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## MUSIC

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### KEY STAGE 3

The music syllabus is designed to provide a course of study which will allow every child to develop a greater understanding of music through direct experience and participation in performing and composing. The course aims to promote an appreciation and enjoyment of all styles of music in pupils by performing, teamwork skills and confidence, enabling them to participate in a wide range of musical and non-musical activities within school and the wider community. It also provides an appropriate body of knowledge and skills as a basis for further study to GCSE level and beyond.

Excellent instrumental tuition is available through visiting peripatetic staff in the following instruments: strings, woodwind, brass, percussion, acoustic and electric guitar & bass, piano, vocal.

Pupils may enjoy several extracurricular music activities. These include: Senior Vocal Group, Pop Choir, Rock Band, Music Technology Club and Stage Production.

The department uses the latest music technology resources, which provide an exciting opportunity for pupils to experience recording, sequencing and music production techniques from Year 7 onwards. Cubase recording and sequencing software is often used in the classroom to support learning where pupils compose a variety of music including film scores, dance tracks and music for cartoons.

The department is involved in school productions and concerts. Throughout the year opportunities are available for pupils to work with specialist staff in workshops and experience a range of professional performances by classical and popular musicians. The department's resources are impressive and include two specialist classrooms, two practice rooms, a state-of-the-art recording studio, thirty music workstations and an extensive range of traditional, electric and 'world-music' instruments

### YEAR 7

All topics in Year 7 provide pupils with the opportunity to develop their practical skills and refine their understanding of conventional (stave) and graphic notation. A range of traditional instruments support performing tasks whilst music technology (Cubase) is used in multi-track sequencing and recording projects. Pupils' abilities are assessed in Collaborative Working (being able to identify improvements to their own and others' work) and in being *Effective Participants* within an ensemble performance.

#### Improvisation across different musical traditions

- Court Music from Japan
- Musical structures: Ternary Form
- Latin-American influences on Jazz
- Indian Raga

#### Listening and Appraising

- Orchestral timbres and Programmatic Music
- Differing tonalities and modes
- Understanding the context in which music is created and performed
- The Musical Elements



### **Performing and Composing**

- Musical Structures: Rondo Form
- Voices in Layers
- Atmospheric Music
- Music for Special Events

### **YEAR 8**

All topics in Year 8 build upon the core values and musical skills covered in Year 7. Greater emphasis is placed upon pupils' ability to evaluate their own and others' successes whilst developing realistic targets to ensure continued improvement. A weekly Music Production and Creation Workshop is held on Thursdays after school to allow pupils a deeper understanding of the impact of technology on today's music; this focuses on performing, recording and processing.

#### **Music in the Media**

- Cartoons and advertising

#### **Indonesian Gamelan Music**

- Performance of a Lancaran
- Paired composition work
- Influences on Western Classical Music
- Club Dance Remix

#### **Music from the Caribbean**

- Calypso and Reggae
- Chords and Riffs
- Influences on Pop Music
- Performance and Composition

#### **Dance Music**

- Comparison of different musical periods
- Composing Dance Tracks
- Processors and Effects (ICT based)
- Arranging and Scoring

### **YEAR 9**

Topics in Year 9 each combine the four musical skills: Performing, Composing, Listening and Appraising. Pupils produce longer and more complex practical projects which allow them to demonstrate both their musical skills and effective handling of the latest music technology resources. Work in Year 9 is a useful preparation for continued study at Key Stage 4. A weekly Music Production and Creation Workshop is held on Thursdays after school to allow pupils to develop a deeper understanding of the impact of technology on today's music; this focuses on performing, recording and processing.

#### **Music of other cultures**

- African Drumming
- Samba Batucada

#### **Popular Music**

- Britpop
- Musicals



## Music in the Media

- Film Soundtracks

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## KEY STAGE 4

### BTEC FIRST CERTIFICATE, LEVEL 1 & 2 (EDEXCEL) YEARS 10 & 11

#### This BTEC qualification in Music is intended to:

- Inspire and enthuse learners to consider a career in the music industry, rather than to participate in music only recreationally
- Give learners the opportunity to gain a broad knowledge and understanding of, and develop skills in, the music industry, e.g. the live sound industry, solo or group professional performance, or music promotion and publishing
- Support progression to a more specialised level 3 vocational or academic music course or an apprenticeship
- Give learners the potential opportunity to enter employment within a wide range of junior job roles across the music industry, for example runner, roadie (backline technical support), stage crew, venue staff, music promotion, and retail and sales roles.

**Unit 1: The Music Industry** (Exam Paper 20% of Total Mark) Compulsory Unit - How many organisations are involved in getting the music from the musician to the audience? The music industry may appear to be led and dominated by just a few massive multinational companies, and all-powerful impresarios who hold careers and contracts in the palm of their hand. But that is only half of the picture. The music industry relies on countless individuals, small industries, partnerships, local agencies and promoters who make the world of music a true industry. It includes different types of performance venue, organisations that create music products such as recordings or live shows, companies whose work involves arts administration (such as funding bodies) and businesses providing services such as transport and equipment hire. This unit will allow you to gain a good understanding of the scope of the music industry with a view to getting work in and using the organisations that exist. Pupils will investigate music organisations to find out about the work they do and how they relate to and rely on one another. Pupils will also be given the opportunity to find out about the people who work in these organisations, from performers to people who work in technical, production and administrative roles. If you wish to work in the music sector or intend to progress to higher qualification levels, you will need to understand the various business practices within the industry and the range of job opportunities that exist. Pupils will also need to understand how the industry operates for the individual entrepreneurs, sole traders, partnerships and small organisations that predominate. This unit aims to help you gain awareness and the underpinning knowledge of the structure of the music industry, its working practices and opportunities.

#### In this unit you will:

- Understand different types of organisations that make up the music industry job roles in the music industry.

**Unit 2: Managing a Music Product** Compulsory Unit - The survival of the music industry depends on its ability to evolve and be innovative with the products created. Live performance has always been a key part of the music industry, while online delivery of recorded music is now taking over from CD sales. This unit will enable you to manage the planning, delivery and promotion of a live concert, CD, or other music product. The success of your music product will rely heavily on the planning and development process. It is important that different types of audience are understood and successful promotion is able to effectively engage these audiences. Pupils'



research should introduce you to elements of industry practice. Pupils will work in a defined role to apply the specialist skills, knowledge and understanding required for the aspect of the work for which you are responsible. For example, you could be a performer in a live concert or on a recording (either traditionally or performing with technology such as DJing), or you could be taking on the technical role of producing recordings for a CD or online product. Whichever role you take, you must demonstrate appropriate planning skills for the creation of your product. Pupils' planning will lead to the final delivery of your product and its presentation to others. Pupils are required to work with others as well as achieving your personal goals, ensuring the product reflects your work and the qualities you show. The music industry requires teamwork at all levels of operation and you must support others to achieve to their full potential. Pupils' work will also include the promotion of the music product, reflecting the fact that the industry does not depend purely on what happens on stage, but also on what happens in the market place, in retail and in audience generation and engagement.

**In this unit you will:**

- Plan, develop and deliver a music product
- Promote a music product
- Review the management of a music product.

**Unit 4: Introducing Music Composition** - Have you ever wondered who writes the music that surrounds us? Music is everywhere, written every day to be used in TV, film and advertising, as well as for pleasure and for profit. Being a composer in the 21st century is about being able to respond quickly and appropriately to briefs – and in a market place of intense competition, coming up with an appropriate composition on a short timescale is vital. This unit will require you to develop a portfolio of ideas, some of which will be developed, and one of which will be completed. Pupils will discover a range of compositional techniques and produce contrasting musical ideas to develop your compositional expertise. An idea might take the form of a short melodic motif, a chord progression or a rhythmic idea. Ideas can be short or long – you will consider the different ways in which these ideas could form the basis for a complete piece of music. Pupils are introduced to ways to extend, develop and shape music that suits different situations. Briefs will be used to present you with real-life compositional challenges that may require the composition of a very short piece, e.g. for a 20 second TV advert, or a more extended composition, e.g. for a film scene. Above all, this unit is about the creation of music in the here and now. Pupils are encouraged to find your own creative routes through the compositional process and ultimately begin to develop your own creative voice.

**In this unit you will:**

- Explore creative stimuli to meet a brief
- Develop, extend and shape music for performances
- Present compositions appropriately.

**Unit 5: Introducing Music Performance** - Have you ever thought about all of the things that need to happen before a concert? Having a career as a performer requires high levels of technical ability on an instrument or voice. In order to achieve high levels of technical proficiency, musicians need to be able to develop an appropriate discipline and perseverance. Musicians need to be able to perform both confidently and accurately to an audience with a level of expression and interpretation in their work. Over the course of this unit, you will explore skills and make decisions as you prepare for performance. Planning and practising are both vital parts of a successful performance; you should be aware of when your performances are due to take place so that you are able to plan your preparation time. Pupils should be encouraged to choose your own pieces for performance to an audience. Pupils should work with a specialist teacher to improve your technique and should keep a practice/production log that details how you have improved over the duration of the unit. If appropriate, you should organise your own accompaniment, whether this is a single accompanist or a band. Pupils should practise



and rehearse your chosen pieces so that you present polished performances. Some people find performing to an audience daunting. Therefore, you should be given plenty of opportunities to perform to audiences.

**In this unit you will:**

- Develop your music performance skills and review your own practice
- Use your music performance skills within rehearsal and performance.

**Accessibility:**

For this course, we encourage pupils to complete Units 4 & 5. However, in order to benefit all learners, Unit 4 and Unit 5 can be interchanged with any other optional unit.

**The optional Units are as follows:**

- Unit 3: Introducing Live Sound
- Unit 4: Introducing Music Composition
- Unit 5: Introducing Music Performance
- Unit 6: Introducing Music Recording
- Unit 7: Introducing Music Sequencing

**GCSE MUSIC (EDEXCEL)**

**YEAR 10**

A variety of traditional and technological resources are used to complement the curriculum and pupils are expected to attend extra-curricular events to support their progress in practical work. A weekly sound production and recording workshop is available to deepen a working knowledge of music software, alongside study support classes. The department's ensembles provide all pupils, irrespective of instrument or ability, with the valuable opportunity to refine their performing skills.

**Term 1**

- Identifying the musical characteristics of Baroque, Classical and Romantic periods.
- Composition and notation, including note values, time and key signatures, chords, cadences and musical structures.
- Area of Study 1 (Western classical music 1600-1899): analysis of set works by Handel, Mozart and Chopin.
- Listening and appraising with associated research into the oratorio, symphony and Romantic piano music.

**Term 2**

- Area of Study 2 (Music in the 20<sup>th</sup> century) with listening tasks and analysis of set works focusing on the music of Bernstein, Schoenberg and Reich.
- Word setting and song writing composition tasks.
- Solo and ensemble performing workshops (class-based) with preparation for public performance.
- Independent study on Musical theatre, Minimalism and Expressionism/Serialism.

**Term 3**

- Completion of Composition 1 (Controlled Assessment) inspired by one of the set works studied so far. Score and recording are produced under supervision at school and music technology is used to create and develop initial ideas.
- Assessed solo and ensemble performance (internally examined and recorded).
- Listening and appraising tasks from Area of Study 3 (Popular music in context) which features Jazz, Rock and Club Dance.



- Revision of AOS 1 and 2 towards the end of the term, culminating in an interim assessment of listening skills under examination conditions.

## **YEAR 11**

A variety of traditional and technological resources are used to complement the curriculum and pupils are expected to attend extra-curricular events to support their progress in practical work. A weekly sound production and recording workshop is available to deepen a working knowledge of music software, alongside study support classes. The department's ensembles provide all pupils, irrespective of instrument or ability, with the valuable opportunity to refine their performing skills.

### **Term 1**

- Review of AOS 1 and AOS 2 with initial assessment of Listening and Appraising skills, including revision of chords, keys and cadences, stave and graphic notation.
- Introduction to Minimalism techniques through performing and composing tasks in preparation for portfolio work on Club Dance Music linked to Area of Study 3 (Popular Music in context).
- Independent study of Jazz, Rock and Club Dance.
- Analysis of set works by Miles Davis, Jeff Buckley and Moby.
- Solo performing assessments after October half-term
- Mock examination preparation with weekly revision classes in addition to timetabled lessons.

### **Term 2**

- Area of Study 4 (World Music) performance and composition tasks with links to Listening and Appraising.
- Analysis of set works: Skye Waulking Song (Fusion), Rag Desh (Indian music) and Yiri (African Music).
- Post-mock examination review and action plan to agree targets for Coursework.
- Revision of each AOS with an emphasis on examination technique and study skills.
- Completion of final coursework for Unit 01 (Performing) and Unit 02 (Composing) with production of final scores and recordings.

### **Term 3**

- Paper 3 (Listening and Appraising) preparation. The final examination is held on the morning of Friday 5 June.