

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 7 students will:

- *Explain the use of the musical elements through listening and how they are used within performance*
- *Understand the use of traditional notation of the treble and bass clef*
- *Explore compositional techniques with a focus on rhythm.*

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

1. *What are the ingredients of music?*
2. *Why is rhythm an essential ingredient to making a piece of music?*
3. *How do composers use notation to communicate with the performer?*

How we keep parents informed:

Year 7 - Progress reports are published 4 times per year, in October, December, April and July, with a face-to-face parents' evening in May.

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 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	What are the musical elements?	Exploring the use of musical elements in music through singing. Vocal skills including harmony singing. Whole class and small group performances. Adding musical elements into performances. Evaluate their own performance with the opportunity to improve after formal feedback.	Exposed to a variety of different music genres. Use of a range of varying composers from all genders, race and sexual orientation.	A small group performance will take place at the end of T2. During T1 and T2 informal assessment will be used to create a 'working at' grade for reports.	Musicologist Performer
3 4	Why is rhythm an essential ingredient to making a piece of music?	Develop the use of musical elements and terminology. Compositions of rhythm focused piece. To write using rhythm notation. To describe and use rhythmic devices including syncopation, cross-rhythm and polyrhythm. Evaluate their own performance with the opportunity to improve after formal feedback.	Collaborate with other students who they may not have worked with developing communication skills.	The performance of the composition with the notated documents. This will take place at the end of T4. A 'working at' grade will be used throughout the lessons of T3 and T4	Composer
5 6	How do composers use notation to communicate with the performer?	The use of traditional notation. Use of musical symbols including but not exhaustive, crotchet, minim, semibreve, quaver, semiquaver, dotted rhythms, accidentals, time signatures and key signatures. Keyboard technique within individual and paired learning.	Be ambitious in their personal learning with the keyboard task. Strive for excellence with the development of more complex notation reading.	A solo performance of a keyboard piece which will include treble and bass clef playing. This will take place at the end of T6. A 'working at' grade will be used throughout the lessons of T3 and T4	Composer Performer Music analyst Music Editor