



Bridgewater High School

Music Curriculum Intent

At Bridgewater High School, we aim to create creative, well-rounded individuals who are imaginative, disciplined, inquisitive, collaborative and persistent who think, speak and act like musicians. We aim to instil a passion for music whilst providing a flexible approach to prepare students with the skills and knowledge to develop their understanding of performance, composition, listening and appraising. Students will have extensive opportunities to engage with a fun, exciting curriculum that builds upon their practical music skills whilst embedding theoretical knowledge to support it.

The curriculum units of work covered are designed to provide a range of different musical styles and genres, which suitably prepare students to access Music at GCSE. The curriculum design should allow students at all levels of musicianship to develop, and continue to develop, their ability in the disciplines of performance, composition, listening and appraising.

Our curriculum offers all pupils opportunities to:

- learn to sing and to use their voices, to create and compose music on their own and with others, have the opportunity to learn a musical instrument, use technology appropriately and appreciate and understand a wide range of musical contexts and styles;
- play and perform with increased confidence in a range of solo and ensemble contexts using their voice, playing instruments musically, fluently and with accuracy and expression;
- improvise and compose; and extend and develop musical ideas by drawing on a range of musical structures, styles, genres and traditions
- understand and explore how music is created, produced and communicated, including through the inter-related dimensions: pitch, duration, dynamics, tempo, timbre, texture, structure and appropriate musical notations.
- They should listen with increasing discrimination and awareness to inform their practice as musicians.

Music at Bridgewater extends far beyond the timetabled lessons and takes a key place in school life. Pupils have the opportunity to study a musical instrument with one of our 5 excellent peripatetic staff and we hope to extend this provision in future years. Private tuition is currently available on piano, guitar, drums, voice, violin and flute. Pupils are encouraged to join one of our many co-curricular music groups and to take part in a wide range of performance opportunities.



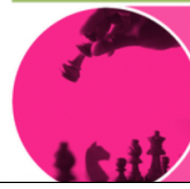
INQUISITIVE:
*Wondering & questioning
Exploring & investigating
Challenging assumptions*

COLLABORATIVE:
*Co-operating appropriately
Giving & receiving feedback
Sharing the product*



PERSISTENT:
*Sticking with difficulty
Daring to be different
Tolerating uncertainty*

DISCIPLINED:
*Crafting & improving
Reflecting critically
Developing techniques*



IMAGINATIVE:
*Using intuition
Making connections
Playing with possibilities*

Based on Bill Lucas, Ellen Spencer, and Guy Claxton (2013)
'Progression in Student Creativity in School: First steps towards new
forms of formative assessment' *OECD Education Working Papers No
86*. Paris: OECD Publishing.



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Music Curriculum Overview

Musical learning is built around three core strands, which are interrelated and overlapping. These are:

- 1) Appraising skills & critical engagement
- 2) Composing/Improvising
- 3) Playing/Singing

This not only matches the National Curriculum but also reflects the main Areas of Study for GCSE Music. Within each topic per year group, there are two units that focus on performance and two units that focus on composition. Within each one of those topics, students are required to learn a series of key vocabulary and music terminology. They are shown various examples of music to analyse and then complete a listening and appraising test for the topic that they are studying. It is then a combination of their practical work and their listening and appraising mark, which forms their assessment for each topic.

Each music curriculum unit (or block) focuses on no.2 or no.3 with appraising skills underlying every block.

For example, a Y7 ukulele unit will require singing and learning to play the ukulele and reading relevant notation in addition to appraising ukulele music through interpretation of the interrelated dimensions of music.

Our curriculum sequences these strands on an upwards spiral across years. Moving up the spiral means that there is increasing challenge. Using a spiral means that pupils go back and forth, up and down, in three dimensions, and over time.

For example, the focus of Y7's Block 2 is on learning to learn to play the ukulele solo and in an ensemble as well as developing appraising skills related to the musical elements. In Y8's Block 2, students take up the ukulele again and recall what was learned in Y7, but they now have to apply a knowledge of the musical elements to create a musical arrangement of an existing song. Then in Y9, in Block 3 and 4, students will benefit from the knowledge and experience gained in Y7 and Y8 when performing and arranging music in a band and potentially using the guitar – usually the next instrument after learning ukulele and its notation.

What this means is that students revisit and build on previous knowledge with increasing complexity.



Key Stage 3 Curriculum Overview

Year 7

Block 1: <i>Drumming</i>	Block 2: <i>Ukulele & Singing</i>	Block 3: <i>Musicals</i>	Block 4: <i>Instruments of the orchestra</i>
<p>This unit is an introduction to pulse, understanding simple music notation, learning how to perform simple rhythms, learning how to create and perform more complex rhythms, to understand how to include dynamics in a composition and performance and to understand how to work within an ensemble. Students use what they have learnt in lesson to create a composition as an ensemble, including ostinatos, call and response, texture and complex rhythms. This topic is a way of introducing basic music theory, musical elements through composition.</p>	<p>The study of ukulele and singing is a way of introducing pupils to a string instrument that is accessible for most performers. They learn how to form basic chords, strumming patterns and how to work together as an ensemble to put together a popular music performance. Students also learn how to learn, practise and perform a melody line to a melody and accompaniment song. Students are learning how to develop their understanding of melody and harmony.</p>	<p>In Musicals, pupils sing as part of an ensemble and develop their understanding of the different types of songs within musicals. Students study the differences between ensemble and solo songs and when/where these songs might be used within a musical. Students then learn how to perform a musical song using their keyboard skills, helping them to develop their knowledge of music notation.</p>	<p>Students will learn about the different families of the orchestra, their characteristics and their techniques. Students will learn how the orchestra has developed and the different genres of music that utilise the instruments of the orchestra. Using music technology, students will use sequencing software to create a piece of horror music for instruments of the orchestra. This will develop their composition skills, test their ability to demonstrate their understanding of the different orchestral families and the techniques of the different instruments.</p>



Key Stage 3 Curriculum Overview

Year 8

Block 1: <i>Rap Music</i>	Block 2: <i>Music Arranging</i>	Block 3: <i>Keyboard</i>	Block 4: <i>Composition</i>
Year 8 begin to further develop their understanding of composition through rap music. They begin to develop some simple rap performances, looking at delivering vocals with fluency, performing in time to a drumbeat and performing chords. They then use these skills to develop their own composition, developing their understanding of structure and the different sections of a popular song; how to write lyrics, a melody and use rhyme; how to compose using chords, how to develop a simple bass line and how to compose to a brief. These are all skills that are all needed to develop composition at GCSE.	This unit further builds on the skills that were studied in Year 7. Students recap how to form chords, strumming patterns and how to perform a melody line with accompaniment. Students then build on these skills by performing more complex chordal patterns, more complicated strumming patterns and working as an ensemble to perform for assessment.	Building on prior keyboard skills, Year 8 begin to further develop their ability to understand and perform music notation. Students develop their ability to perform two separate parts at the same time, how to use their right and left hand finger positions correctly, how to play chords, how to play a melody line and how to perform with accuracy and fluency.	It is important that students understand how to approach writing their own music. In this unit, students learn about the 'four chord song' and the relationship between different chords in a major key (chord 1, 4, 5 and 6). They then further develop their knowledge of how to structure a popular music song, building on their knowledge from their rap unit, and put into practise what they have learnt. They then begin to think about how to develop a melodic melody line that fits with their chords.

Key Stage 3 Curriculum Overview

Year 9

Block 1: <i>Music of Queen</i>	Block 2: <i>Film Music</i>	Block 3: <i>Popular Music Performance</i>	Block 4: <i>Music Production</i>
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Year 9 begin to further develop their performance skills by studying the music of the band Queen. They learn how to perform music written in tab and notation, how to read and perform ostinatos, how to play moderately complicated chordal patterns and how to perform and perfect a melody line. Students then build on their ensemble skills from Year 7 and 8, by performing different parts to a song to present a final performance. This develops their accuracy and fluency, their co-ordination and their ability to respond to other performers in an ensemble.

This unit further builds on the skills that were studied in Year 7. Students look at how great film composers create music that reflects the mood of genre of a film. They learn in greater detail about texture, tonality, film composition techniques such as mickey mousing and how to compose consonant and dissonant music.

Building on prior performance skills from Year 7 and Year 8, Year 9 students begin to further develop knowledge and performance skills with popular music songs. Students are given several different songs of varying difficulty, which they have to learn to play the chords for and sing the melody. They then make a final decision on a song choice and prepare this as either a solo or ensemble performance. This builds on students' prior performance skills; looking closely at reading chord charts, lead sheets, notation and tab; developing co-ordination, projection and technical skill; and looking at how to perform with accuracy and fluency.

Students will learn how to use a DAW to effectively create their own piece of music. They will gain a further in depth knowledge of music technology, mixing, mastering, adding effects to digital music, learning how to record using different microphones, microphone placement and the role of a producer. They will be given a set brief task where they have to demonstrate these skills, through composition.



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Assessment

Music is assessed through a mixture of composition and performance practical work, which is recorded when applicable, and a listening and knowledge test that is written. Frequent and constructive verbal feedback will be given to pupils throughout lessons from the teacher and through peer assessment. All composition and performance assessments are recorded and allow students to reflect on their progress throughout the course whilst students are also expected to display their knowledge and understanding in analysis of a wide selection of music. Students will also develop self-reflection skills through evaluating their own work against set criteria.

Further Reading/Resources

-A listing of events taking place in the Medway Theatres <https://www.medwayticketslive.co.uk/>

-Although aimed at GCSE students, the BBC Bitesize website details some of the techniques Key Stage 3 will be introduced to this year and is fun and accessible: <https://www.bbc.co.uk/teach/ks3-music/zbwtrj6>

-Music theory activities <https://www.musictheory.net/exercises>



Key Stage 4 Music

Curriculum Overview

Students at Key Stage 4 have two periods a week studying the GCSE Eduqas Music qualification with 5 lessons a fortnight. The three components (performance, composing and appraising) are spaced and interleaved with a lesson ratio of 2:2:1, accordingly. For example, two lessons on performance, two lessons on composing and one lesson on appraising.

Key Stage 4 Curriculum Overview

Performance	Composition	Listening & Appraising
GCSE students will use their skills from Key Stage 3 to develop a solo and ensemble performance. In relation to the Edexcel specification for Year 11 and the Eduqas specification for Year 10, students will look closely at a song to prepare for assessment in relation to its difficulty. Students will then develop their performing skills on their chosen instrument, recording one solo and one ensemble performance. Students will spend lesson time demonstrating and improving on their instrument skills.	Students will develop two compositions throughout their final year of assessment. In Year 10, they will continue to develop their composition skills to a higher level, thinking carefully about form and structure, tonality, texture, developing harmony, how to develop their use of melody, dynamics and instrumentation. Students will create a free composition and a set brief composition, completing a written score for each composition.	Students will study each of the set works in depth, looking closely at how the musical elements have been used within each set work, how the set works compare and contrast, and how to identify wider listening analysis. Students will experience a series of exam style questions on each set work; they will sit a mock listening exam in Year 10 and in Year 11.

Assessment at GCSE



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- Component 1: Performance, 30% of qualification. Students record one solo and one ensemble performance each worth 15%. This is marked and sent to exam board for moderation. The recommended standard is at least grade 3.
- Component 2: Composition, 30% of qualification. Students submit one free composition, which shows their creative skills in any genre for an ensemble of their choice. Students also submit a composition from a list of set briefs sent out by the exam board. Each composition is worth 15% of the overall mark.
- Component 3: Appraising exam, 40% of qualification. A one hour and 45-minute exam.

Further Reading/Resources

-BBC Bitesize including analysis of each set work <https://www.bbc.co.uk/bitesize/examspecs/z6chkmn>

-Music theory activities <https://www.musictheory.net/exercises>

– Edexcel GCSE Music Revision Guide <http://www.rhinegoldeducation.co.uk/product/edexcel-gcse-music-revision-guide/>