

MUSIC AND PERFORMING ARTS DEPARTMENT



Curriculum Statement

Our aim is to successfully teach our students to *Listen, Understand and appreciate* world music and to experience inclusive *Performance* and a range of *Composition*. These three essential elements of Music are taught and developed together with the aim to build personal skills that students can draw upon to succeed, not only in music lessons but also beyond school life and in future employment. The life skills that are developed, and are at times explicitly taught, are an integral part of the development of the subject specific skills as well as creating well-rounded individuals. The core principles that we aim to develop are: Problem solving, perseverance, diligence, team work, time management, organisation, responsibility, cultural history, listening skills, confidence, social skills, discipline, self-evaluation, interpersonal skills, sense of achievement. Opportunities are intrinsic for students to be able to hone and develop the practical aspects of performance and composition, but equally important is the ability to understand how the development of life skills, such as confidence, self-awareness, perseverance and discipline give them a holistic experience that they can take beyond their musical studies.

Curriculum Features

The curriculum is structured based on the expectations for traditional GCSE & 'A' Level Music and vocational pathways at Level 2 and 3. Therefore, we offer four exam boards at this centre. Key concepts and skills required by the end of these courses are fed down into schemes of work from Year 7 upwards. This is designed to raise expectations and standards from the start of Key Stage 3 and ensure that musical knowledge is being understood both practically and theoretically. Year 7, 8 and 9 will study various musical genres, (historical and cultural) and through these different cultures and styles will explore, develop and refine their musical skills. Each project will focus on at least one of the 3 subject specific skills, so that over the key stage students will return to these concepts enabling them to build and advance their knowledge and skill set further as the progress through the Key Stages. At St Joseph's Music is taught throughout the school. At KS3, all students study music. At KS4 both music and performing arts (music) are taught at GCSE level.

The Extended Curriculum

The extensive extra-curricular music programme enables and supports musicianship in students of varying abilities, giving opportunities for students to experience a wide variety of genres and musical ensembles. As well as all-inclusive ensembles for mixed ability students who want the enjoyment of performing with others and developing their musical skills, such as Junior Orchestra, boys vocal group, junior choir and Whole school Choir, we also offer students the chance for more advanced musical groups such as Senior Orchestra, Studio Choir and Mass Bands. These ensembles are able to challenge the students and prepare them for further studies in the field. The School Production is another opportunity to stretch and challenge the students; either by performing in the Production Band (for students Grade 5+ on their instrument) or by auditioning to be a member of the cast, where the expectation is that all cast members and musicians develop performance talent and professionalism. These clubs/events are not only to encourage enjoyment in the arts but also for students to learn about professional expectations and performance discipline. Students are also able to access our department reward system by taking on a leadership role within the department and developing their own musical skills as well as supporting younger students with their music making.

Listen Understand Appreciate Compose Perform



Music at Key stage 3

Students in Yrs. 7 receive three music lessons per fortnight and students in Yr 8 and 9, one lesson per week. The curriculum is based on skill development and allows students to develop as performers, composers and informed listeners.

How can parents help with their child's music work?

Many students find that taking individual instrumental lessons is very helpful to musical progress. Students will also find that attending an extra-curricular group is beneficial to their progress so please encourage your child to do so. The music team are also more than willing for students to come at breaks or stay after school, in order for them to complete home learning assignments or if they require any assistance with a particular piece of work. The Internet is also an excellent resource to research information and students will find YouTube and Spotify a useful resource. If parents do require any more information regarding their child's course, content or any aspect of the music programme, then they should contact their child's music teacher.

What do students study at KS3?

KS3 students follow a themed curriculum focused on developing progress in the following five areas....

1. Performance: both as an individual and within ensembles
2. Composition
3. Listening to music and identifying musical features
4. Appraising your own work and that of others
5. Understanding of musical genres (including study of historical and contemporary examples)

The table below displays the units of work pupils will study during key stage 3

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	Term 1	Term 2	Term 3
<u>Year 7</u>	<p>Finding Your Voice Students develop skills in aural awareness, ensemble singing/performance and musical basics including:</p> <ul style="list-style-type: none"> • Notation – quaver, crotchet, minim, semibreve • Treble Clef/Bass Clef • Time Signatures • Stave <p>Practical activities include whole-class singing, preparation for the Y7 welcome mass & carol service and small group body percussion performances. All activities are complimented with theoretical activities found within the Y7 music booklet. Students of more advanced ability are required to bring in any advanced theory work they may currently be completing to extend their learning. This builds from primary school singing and introduces students to the foundations of music theory</p>	<p>Understanding The Elements Split into two smaller topics of work, students continue to build their basic theoretical knowledge and confidence in small group performing. Students learn to read treble and bass clef at a basic level and apply these skills through a series of keyboard-based practical tasks. Students learn about the 7 musical elements (Tempo, Rhythm, Dynamics, Pitch, Timbre, Structure, Texture) and create a musical performance using this theory. Key words including polyphonic, monophonic, homophonic, forte, piano etc. The second topic focuses on continuation of application of the elements, and the development of composing to a stimulus.</p> <p>This builds on the foundations of music theory and singing by allowing students to apply the theory practically via an instrument and to understand more about the expression in music</p>	<p>World Music Students explore two prominent non-western musical cultures, one per half term. Through exploration of Reggae, students learn about off-beat rhythms (syncopation), chords C,F and G, reggae music and its cultural influences and eventually rehearse and perform “Three Little Birds” in small bands/practical groupings.</p> <p>This allows students to further develop their theory knowledge and also their practical keyboard skills. It also allows them to begin exploring other instruments and introduces them to musical ensemble playing</p>
<u>Year 8</u>	<p>The Blues Students will learn about the inception and development of Blues music, and how it relates to modern genres of music. They will build on the knowledge learned in year 7 (including but not restricted to)</p>	<p>Music For Film & TV Students will study the history and key features of music for film and television through a series of theory lessons. They will build on the</p>	<p>Musical theatre Students will develop their musical knowledge gained in years 7 and 8 through the exploration of the musical theatre genre. Through a series of theory-based and practical</p>

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	<p>on keyboard skills, music theory and notation and elements of music. Students will learn about the following through a mixture of theory, keyboard and practical lessons:</p> <ul style="list-style-type: none"> • 12-Bar Blues in C • Extended Chords – 7th & 9th • Walking Bassline • Blues Scale in C • Melody & Improvisation • Lyric Writing – AAB structure <p>Students will then arrange/compose their own Blues song using the elements above, and rehearse and perform this new piece of music for assessment.</p> <p>This develops the theory and practical work students did in Y7 such as vocal music, chords, exploring other instruments and ensemble playing as well as beginning to develop the idea of creating musically with this knowledge</p>	<p>knowledge learned in year 7 and 8 (including but not restricted to) keyboard and instrumental skills, music theory and notation, elements of music and the following</p> <p>Key concepts:</p> <ul style="list-style-type: none"> • Underscore • Diegetic • Leitmotif • Sting • Micky-Mousing • Atmosphere • Emotion • Shepard Tone • Drone • Ostinato • Atonal/Tonal • Dissonance <p>Students will then create and compose their own piece of music for a chosen film/TV genre and rehearse and perform this music for assessment.</p> <p>This allows students the freedom to use their knowledge of vocal music, instruments, music theory and the elements to be really creative in music composition</p>	<p>lessons students will develop their knowledge in (including but not restricted to) keyboard and instrumental skills, music theory and notation, elements of music and the following areas:</p> <ul style="list-style-type: none"> • Song Structure • Tempo • 4/4 time signature • Basslines • instrumentation • Ostinato/Riff • Syncopation • Atmosphere • Emotion <p>Students will perform a musical theatre song and prepare a performance as an ensemble through a series of rehearsal and performance lessons, incorporating their own ideas and development of skills.</p> <p>This allows students to use all their built up knowledge from Y7 and 8 to focus on applying them to performance</p>
<p><u>Year 9</u></p>	<p>Skills Audit and acquisition Students will recap skills and theory learned in Y7/8 including but not restricted to:</p> <ul style="list-style-type: none"> • Primary Chords • Structure • Rehearsal Skills • Basslines • Vocal techniques • Rhythms • Melody & Improvisation <p>Skills Acquisition Students will begin developing their skills and knowledge including the knowledge</p>	<p>Skills Application and use of technology Students will use the skills learned in the skills acquisition unit and apply their knowledge to compose a song in the pop genre. They will work in groups to create a piece including</p> <ul style="list-style-type: none"> • chord progressions • bassline • melody • harmony 	<p>Skills Application (GCSE Prep & N10) <u>PA route:</u> Skills audit assignment and Composition task to prepare for unit 2 in the L2 technical award Commencement of development logs to document composition process in preparation for L2 tech award. <u>Music route:</u> Introduction to composition using Sibelius software</p>

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	<p>required for Music or PA at GCSE. Topics covered will include:</p> <ul style="list-style-type: none"> • Harmony • Tonality – Major/Minor • Sharps/Flats • Circle of 5ths • Pentatonic Scales • Pop Progression I-V-vi-IV • Chord building/identification <p>Students will complete a series of theory lessons, and then apply these newly acquired skills to focused ensemble performances. performances will take place during this time with the aim of building on top of existing learning each time. This unit really deepens students music theory knowledge learned in year 7 and 8 and allows them to apply it practically in performance, whilst aiming to help them understand how the theory impacts the music they perform and listen to.</p>	<p>Students will work together in a group to create their song, then prepare a performance of their composition</p> <p>Music tech Students will work individually to build an individual composition using the DAW program Soundtrap. Students will be guided through the process of using the program in steps, allowing them to apply the theoretical and musical knowledge they have acquired through KS3 to a composition using technology.</p> <p>This gives students a chance to explore different platforms for musical composition to explore their musical creativity. It allows them to apply everything they have learned in KS3 to compose a song and continue to develop their skills on the instruments they have learned.</p>	<p>Ensemble and solo N10 performances. Introduction to theory and history topics.</p>
<p>Assessment</p>	<p>Final assessment for each topic or unit of work is undertaken via both a written assessment and a practical performance and marks are recorded by the relevant teacher. This allows assessment of the application of theoretical knowledge and development of practical ability. Knowledge retention and understanding is formatively assessed frequently within lessons through questioning, discussion, peer-to-peer teaching and mid-point evaluation of practical tasks.</p>		

Music & Performing Arts at Key Stage 4

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AQA/GCSE (y11)/ Edexcel GCSE (y10) Music	Eduqas Level 2 technical award in performing arts (Music route)
Assessment, Structure & Teaching Methods	Assessment, Structure & Teaching Methods
<p>The course incorporates all styles and genres of music and offers students the opportunity to perform, compose, study and appraise music of different genres, using a variety of skills and reflecting personal musical tastes. Students will spend time working on individual compositions which can also be performed and shared at school events. Students will also prepare a solo and ensemble performance. Students learn about different styles of music and complete a listening exam, which is externally assessed</p>	<p>This is essentially a practical course, however, there are written assignments for each unit. Students will develop composition, performance and evaluative skills while working both in groups and individually. Students will have opportunities to perform in assemblies, concerts, Masses and take part in workshops. One unit is assessed externally and the other two assessed internally by the Music Department but the exam board then moderates the work.</p>
FINAL AWARDING	FINAL AWARDING
GCSE Music 40% Understanding Music – 30% Performance 30% Composition	<p>This qualification is <u>fully equivalent</u> to a GCSE – The final award is graded Distinction / Pass / Merit</p>
What progression opportunities does this qualification provide?	What progression opportunities does this qualification provide?
<p>The course is structured to provide students with the musical skills and understanding to study either of the following courses at St Joseph’s Sixth Form or any other college:</p> <ul style="list-style-type: none"> ✓ Level 3 National Diploma in Performing Arts Music ✓ ‘A’ Level Music 	<p>The assignments are designed to provide students with the musical skills and understanding to study either of the following courses at St Joseph’s Sixth Form or any other college:</p> <ul style="list-style-type: none"> ✓ Level 3 National Diploma in Performing Arts Music ✓ A Level Music

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Music & Performing Arts at Key Stage 5

Eduqas 'A' Level Music	OCR Level 3 Extended Certificate in Performing Arts Music ['A' Level equivalent]
<p>This course offers an opportunity to study a wide range of musical styles, including composition, performance and to appraise music. (Appraising – 40%, composing – 25%, performing – 35%) Students will study a range of interesting set works and answer questions about them in an exam. You will learn to perform as an individual or as part of an ensemble and compose your own music (free composition and to a brief) This stimulating and enriching course aims to engage and extend appreciation of the diverse and dynamic heritage of music, promote a wide-ranging cultural development, encourage life-long learning and provide access to music-related and other careers.</p>	<p>This qualification offers a wide choice of units to reflect the range of opportunities available within the music industry. It provides students with an understanding of music through engagement with techniques, the work of practitioners, industry conventions and community projects. This level 3 course is exclusively delivered at St Joseph's College as a <u>music</u> qualification and therefore, has no dance or drama content. It's ideally suited to instrumentalists and singers who enjoy and have a proven track record of successfully performing to audiences and appearing on stage.</p>
<p>Entry Criteria: GCSE Music or Performing Arts (music)/BTEC / RSL level 2 (music based) or via an audition hosted by St Joseph's College music department. A composition portfolio may also be submitted for consideration. Students will be required to perform music of minimum grade 5 standard (although they do not have to have taken the exam).</p>	<p>Entry Criteria: GCSE music or Performing Arts (music) / BTEC / RSL level 2 (music based) or via an audition hosted by St Joseph's College music department. A performance portfolio including recordings and videos may also be submitted for consideration.</p>
<p>Overall Grade: 1 'A' Level / Two year duration</p>	<p>Equivalency: 1 'A' Level / Two year duration</p>
<p>What progression opportunities does this qualification provide? A highly respected traditional 'A' level qualification that is fully supported by all universities.</p>	<p>What progression opportunities does this qualification provide? UCAS tariff points are <u>fully supported</u> at Level 3 to offer progression to higher education.</p>

How can parents assist students in reaching their full potential in these subjects?

Consider one-to-one lessons from an instrumental or vocal specialist. We have a very experienced visiting team at St Josephs. Listen to a varied and wide ranging collection of music from all styles. Listen to Classic FM and Jazz FM alongside your own music. The internet is an excellent resource for students so they can research musical genres and source sound examples and access to YouTube is very helpful (although this can be accessed within the music department with permission from a member of staff). Take every opportunity to perform it will build self-esteem and confidence.