

**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 all 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 9 students will:

- Explore how music in social media can influence their listening habits.
- Develop an understanding of different roles within the music industry.
- Explore the use of music in films to create emotion

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

1. What impact does TikTok have on the music industry?
2. How does music enhance the moving image?
3. Is music the most powerful tool for change in the world?

**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/>

BandLab – composition

<http://edu.bandlab.com>

**How we keep parents informed:**

Year 9 - Progress reports are published 4 times per year, in October, December, March and July, with a face-to-face parents' evening in January. GCSE Options Evening is also in January.

**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	<b>What impact does TikTok have on the music industry?</b>	Students will investigate the use of music in social media. This will be through listening tasks and composition of their own 1-minute TikTok dance piece.  Throughout this topic student will be exposed to a range of different careers both within the music industry and outside the industry.  Developing music technology skills from Year 8, students will compose their own TikTok track using BandLab music DAW.	Exposed to a variety of different music genres. Use of a range of varying composers from all genders, race and sexual orientation. Careers links throughout the topic.	Submission of the TikTok composition will be used as a final summative assessment. During T1 and T2 formative assessment will be used to create a 'working at' grade for reports.	Composer Performer Producer Arranger Solicitor Advertising PR HR Dancer Influencer
3 4	<b>How does music enhance the moving image?</b>	Developing on the music of pop and influential music, students are required to explore the use of music and emotion through film scores. Students	To be ambitious with the different styles of composition available to	A mickey mouse compositional task will be	Film Composer Film producer Arranger

		will be able to express how music is used by film composers to portray an emotion and enhance the image on screen. Building on compositional techniques from earlier on in the year, students will creatively use film music techniques such as foley and mickey mousing explore how film composers use sound in composition.	them. Developing compositional skills with the support of more complex techniques. Increased terminology.	used for a summative grade at the end of T4. A 'working at' grade will be used throughout the lessons of T3 and T4 for formative assessment.	Foley artist
<b>5 6</b>	<b>Is music the most powerful tool in the world?</b>	A culmination of listening and appraisal skills will allow students to take a critical approach to the fertile question. They will explore how music has influenced change in different areas of culture and politics. They will explore the use of protest songs include the rap 'Black Lives Matter' by DAX and how this has created a new style of protest song. From analysis students will have developed an understanding to take the appraisal into composition.	Having empathy and integrity in the lives of others. Being able to respond to BLM and other periods of history which may impact them today and in the future.	A final performance of a protest song will be used as summative assessment. A 'working at' grade will be used throughout the lessons of T5 and T6.	Performer Political influencer Campaigner Journalist Politician