

## **MUSIC**

**What is the importance of the subject? Why should pupils be studying it? Why should they care about it? How might the subject link to the real world / real life scenarios?**

Music is a form of communication inherent in human beings that has formed part of our social identity for millennia. As individuals we are exposed to music and songs from the day we are born, forming an important part of our emotional memory as we progress through life. Scientific studies of the past 10 years have shown that listening to music and more important playing an instrument engages and exercises multiple areas of the brain in a way that cannot be paralleled by any other activity. Learning an instrument and discovering how to listen to and analyse music are important life skills which can be revisited at any age.

*'Music enhances the education of our children by helping them to make connections and broadening the depth with which they think and feel. If we are to hope for a society of culturally literate people, music must be a vital part of our children's education.'* Yo-Yo Ma

With a growing knowledge about how information survives in the brain into later life, many therapies have emerged which use music to stimulate our memories and form strong neural pathways in the brain which can help prevent the onset of diseases such as Dementia and Parkinsons. Developing musical skills at an early age assists our cognitive development and fine motor skills, and developing an appreciation of music helps pupils to be creative and form a strong sense of identity and individuality. In the words of Plato; *'Music is a more potent instrument than any other for education'*.

Music is a powerful universal language that has the ability to transcend geographic, racial and religious boundaries through the human instinct to create and perform together. It connects and unites people regardless of difference through a shared appreciation for what musicians bring to our daily lives through listening to our favourite recordings and attending festivals and concerts. It is important for pupils to recognise these links and to be given the opportunity to engage fully with all that the Music curriculum has to offer.

**What are the key concepts or big ideas underpinning the subject?**

The key concepts underpinning musical learning are performance, composition and the ability to listen to and appraise music. The foundations underpinning these three disciplines are knowledge of music theory and the elements which form the building blocks of all music that is composed and performed. Within this learning framework, Music provides opportunities to develop the following;

- Fine Motor Skills and Co-ordination
- Geographic, Historic, Cultural & Religious awareness
- Responding to a brief
- Creativity
- Theoretical knowledge
- Instrumental skills
- Technique
- Knowledge of Music Technology
- Aural perception
- Broad subject knowledge with links to other subjects
- Musical identity

## What topics will the pupils be studying in each year group?

Year 7	Year 8	Year 9
Elements of Music & Theory African Drumming Keyboard Skills Guitar Skills The Orchestra - Fanfares	Gamelan Rock 'n' Roll Blues The Beatles Composing for Animation and Gaming	Band Project Reggae Hip Hop Film Music Listening Projects Music Industry & Careers
GCSE Years 10 and 11		
Component 1 Listening and Appraising	Component 2 Performance	Component 3 Composition
Areas of Study  1. Western Classical 1650-1900 Coronation Anthems Beethoven, Mozart & Haydn Romantic Piano Music Requiem  2. Popular Music Music of Broadway 60's & 70's Rock Film and Gaming music Pop music 90's-present  3. Traditional Music Blues 1920-1950 Fusion inc African / Caribbean Contemporary Latin Contemporary British Folk  4. Western Classical 1900 – Present Aaron Copland Arnold, Britten, Maxwell-Davies and Tavener Kodaly & Bartok Minimalism  Study Pieces: Haydn Symphony 101 Beatles 3 songs from Sergeant Pepper Lonely Hearts Club Band	Solo and Ensemble  Pupils attend instrumental lessons on a weekly basis and practise regularly at home.  Pupils will prepare for several recordings that take place throughout Year 10 and 11. This helps them to become familiar with the recording environment and gain an insight into preparing a piece to performance standard to give them the best possible success in the final recital.  Pupils prepare one solo piece and one group piece and are required to develop independence through being responsible for organising other performers and rehearsal times.  Key skills that are developed for performance are:  Technical ability Accuracy of pitch, intonation and rhythm. Interpretation Expression Building muscle memory Managing performance anxiety	Free and to a brief  Pupils begin the process of learning to compose in Year 10. They compose in a range of styles and structures and in different settings.  They gain experience of composing using notation software and through live group performance work.  Pupils learn to become confident in their handling of musical ideas such as constructing melody, devising a harmonic progression, modulating to related keys, counterpoint, developing rhythmic accompaniments and structuring their work to include sections of repetition and contrast.  In Year 11 pupils will compose a piece in response to brief set by the AQA from a choice of 4 options.

## **What key capacities/skills will the pupils develop?**

Music offers students the opportunity to develop a broad range of transferable skills including; analysis and research skills, awareness of cultural or religious contexts, interpretation and problem solving, teamwork, leadership, the ability to creatively respond to a brief, to prepare and perform under pressure, close listening skills, fine motor skills for activities involving co-ordination, working to deadlines and the confidence to try new things.

### **Linking the Millom learner to key musical skills**

**Determined** – Learning to play an instrument and develop muscle memory and technique is a challenging process, which involves both patience and determination. Pupils will have an opportunity to learn new skills on a wide range of instruments including the keyboard, guitar, bass guitar, drum kit, tuned and un-tuned percussion as well as lyric writing and vocal delivery. All of these activities can help to develop confidence and encourages students to work to deadlines. Achieving success in studying a musical instrument requires commitment, persistence, self-motivation and self-belief, all of which require determination to reach an end goal.

**Communicator** – Music is a language in which pupils become increasingly well versed during their time in school. This manifests in performances and composition projects and through the analysis of theoretical concepts. Pupils learn more sophisticated ways of expressing themselves through the application of theory and use of compositional devices. Students are encouraged to articulate themselves using specialist musical vocabulary and as a result broaden their verbal and literacy skills.

**Positive** – Whilst working in groups students will face challenges, both musically and in terms of developing the social skills required for good teamwork. To succeed they will need to stay positive in their outlook so that they can seek the support they need when they are challenged and recognise the mutual benefits of supporting others in their learning.

**Understanding** – By studying musical styles from countries around the world, from different cultures and periods in history, pupils develop a broader knowledge and understanding of the world around them, importantly about communities whose language, culture and traditions are different to their own. Pupils also develop understanding through learning about the cultural significance of influential music that was written in the UK that has contributed to our sense of national identity. From the Coronation anthems of Handel to the vocal music of John Tavener, the worldwide legacy of The Beatles to our contemporary British pop artists and bands.

**Independent** – Becoming a musician requires maturity and independence and musical learning requires a degree of independent thinking in order to progress, no-one can build those skills for you. Learning to play an instrument, developing technique, working to deadlines and taking responsibility for the outcome of a composition project or performance goal are important transferrable skills that contribute to a pupil's overall personal development.

**Collaborator** – Performing and composing music is a communal experience and there are many opportunities for group work. Pupils are encouraged to respect each other's contributions and creative ideas and find ways to combine their efforts when writing an original piece or preparing a group performance. Pupils have the opportunity to collaborate with other art forms and creative media including animation, gaming, film, advertising and creative writing.

**Investigator** – Pupils are often tasked with researching information to deepen their subject knowledge. It is important for pupils to be able to discriminate between good and poor quality sources of information and find creative ways of interpreting, organising and presenting their work. Pupils are given the chance to explore topics that spark further curiosity, such as biographical information that helps to understand a composer's actions, style and motivation. The historic development of music in Europe and America has been influenced by global events through cause and effect. Through investigating the same events from different perspectives pupils reinforce their learning with layers of understanding.

### **How are the pupils learning and being assessed in this subject? How does the subject support the learning of all pupils?**

Pupils learn through the use of practical demonstrations, audio and visual media, information worksheets, analysis of different types of notation, verbal imitation, call and response and aural transmission.

Pupils are assessed both summatively and formatively at KS3 and KS4 using a variety of methods. Assessments are made on the following:

#### Practical

- Performance of a piece of music as an individual or group to achieve a summative grade
- Performance of an original composition as a pair or group to achieve a summative grade

#### Knowledge based

- Quiz style questions to determine subject knowledge
- Research tasks set for homework
- Theory test papers

#### Aural perception

- Formal exam style questions in response to excerpts of music
- Writing frames with missing information for close listening
- Notation with missing information for close listening

#### Evaluative

- Students make regular judgements about their progress over time through AfL grids
- End of unit written evaluations focus on the success of a composition or performance

Assessment materials are differentiated with several versions of the same piece to reflect a range of abilities. Assessment criteria are adapted according to ability to ensure additional support for SEN and stretch for the more able musicians. Alternative, knowledge based units of work are available for students who find practical work challenging or overwhelming. For students who would benefit from developing their fine motor skills, we have recently introduced a new scheme of work incorporating the Ronnie Gardner Method, which works to improve neuroplasticity in the brain through the use of rhythm, physical co-ordination, visual cues and music. Teaching and leadership opportunities are made available for more able students to gain experience in supporting their peers.

Gifted students are encouraged to take formal instrumental lessons and examinations and take part in a programme of concerts both in school and in the wider community. They are also encouraged to audition for local, county and national ensemble groups, attend competitions and inter-school composition projects through Cumbria Music Service.

### **How can pupils progress in this subject?**

The Key Stage 3 curriculum naturally prepares students to achieve highly in GCSE Music, should they opt for this during Key Stage 4. There is a focus on both knowledge and skills throughout Years 7, 8 and 9. Pupils learn about essential music theory; they develop subject specific vocabulary; they learn to analyse and evaluate pieces; they have opportunities to develop composition, as well as opportunities to develop performance and listening skills. Success in GCSE Music supports any progression pathway Post-16, as ability to compose or play an instrument are skills that employers and education providers are interested in. GCSE students can progress on to A-level Music at other providers, or could consider vocational options such as the BTEC Certificate or Diploma in Music Performance or the BTEC Diploma in Music Technology. Any of these courses would allow students to progress onto a higher education degree or career in music.

### **A-Level – 2 Years Study**

30% Performance

30% Composition

40% Listening Paper and Set Works

### **Level 3 BTEC Diploma in Music – 2 Year Course**

Equivalent to 3 A-Levels and is worth up to 168 UCAS points (Triple Distinction\*) or 144 UCAS points (Triple Distinction).

During the course you will study: Music Performance Techniques; Solo and Ensemble Performance Studies; Music Business; Music Sequencing; Live Sound Engineering; Music Composition; Popular Music Historical Studies; Music Theory and Harmony; Recording Studio Practice and Music Technology in Performance. A residential visit is also part of the course. Throughout your course you will also develop skills in enterprise and presentation of your work.

### **Apprenticeships – typically available in the music industry and offered by Record Labels**

Production Technician Apprenticeship  
Business Administration for the Music Industry  
Digital Marketing Apprenticeship for Music  
International Promotions Apprentice  
Music Reporting Delivery Assistant Apprentice  
Neighbouring Rights Apprentice  
Communications Apprentice  
Music Assistant Apprentice  
Brands Account Assistant Apprentice  
Publishing Administration Apprentice  
Digital Distribution and Logistics Apprentice  
Digital Media and Marketing Apprentice  
Accounts Admin Assistant Apprentice  
Accounts & Data Analysis Administrator Apprentice

Digital Media Apprentice  
Business Support Officer Apprentice  
Promotions Assistant and Management Apprenticeship

**How does the subject support careers education, information, advice and guidance? What career pathways can pupils take by studying this subject further?**

There are a huge range of careers involving music. For example:

- Self employed Instrumental teacher
- Self employed Performer – Solo artist or band
- Self employed DJ
- Composer – Advertising, Television, Radio, Film, Gaming, Original music.
- Songwriter
- Music producer
- Music director
- Recording / Sound engineer
- Music teacher - Secondary Education & Further education
- Music Lecturer - Higher education
- Music therapist
- Session musician
- Conductor
- Musician with a Touring Orchestra
- Booking agent
- Music journalist
- Music Publishing – Proofreading, Sales
- Legal Advisor – Copyright law and intellectual property
- Musicians Union
- PRS – Royalties administrator
- Record Label jobs – Administrator, A&R, Marketing, Tour Manager, Account Executive, Tour assistant, Data and Analytics, Public Relations, Digital Sales manager, Playlist manager.
- Music software development

**How can pupils enrich their knowledge and understanding in this subject?**

You can let us know that you're interested in peripatetic lessons. We currently have provision for guitar (acoustic, electric, bass), piano, keyboard, drums and wind instruments. We also have lots of opportunities for talented pupils to perform, for example, during assemblies, during Remembrance, at charity fundraisers, at presentations evening and at our annual concerts and recitals. You can join one of the school's bands – we have 'After School of Rock' and a Wind band for you to participate in.

Typically KS3 and 4 students have had the opportunity to take part in workshops with visiting musicians from the Halle Orchestra, National Youth Choir of Great Britain, Trellis Arts, Soundwave and the Royal Northern College. Students have also attended concerts to observe both performance and composition styles. The school continues to integrate an ongoing programme of workshops, careers based lessons and guest speakers into the curriculum.

Students are encouraged to form and direct their own music groups and rehearsal space and supervision is available for this to happen in school.

We would encourage parents and carers to find opportunities for pupils to experience high quality live music outside of school, whether that be attending an open mic night, concert or music festival. Locally there is a regular programme of concerts at Ulverston Coronation Hall, The Forum in Barrow, The Brewery Arts Centre in Kendal and The Sands Centre in Carlisle. Further afield venues in Manchester such as the MEN arena and Bridgewater Hall, Royal Philharmonic Hall and Cavern Club in Liverpool, the NEC in Birmingham, and the West End, Southbank Centre and O2 Arena in London can provide pupils with culturally valuable and memorable experiences.