



# Music

## Curriculum Intent

Our overriding aim is to ensure that all students can enjoy and appreciate the multitude of benefits that music can offer. Music plays a key role in developing a student's spiritual, moral and social values alongside an appreciation and understanding of other cultures and British values. We explore these elements through a wide range of music from different genres, periods and places. We also aim to link student learning to the 'wider world', showing how the skills they learn can apply to life out of school and, where appropriate, potential careers.

### Key Stage 3

The Key Stage 3 curriculum is designed to build on what students have learnt at KS2; we develop their skills in performing, composing and appraising and prepare them for future study at KS4, should they choose it. At AHS, we find there is a wide range in terms of what students have learnt and experienced before they arrive at the school; some students will have had very little musical education while others may already play an instrument to a high level. A key part of the Year 7 curriculum is getting to know our students and ensuring each is supported, stretched and challenged at a level that is appropriate for them.

Year 7 skills:

- Read and perform from basic music notation
- Understand the elements of music so they can apply this to their listening, appraising, performing and composition
- Develop a sense of pulse and rhythm so they can perform effectively
- Work and perform effectively in groups and ensembles
- Understand basic music theory so they can use this later in the key stage when composing music
- Use the basic functions of music software and develop their understanding of music technology processes so they can programme and compose their own music in the future
- Develop a love for singing and provide world-class performance opportunities within a choral setting

In Years 8 & 9 the above skills are developed further so students can:

- Produce a quality ensemble or solo performance on a range of instruments
- Develop instrumental skills so they can perform 'real music' as a solo and/or ensemble player
- Create and compose their own ideas for either live performance or using computer software. These are key skills that will be used further at KS4
- Appreciate and appraise music from a range of cultures, styles and eras
- Develop their listening and appraising skills further, identifying and describing musical features. These are key skills that will be used at KS4
- Develop improvisation skills that are important in developing both performance and composing confidence

## Key Stage 4

Our aim at KS4 is to teach students how to engage critically and creatively with a wide range of music and musical contexts, and reflect on how music is used in the expression of personal and collective identities. Through the course, students will:

- Develop more advanced skills in music performance as both a soloist and ensemble player
- Develop music analysis skills and an ability to appraise music in more detail, being able to discuss and explain the use of musical elements with correct musical vocabulary
- Learn to compose their own music and the technical skills needed to become an effective composer

By the end of the key stage, students will have the skills and knowledge needed to further their study at KS5, should they choose to.

## Key Stage 5

Our aim at KS5 is to provide students with advanced skills and knowledge across a wide range of musical periods, styles and genres so they leave school as an independent and competent performer, composer and appraiser. These skills will prepare students for the study of Music or Music Technology at university level, conservatoire or other post-18 Music study route, and are valuable as transferable skills that can be applied to future study in other subject areas or work in the professional world.

# Curriculum Implementation

## Key Stage 3

Lessons are very practical based and students work in pairs, individually and in groups to develop their musical skills in a wide range of genres and styles. Students work on keyboards, ukuleles, pitched and unpitched percussion instruments and are encouraged to bring in their own instruments when doing group work. Some units are based in the computer suite with a focus on music technology skills.

Year 7	Year 8	Year 9
<ul style="list-style-type: none"> <li>● Elements of Music (with a focus on Rhythm and Pulse)</li> <li>● Vocal skills (including Young Voices concert)</li> <li>● Introduction to Keyboards</li> <li>● Introduction to Ukulele</li> <li>● Introduction to Garageband, scales &amp; chords</li> <li>● Shanty Time</li> </ul>	<ul style="list-style-type: none"> <li>● The Blues</li> <li>● Programme Music</li> <li>● Reggae</li> <li>● Music of Asia</li> <li>● Advanced Ukuleles</li> </ul>	<ul style="list-style-type: none"> <li>● Pop Music</li> <li>● Film Music</li> <li>● Song Writing</li> <li>● Theme &amp; Variation</li> <li>● Jazz and Improvisation</li> <li>● Music of Africa</li> </ul>

## Key Stage 4: GCSE (AQA)

We offer the **AQA** GCSE Music course at KS4. Through study of the areas of study below, students learn about a wide range of music and develop skills in **performance, composition, listening and appraising**.

Year 10	Year 11
<p><b>Area of Study 1 - Western Classical tradition 1650-1910</b></p> <ul style="list-style-type: none"> <li>● The Coronation Anthems and oratorios of Handel</li> <li>● The orchestral music of Haydn, Mozart &amp; Beethoven</li> <li>● The piano music of Chopin &amp; Schumann</li> <li>● The Requiem of the late Romantic period</li> <li>● Set work - Clarinet Concerto, Mozart</li> </ul> <p><b>Area of Study 3 - Traditional Music</b></p> <ul style="list-style-type: none"> <li>● Blues music 1920-1950</li> <li>● Fusion music incorporating African and/or Caribbean music</li> <li>● Contemporary Latin music</li> <li>● Contemporary folk music of the British Isles</li> </ul> <p><b>Area of Study 4 - Western Classical tradition since 1910</b></p> <ul style="list-style-type: none"> <li>● The orchestral music of Aaron Copland</li> <li>● British music of Arnold, Britten, Maxwell Davies &amp; Tavener</li> <li>● The orchestral music of Kodaly &amp; Bartok</li> <li>● Minimalist music of Adams, Reich &amp; Riley</li> </ul>	<p><b>Area of Study 2</b></p> <ul style="list-style-type: none"> <li>● The music of Broadway 1950's-1990's</li> <li>● Rock music of the 1960's &amp; 1970's</li> <li>● Film &amp; computer gaming music from 1990s to present</li> <li>● Popular music from the 1990s to present</li> <li>● Set work - selection of pieces from the musical Little Shop of Horrors</li> </ul> <p>Continuation of the Year 10 topics in more detail. Completion of performance and composition coursework</p>

# Key Stage 5: A Level (Edexcel)

## Years 12 & 13

### Edexcel A Level Music

The course is split into three areas: performance, composition and listening/appraising. There are three areas of study including The Western Classical Tradition, Jazz, and Into the Twentieth or Twenty-first Century. Students study a range of set works and unfamiliar music from the areas of study.

#### Performance

- A recital of a minimum of 8 minutes - 30% of qualification
- Non-exam assessment: externally assessed by recording of recital

#### Composition

- Completion of two compositions, one free and one to a set brief
- Total duration of compositions: 6 minutes minimum, 30% of qualification
- Non-exam assessment: externally assessed by Edexcel

#### Listening & Appraising

One exam at the end of the course which includes:

- Knowledge and understanding of musical elements, contexts and language
- Application of knowledge through the context of six areas of study, each with two set works, with the exception of Popular Music and Jazz, which has three set works:
  - Vocal Music
  - Instrumental Music
  - Music for Film
  - Popular Music and Jazz
  - Fusions
  - New Directions
- Application of knowledge to unfamiliar works

## Impact

### Key Stage 3

- Our carefully planned units at the start of Year 7 have allowed us to quickly identify individual student strengths and gaps in learning from KS2 and provide differentiated tasks that both support learners, providing them with the basic skills and knowledge they need for the KS3 curriculum, and stretch those already at a higher stage so they can progress at a level that is appropriate for them
- From reflecting on the progression of learning throughout KS3, we have developed clear links between schemes of work from Years 7 through to 9 that see a development of skills that allow students to finish KS3 with the ability to perform challenging 'real' music, e.g. from learning ukulele chords in Year 7, to learning tab on the ukulele in Year 8, to transferring those skills to playing bass guitar as part of a pop/rock band in Year 9
- Singing is used as a vehicle for creativity regardless of a students' exposure to music prior to their joining Aylesbury High School. In Year 7, this includes a concert in the O2 Arena

with Young Voices and Urban Strides.

- There is at least one scheme of work in every year of KS3 where students develop their music sequencing skills on Garageband. Each unit builds on the skills learnt from the previous year with the aim that, should they opt for Music at GCSE, students already have the music technology skills they need to produce high quality work on the software. We are already seeing increased use of the software in Years 10 & 11, with students using it in a more confident and sophisticated way
- Throughout KS3, resources are carefully chosen and prepared to suit learners with a wide range of abilities and learning styles, including students with SEND. Resources are shared via Google Classroom so students can print or edit their own copy according to their individual needs. This also means little lesson time is needed for note taking, allowing us to spend more time on practical music making
- Through teaching units from a wide range of styles and cultures, students develop a good understanding and awareness of other cultures. e.g. our Music Of Asia unit in Year 8 encourages students of Indian and Sri-Lankan heritage to share their knowledge of musical styles from this part of the world, which has both increased their own engagement in the curriculum and improved understanding and respect for those cultures among their peers
- British Values such as respect, tolerance and democracy are openly encouraged through KS3 group work resulting in students cooperating well and using group work time effectively to produce high quality outcomes

## Key Stage 4

- Music GCSE classes typically include students with a wide range of musical interests and playing styles. Through choosing a specification that covers a wide range of styles, periods and genres of music, this allows all students to flourish, whether from a classical, pop, folk or world music background. It also means students develop a deep and meaningful understanding and appreciation of a wide range of musical styles, contexts and cultures and this is evident in their engagement in lessons and is also reflective in the wide range of performance and composition work the students produce
- Building on the KS3 curriculum, the course is carefully planned to continuously develop skills in appraising, performance and composition. This is evident in the increasing quality of work over the two years, with students finishing Year 11 with the skills and knowledge they need to further pursue the subject at A Level should they choose it (as evidenced in our 2022 exam results)
- Schemes of work include a mixture of written, digital and practical tasks to support a range of learning styles and students with SEND. Resources are shared and clearly organised via Google Classroom so students can print or edit their own copy according to their individual needs. This also minimises the need for excessive note taking in lessons

## Key Stage 5

- Building on the KS4 curriculum, the course is carefully planned to continuously develop skills in appraising, performance and composition. This is evident in the increasing quality of work over the two years, with students finishing Year 13 with the advanced skills and knowledge they need to further pursue the subject at degree level should they choose it (as evidenced in our 2022 exam results). A significant number of our A Level Music students go on to pursue either Music or Music Technology at university, with recent alumni reading Music at conservatoire and Oxbridge courses
- Styles of composition and performance are carefully chosen to cater to specific student needs, e.g. allowing them to focus more on music technology skills in their recital or composition, depending on their preferred style and intentions for future study. This is evident in the wide range of musical courses that students go onto study post-18