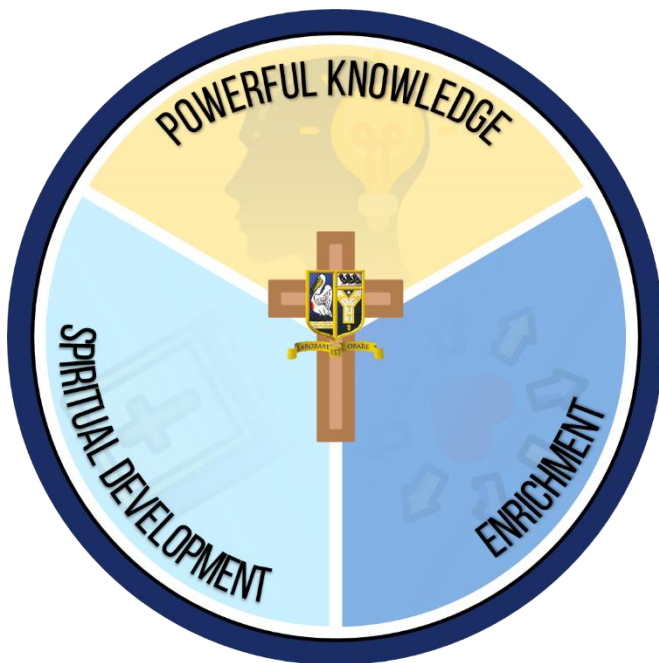


THE BECKET SCHOOL



MUSIC

CURRICULUM INTENT



*"I HAVE COME IN ORDER THAT YOU MIGHT HAVE
LIFE
—LIFE IN ALL ITS FULLNESS."*

~JOHN 10:10

**MUSIC IS A MORAL LAW. IT GIVES SOUL TO THE UNIVERSE, WINGS TO THE MIND, AND LIFE TO EVERYTHING...
WITHOUT MUSIC, LIFE WOULD BE AN ERROR. (PLATO)**

MUSIC IS A UNIVERSAL LANGUAGE THAT IGNITES ALL AREAS OF CHILD DEVELOPMENT, INTELLECTUAL KNOWLEDGE, SOCIAL, EMOTIONAL, MOTOR SKILLS, LANGUAGE AND LITERACY. IT IS IMPORTANT FOR WELLBEING AND CULTURAL CAPITAL AND TEACHES US LIFELONG SKILLS SUCH AS COMMITMENT, TEAMWORK AND COMMUNICATION WHICH ARE INTEGRAL TO THE SCHOOL'S GOSPEL VALUES.

INTENDED OUTCOMES

Through the study of Music students will:

- Develop curiosity, interest and enjoyment in a wide range of Arts activities and not just Music
- Be able to access all elements of the Music curriculum irrespective of gender, ethnic origin and ability and have equal access to the subject
- Be encouraged to develop not only subject specific skills, but also promote confidence, communication, social interaction and respect for one another and the world in which they live.
- Be familiar with a bank of subject specific knowledge, skills, principles and vocabulary and be able to develop their Musical skills
- Be able to support the Catholic ethos of the school through musical activities
- Be able to develop an awareness of the importance of Music (past and present) and its relationship to past and future human experience.

CURRICULUM INTENT

POWERFUL KNOWLEDGE	<p>Students will:</p> <ul style="list-style-type: none"> • Have the opportunity to learn a range of knowledge through a variety of challenging activities in line with the principals outlined in the schemes of work and from examples of good practice. • Follow the National Curriculum for Music at Key Stage 3 and the specifications at G.C.S.E, NCFE and A level requirements. • Be able to always recall and apply their knowledge and skills. • Be able to use key topic vocabulary in their understanding of music. • Consolidate their learning through regular homework that has a direct relationship with the project and a clear purpose.
SPIRITUAL DEVELOPMENT	<p>Students will:</p> <ul style="list-style-type: none"> • Pursue a piece of work overtime developing resilience. • Be rewarded to recognise achievement in Music and encourage full potential. • Work on their own, in groups of different sizes and as a class, showing awareness for others and their surroundings. • Critically appraise and evaluate work-taking account of venue and occasion. • Will be encouraged to share experiences and skills with one another. • Develop the skills to work in a secure, supportive and disciplined manner fostering an atmosphere of respect for one another.
ENRICHMENT	<p>Students will:</p> <ul style="list-style-type: none"> • Extend the music curriculum beyond that offered in the timetable to enable them to work across year groups and with students of different abilities. Through the reinforcing of work already studied or by providing opportunities not already encountered. • Collaborate with visitors/specialists and to interact with a committed audience. • Experience a range of work either live or recorded from different times and cultures, including work by well-known artists and performers. • Have opportunities to develop a project or enter a competition or festival. • Have the opportunity to share music with the community through extracurricular activities as detailed above. Links are also established with the City and County Music Service and local Universities through pupil and staff involvement. • KS5 students can extend their knowledge beyond the curriculum via studying topics found in the Super Curriculum and Becket Reads • Will explore career pathways linked to their studies and will use Unifrog.

CURRICULUM IN THE CLASSROOM

B	BEHAVIOUR IS EXCELLENT	
E	EXPERT TEACHERS	
C	COGNITIVELY ACTIVE	
K	KNOWLEDGE-RICH	
E	EMBEDDED PRACTICE	
T	TESTING-FOR-LEARNING	

HOW WILL I LEARN MUSIC?

- The Music curriculum is inclusive and designed to stimulate and develop a student's curiosity and engagement in a wide range of musical styles, including music from different cultures, technologies and periods in history.
- It is underpinned by knowledge books and the use of google classroom.
- A focus on developing students' musical creativity through practical and listening work to strengthen skills of analysis
- The regular use of modelling of musical activities to demonstrate techniques and use of exemplar answers to demonstrate processes, standards and expectations of written work
- The importance of giving students regular opportunities to improve their own work and that of others

LEARNING SEQUENCE

YEAR 7

TOPIC	Notation, Listening and Instrumental Skills	Notation, Listening and Instrumental Skills	Musical Patterns	Band Skills - Riptide	Programme Music	Introduction to the Great Composers
EXPLANATION	Students will develop the skills to play, sing and compose more confidently using notation as a soloist and as part of an ensemble whilst developing listening and appraising skills	Students will be able to recognise, compose and play music using a range of musical patterns and develop the use of musical terminology through listening	Students will be able to develop their band skills through the learning of ukulele and other instruments as part of an ensemble	Students will compose their own melodies using the musical elements and link them to events within a story whilst developing listening skills	Students will develop their knowledge of the key features of the Renaissance, Baroque and Classical period through performance and listening skills	

YEAR 8

TOPIC	The Blues	Songs Through Time	Musical Mashup!	Protest Songs	Film Music	Film Music
EXPLANATION	Students will learn about the key features of the Blues through developing composition, performance and listening skills	Students will learn about the key features of Pop Music styles and its development through time through performance and listening skills	Students will be able to develop their band skills through the creation of a musical mashup as part of an ensemble and be able to recognise and describe using musical terminology a greater range of musical styles through listening and placing the music in context	Students will learn about the key features of Protest songs and develop their composition, performance and listening skills	Students will learn about the key features of Film Music and its development through time through composition, performance and listening skills. Students will also develop their Music technology skills	

YEAR 9

TOPIC	Decades	Decades	Reggae	Music in the Media	Musicals	Theme and Variations
EXPLANATION	Students will develop their knowledge about the key features of Pop Music styles and its development through the decades with performance and listening skills		Students will learn about the key features of Reggae Music through developing composition, performance and listening skills	Students will learn about the key features of Music in the media and its use in advertising through composition, and listening skills.	Students will be able to develop their singing skills through the creation of a musical scene and be able to recognise and describe musical theatre features through listening	Students will develop their music technology skills and be able to compose to a set brief using musical devices and techniques in Theme and Variations

YEAR 10 GCSE

TOPIC	Integrated Portfolio composition	Integrated portfolio performance	Listening and Appraising
EXPLANATION	<p>In the composition element students demonstrate knowledge of composition techniques, use of musical elements and resources, including specific instrumental and technology techniques.</p> <p>Topics covered include Melody/ Harmony/ Musical Devices</p> <p>Structure/ Instrumental techniques</p>	<p>Students develop their understanding of performance through exploration of their own instrument within styles and genres of their choosing.</p> <p>Students demonstrate their playing skills and abilities by practising and performing in a range of styles and developing their notation reading ability</p>	<p>Students demonstrate their knowledge and understanding of musical elements, contexts and language in the following topics in year 10:</p> <ul style="list-style-type: none"> - My music - Film and computer gaming music - The Concerto through time - Conventions of pop

YEAR 11 GCSE

TOPIC	Practical Component	Practical Component	Listening and Appraising
EXPLANATION	<p>Students develop their skills and understanding of composition.</p> <p>Students are required to compose a piece of music appropriate for one of the areas of study in response to a set brief.</p>	<p>Students develop their skills and understanding of performance.</p> <p>The focus of the performance aspect of this component is on the demands of performing with an ensemble.</p>	<p>Students demonstrate their knowledge and understanding of musical elements, contexts and language in the following topics in year 11:</p> <ul style="list-style-type: none"> - The Concerto through time - Conventions of pop - Rhythms of the world

YEAR 10 MUSIC TECHNOLOGY

TOPIC	Using a digital audio workstation – DAW	Sound Recording
EXPLANATION	<p>Students learn about hardware components and software functions of a DAW</p> <p>computer computer peripherals/hardware keyboard and other MIDI controllers audio/MIDI interface</p> <p>Software functions:</p> <ul style="list-style-type: none"> - MIDI tracks - software instruments - editing tools - plug-ins. <p>Students learn how to contextualise a project to an industry-relevant brief</p>	<p>Explain.</p> <p>Students plan and deliver a recording session thinking about:</p> <ul style="list-style-type: none"> - health and safety - microphones and DI - audio interfaces - multi-track recorder - monitoring - planning <p>Students mix and evaluate a multi-track recording, demonstrating: editing, EQ, effects, dynamics, balance, stereo field, monitoring, automation.</p>

YEAR 11 MUSIC TECHNOLOGY

TOPIC	Sound Creation	Creating Music
EXPLANATION	<p>Students learn about a variety of media examples.</p> <ul style="list-style-type: none"> - video games - movies - TV adverts – radio - broadcast/podcast - animations - theatre <p>types of sound creation methods of sound creation</p> <p>Students plan and undertake the sound creation for a given brief. They will demonstrate: planning, selection of materials, creation of audio material, arrangement of sounds.</p> <p>Students review the completed sound creation project and consider: how the project has met the brief, strengths and weaknesses, suggested improvements.</p>	<p>Students are introduced to a variety of musical styles in terms of musical features and developments in music technology.</p> <p>Students will go on to create a piece of music in the selected style.</p> <p>They create and evaluate a piece of music in their chosen style</p>

YEAR 12 A LEVEL MUSIC

TOPIC	Performance	Composition		Appraising Music		
EXPLANATION	Development and preparation of a 10 – 12 minute recital using solo and ensemble skills	Composition to a brief	Free composition	Western Classical tradition Purcell Vivaldi	Western Classical tradition Mozart	Music for theatre
	Through their performance students must demonstrate understanding of context, including the chosen style or genre of the music being performed and the composer's purpose and intention.	Developing the technique of Bach Chorale harmonisation Developing Sibelius skills	Students demonstrate an enhanced knowledge of composition techniques, use of musical elements and resources, including specific instrumental and technology techniques.	Students learn how to critically appraise music through analysing excerpts from the set works using knowledge and understanding of: the effect of audience, time and place on how the set works were created, developed and performed how the composer's purpose and intention for the set works is reflected in their use of musical elements relevant musical vocabulary and terminology for the set works		

YEAR 13 A LEVEL MUSIC

TOPIC	Performance	Composition	Appraising Music		
EXPLANATION	Development and preparation of a 10 – 12 minute recital using solo and ensemble skills	Development and preparation of a 4.5 minutes composition portfolio	Western classical music Vivaldi Bach	Western Classical tradition Mozart Romantic Piano Music	Music for theatre Pop Music
	Completion of NEA	Completion of NEA and creation of a Programme note of approximately 150 words for each composition, which clearly informs the assessor of their compositional intention. This must include how it relates to the selected audience/occasion.	As above plus how and why the music across the selected strand is different the complex interdependencies between musical elements the sophisticated connections between music and its context.		