2: The digital audio workstation (DAW)
- Content area 3: Musical elements, musical style and music technology
- Content area 4: Sound creation
- Content area 5: Multitrack recording

Assessment for this qualification is as followed:

- A non-examined assessment (NEA) externally set and internally marked. Marks are moderated. The assessment is a synoptic project closely linked to the Music Industry. 60% weighting of the qualification.
- An externally set and externally marked written exam. 40% weighting of the qualification.

KS5 – Curriculum is modular.

- **Unit 1 Live Sound** - Students will study the technology and practice of live sound engineering and explore the types of work carried out by live sound engineers.
- **Unit 2 Studio Recording Techniques** - Students will cover the processes, equipment and practical skills required to produce multitrack recordings in a music studio environment.
- **Unit 13 Mixing and Mastering Techniques** - This unit aims to give students the skills to mix and master a digital audio workstation (DAW) project to a professional standard.
- **Unit 6 Digital Audio Workstation (DAW) Production** - Students will develop an understanding of how a digital audio workstation (DAW) can be used creatively to produce music, manipulate audio and mix music.
- **Unit 18 Working and Developing as a Production Team** - Students will develop an understanding of the collaborative process by which a music recording project is carried out.