

Intent

Why love Music?

Everyone likes music, and most people love it. Whether it's playing an instrument to an audience, creating music on a laptop in a bedroom, listening to the radio in the car, streaming a playlist at a party, or just enjoying film and TV, music has been absorbed into our everyday life without us really noticing. Without it, the world would be a less bright and less interesting place.

Big Ideas in Music

Music is completely powerful: it can just as easily transport us to other parts of the world as it can remind us of special memories in our lives; it can bring people closer together and it can provide some welcome escapism.

Why study Music?

Studying music demonstrates skills of creativity, working towards an end goal, self-motivation, collaboration, communication and numerical skills. Studying music opens doors far beyond a career in performance. Those with a creative streak can pursue careers in broadcasting, publishing, producing and editing.

Playing an instrument helps develop both sides of the brain at the same time, increasing both intellectual functions and physical coordination, patience and confidence. They aid the student's emotional development by providing an outlet for self-expression.

Studying music will:

- Develop creativity, coordination and communication;
- Make self-starters and develop emotion intelligence;
- Help to create highly sought-after individuals by employers.

Sources:

<http://www.themusicschool.ca/why-music.html>

<https://www.classicfm.com/music-news/why-study-music-beyond-gcse/>

<https://www.ocr.org.uk/Images/289228-five-reasons-to-study-the-arts-factsheet.pdf>

Implementation

Challenge

Students are challenged to listen to music in a deeper way, to think critically about how particular music is successful, and how music-making has been enhanced and transformed by its surroundings. We want students to become open-minded listeners, able to appreciate and begin to understand music from various areas of the world.

Students are challenged to become successful composers and performers, to carefully consider musical technique and elements, and to reflect analytically on their own work on a regular basis.

Vocabulary (Tier 2 & 3)

Each scheme of Music at Abbot Beyne has a particular set of Tier 2 terms that students will study, learn and use in and out of lessons. Tier 3 terms are displayed around the classroom and on Knowledge Organisers, and are incorporated into every classroom activity.

Numeracy (if applicable)

Numeracy is linked into every scheme, and as such, students use numeracy in Music whether they realise it or not: examples include carefully balancing phrases in a classical composition, counting rests and durations in an ensemble performance or recognising and analysing music that uses an irregular time signature.

Links with other subjects

Throughout the Music schemes at KS3 and 4, students have opportunities to draw upon knowledge learned in other areas of the curriculum. Students consider Geography as we explore the culture and surroundings of particular music or composers. Students use skills learned in English to create essay-style responses in preparation for the GCSE listening exam. Students will study schemes on Performing Arts in general, incorporating content from the Drama curriculum. We also look at Art and use paintings as a stimulus for musical composition.

Assessment in Music

At Key Stage Three (Years, 7, 8 and 9), assessments are built into the curriculum as a variety of listening, performing and composing tasks, often assessed as an individual, but also in a group dynamic. The results of these tasks, both practical and theoretical, are tracked over the Key Stage and used to inform reports, as well as planning future schemes and lessons.

At Key Stage four (Years 10 & 11), assessments continue in a similar way, with a focus on the OCR Music Assessment Framework and preparing for and completing the set tasks for the course. These include a solo performance, an ensemble performance, a composition in any style, and a composition based on a brief set by the exam board.

Curriculum Map

Year	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
7	Introduction to Music – Baseline assessment	Timbre: Horror music	Pitch: Chinese music	Rhythm: African music	Harmony: Caribbean music	Melody: Pictures at an Exhibition
8	Blues and Rock & Roll		iPad Band 1		Theme & Variations	
9	Minimalism		Film music		iPad Band 2	
10	My Music (AoS1) and Film Music (Aos4)	My Music (AoS1) and Concerto Through Time (Aos2)	My Music (AoS1) and Rhythms of the World (Aos3)	My Music (AoS1) and Popular Music in Context (Aos5)	NEA – Integrated Portfolio Composition	
11	Listening skills, revision and composition / NEA practical component performance	Listening skills, revision / NEA practical component composition	NEA practical component composition	Listening skills, revision / progress any NEA	Listening skills, revision	