

Department Information:

The Music Department works alongside Drama and Dance as a Performing Arts Faculty. It is an extremely busy and vibrant space with students not just in their lessons but spending free time in rehearsals, working in the recording studio or simply jamming!

Music has a high profile within the school with healthy numbers opting for GCSE Music. There is a large number of students who take instrumental lessons with specialist teachers from the local music hub and employed casual staff forming Furze Platt Instrumental Tuition.

We aim to help our students realise their own musical potential and harness their creativity to develop a lifelong interest in music of all kinds.

Accommodation, Resources and Facilities

2 music classrooms, each with a suite of computers

6 practice rooms

A rehearsal room

High quality digital recording studio facility.

Staffing

We currently have two classroom music teachers and specialist peripatetic teachers, covering a range of instruments, such as:

Strings

Woodwind – clarinet, flute, saxophone etc.

Brass – trumpet, trombone etc.

Vocal

Drum kit

Guitar – electric, acoustic and bass

Piano and keyboard

Curriculum

Key Stage Three: The National Curriculum for Music is followed considering the new Music Model Curriculum. Students are exposed to a broad range of music from different cultures, periods and composers including the greats. Students develop performance and listening skills through a range of classroom tasks ranging from band skills to whole class performances. An emphasis is placed on using key terminology and literacy to talk confidently about music they listen to. Students are engaged and motivated by the range of music covered.

ACHIEVE in the curriculum:

A – Students are **ambitious** in moving away from their personal preferences and exploring a wide range taking them out of their comfort zone.

C – In music lessons student **collaborate** extensively within performance and composition.

H – With the extensive range of extra-curricular activities students who take part are generally **happier** after the rehearsal. This is evident in the large numbers attending morning rehearsals.

I – Students are expected to enter the music department with **integrity**. Students should show a good attitude to learning and respect for the instruments and facilities available to them.

E – Due to the fast pace of the department students show true **endurance** to support the many concerts and events that take place throughout the year. They are exposed to new concepts which they may find challenging but show endurance with the calm and efficient way they approach different challenges.

V – Due to the nature of the music curriculum students are required to show **versatility** in understanding the techniques and are required to alternate between styles, instruments and listening analysis in most lessons.

E – Within the department we pride ourselves on the outcomes of all students no matter of background, race or gender. We believe all students can achieve **excellence** within the music curriculum and take these transferable skills into the world of work.

Curriculum Aims & Intent:

The music curriculum offers a broad and engaging curriculum with the aim to go above and beyond the requirements of the National Curriculum for music.

By the end of Year 8 students will:

- Explain the use of the musical elements through listening and implement them into their own music
- Explore the use of music technology within the music industry
- Use example music to influence creativity in their own compositions.

These will be explored with the use of three fertile questions which will shape the learning of every student:

1. How does the performer respond to the wants of a composer?
2. Do all pop songs follow the same formula?
3. Is music technology destroying live performance?

Resources:

BBC Bitesize – range of topics

<https://www.bbc.co.uk/bitesize/subjects/zmsvr82>

YouTube - listening home learning

<https://www.youtube.com/>

Spotify – create own playlists

<https://open.spotify.com/>

How we keep parents informed:

Year 8 - Progress reports are published 4 times per year, in October, December, April and July, with a face-to-face parents' evening in March.

How parents can help their child:

Listening to music is a vital part of studying music. Encourage your child to listen to a range of different musical styles and ask them their opinion on the piece.

What we study and when:

Term	Unit, Topic Or Summary Of Work Covered	Knowledge, Understanding & Skills Developed	ACHIEVE / Personal Development Focus	How The Work Is Assessed	Careers Links
1 2	How does a performer respond to the wants of the composer?	Developing on from Year 7, students will use notation to explore the use of sophisticated musical techniques. This will include the formation of scales, chords, and the impact on tonality. Listening - Students will use 'the great composers' from a range of periods and genres to understand how compositional techniques are used and recognised.	Exposed to a variety of different music genres. Use of a range of varying composers from all genders, race and sexual orientation.	A keyboard assessment with take place at the end of T2. A written research task will be assessed as part of their final grade (completed as home learning). During T1 and T2 formative assessment will be used to create a 'working at' grade for reports.	Composer Musicologist Performer
3 4	Do all pop songs follow the same formula?	Develop the use of musical elements and terminology. Students will be exposed to the typical structures of music and how the western classical tradition structures have help with the development of the pop music they listen to	Collaborate with other students who they may not have worked with developing communication skills.	A final band performance will form the final assessment for this phase of learning.	Composer Session musician Pop artist Producer Promoter

		<p>today. Students will listen to a range of music from different 'pop' genres and will comment on the musical elements with a focus on structure.</p> <p>Students use this knowledge to explore the composition of a pop song. Within this they will look at chord progressions, instrumental playing and ensemble playing.</p>		<p>A 'working at' grade will be used throughout the lessons of T3 and T4</p>	
5 6	<p>Is music technology destroying live performance?</p>	<p>Developing on from the understanding of a 'traditional' pop song students will explore the use of music technology in the music industry. They will be introduced to music technology and sequencing with the use of BandLab. Student will use the keyboard skills developed over Yr7 and Yr8 to input notes during the sequencing task.</p> <p>Through music technology students will be exposed to fusion music for example the blending of western classical tradition with more popular styles.</p>	<p>Having the versatility to switch from live instruments to computer created music.</p> <p>Have the ambition to find out more about the music industry and the roles on offer.</p>	<p>A sequenced performance of a piece of music from Western Classical fused with a pop style will be assessed for a final grade.</p> <p>A 'working at' grade will be used throughout the lessons of T5 and T6.</p>	<p>Producer Sequencer Music Technician</p>