

**Intent:** Music is a universal language that embodies one of the highest forms of creativity.

At Notre Dame High school, we aim to engage and inspire pupils to develop a love of music and their talent as musicians, and so increase their self-confidence, creativity and sense of achievement. As pupils progress, they should develop a critical engagement with music, allowing them to compose, and to listen with discrimination to a wide range of music and musicians.

In y7/8, the intent is that students develop knowledge and understanding of musical styles, structures, contexts and purpose; the appraisal and self-assessment pages in the booklets build up musical vocabulary and develop and increasingly critical and analytical ability. Listening materials range throughout the western European repertoire to the present day. They also include a range of world music, selections from the folk and pop music repertoire, and introduce a similar wide range of named performers and performing styles.

We hope, that the end of Y8, students can

- play confidently, and with fluency, accuracy and expression.
- Improvise and compose by using a variety of stimuli and musical experiences
- Use ways of interpreting the music which are appropriate to the music being studied. (e.g. staff notation, chord symbol)
- Be aware of different musical styles and the pedagogies that are associated with them.
- Listen with increasing discrimination to a wide range of music and musicians.
- Develop a LIFE LONG LOVE of Music.

The Music Dept Motto " *it's where music Lives* "

*The Music dept. prayer*

**Saint Cecilia,**

**Bless our hearts and voices, so that we may sing and create music with grace and joy.**

**May our music reflect harmony and love. Amen.**

Year	What will students learn?	Rationale	How will students be assessed?
7	<ol style="list-style-type: none"> <li>1. How to use the resources in the dept.</li> <li>2. The keyboard</li> <li>3. The role of an orchestra</li> <li>4. World music ( in particular , the gamelan from Indonesia)</li> <li>5. An introduction to the keyboard , performing single notes , triads and improvisations.</li> <li>6. 1960s British pop music ( in particular , the Beatles)</li> <li>7. An Introduction to Sibelius composing software.</li> <li>8. How to co-operate, participate and engage in group work.</li> </ol>	<p>To Begin the musical journey, we introduce the Indonesian gamelan in Y7 so that pupils learn about music from another culture. Pupils are introduced to working with tuned percussion instruments, creating a piece of music in 4 different layers and working out a structure for their performance using a simple grid score. In addition, pupils are introduced to the Sibelius composing software and are given the opportunity to create a gamelan composition of their own. At the end of the topic there is a listening assessment based on western classical music that has been inspired by the Gamelan.</p> <p>Term 2 begins by utilizing the keyboard and the same C,D,E,G and A notes we used in the Gamelan, but this time in a piece of Jazz with supporting bass and chord parts, a theme and classes working on improvisations. Further into term two, we teach the topic based on 1960s pop music and the music of the Beatles. Here, pupils learn the song Eleanor Rigby so that pupils are introduced to chord structures and triads; singing in class; bass riffs; how lyrics in a song can be a <i>Time Capsule</i> of an era and performing a version of the song. Pupils also learn about The Beatles and their use of different instruments in their songs which results in Listening assessment in class.</p> <p>To end the year, pupils are given the opportunity to form their own band and enjoy listening and learning to music from the 1980s.(in a song called Exs and Ohs) This topic, like the Beatles topic, involves chord sequences, riffs and singing in class.</p> <p>As in all performance topics, recordings will take place, either formally in class or informally using the students own phones.</p>	<p>Your child is assessed by their teachers in a number of ways. These include participation in whole class and group *performances; regular informal knowledge tests; whole class *listening activities and solo /paired *composition work (using Sibelius software). These are facilitated using a variety of processes which help to give us a holistic view of the point where your child is in their learning, and what their strengths and areas of improvement are. *There are 7 pieces of formally assessed work which use the 4 to 1 marking system. These are recorded in the student's booklet.</p>
8	<ol style="list-style-type: none"> <li>1. Ragtime music and its role in American musical society.</li> <li>2. Exploring further, the Sibelius composing software.</li> </ol>	<p>To begin the year, we teach 2 pieces of ragtime to Year 8 (a rondo pattern arranged by the dept and Scott Joplin's "The Entertainer") so that pupils can experience performing in a duet or group on the keyboard. We also teach Ragtime as it's a great example of early popular music. We introduce ragtime so that pupils are able to recognise simple chromatic melodies and a bassline. We also teach Ragtime to Y8 pupils so that pupils know about its</p>	<p>Your child is assessed by their teachers in a number of ways. These include participation in whole class and group *performances; regular informal knowledge tests; whole class *listening activities and solo</p>

	<ol style="list-style-type: none"> <li>3. Late 1950s Rock n Roll music.</li> <li>4. More investigation into playing the keyboard, in particular the use of chords and how they can influence a song.</li> <li>5. How to co-operate, participate and engage in group work. Including the 1980's song "I want it that way"</li> </ol>	<p>importance in early 20th century American Society and how it paved the way for Jazz and the emergence of American rock and roll. Ragtime is also studied as a composition using the Sibelius software, so that pupils can investigate arranging their music for a larger ensemble such as a Jazz group.</p> <p>The topic ends with a ragtime based listening assessment.</p> <p>In term two, we teach 2 late 1950s rock and roll songs (Let's Dance and Earth Angel) so that pupils can appreciate the role in which this genre plays in today's popular music scene. Pupils are introduced to using I VI IV V chord clichés in the songs; song structures with codas and introductions and working in a group to create a medley of rock and roll songs. They also compose on Sibelius a song using the elements above. The topic ends with a listening assessment based on three typical Rock n Roll songs, and features questions on areas mentioned above.</p> <p>Finally, a group performance of the Backstreet Boys hit sends the year group into the summer vacation with a smile!</p>	<p>/paired *composition work (using Sibelius software). These are facilitated using a variety of processes which help to give us a holistic view of the point where your child is in their learning, and what their strengths and areas of improvement are. *There are 6 pieces of formally assessed work which use the 4 to 1 marking system. These are recorded in the student's booklet.</p>
9-10	<ol style="list-style-type: none"> <li>1. Ground bass performance and composition (term 1)</li> <li>2. Baroque concerto performance and composition. (term2)</li> <li>3. Theme and variations composition (term 3)</li> <li>4. Own choice composition</li> <li>5. Past papers listening and written work</li> <li>6. Set works introductions (Beethoven Symphony and 3 Queen songs)</li> <li>7. Termly assessed performances</li> <li>8. General research pack listening and enrichment.</li> </ol>	<p>The GCSE course (AQA) is designed in a way so that's its a relevant and contemporary GCSE qualification that offers students the chance to study a wide range of musical genres with more opportunities for practical learning. The AQA qualification brings theory, listening and composition to life in new and engaging ways. It is designed with all musical tastes and styles in mind. It will, at the end of y11, have broadened the students mind and have fostered a love of music with a qualification that students of all abilities and backgrounds enjoy.</p> <p>We begin the GCSE in y9 with performance which brings confidence to each other, students are encouraged to bring their instruments to school, perform on a regular basis whether formally or informally.</p> <p>Composition is then introduced with a Ground bass composition, making use of chord sequences, bass lines and further investigation into Sibelius software. The role of the melody in composition is investigated using chord notes then passing notes as a development.</p>	<p>Your child is assessed by their teachers in a number of ways. These include participation in whole class, group and solo performances**; regular informal knowledge tests; whole class listening activities and solo composition work* (using Sibelius software). These are facilitated using a variety of verbal, formative*** and summative processes which help to give us a holistic view of the point where your child is in their learning, and what their strengths and areas of improvement are.</p> <p>* using self and teacher assessment sheets (taken from</p>

		<p>Listening is done weekly, either through past papers; using the general research pack ( GRP) ( developed by the HoD to use the study guide and online examples) and by listening to the set works with a score (Beethoven symphony no1 and 3 Queen songs)</p> <p>In term 2 , composition two is added which is a pastiche on a Vivaldi Baroque concerto. Students are guided again through the composition which will introduce 7<sup>th</sup> chords; inversions; melodies and structures.</p> <p>By term 3, students are encouraged to develop their own free choice composition, eg a solo study for their own instrument. Or start a Theme and variations composition based on a nursery rhyme,</p> <p>By the end of y10, further performance, composition and listening investigation will have been completed. The GRP will be finished and used as a reference and revision document; composition 1 of 2 will be nearly or completely finished and they be confident in answering questions on the set works ( of which they read about every week) .They will have also completed another 5 past papers.</p>	<p>specification and using success criteria)  ** using current specification terminology and success criteria.  *** 1 to 1 discussions help in the overall assessment and are a highly effective means of assessing student progress with precise diagnostic approach to students and teacher reviewing work in progress and identifying next steps.</p> <ul style="list-style-type: none"> <li>Monitoring and dept. markbooks use the standard 9 to 1 GCSE marking.</li> </ul>
11	<p>See above in Y9-10 plus</p> <ol style="list-style-type: none"> <li>1. Composition 2 ( set by AQA)</li> <li>2. Further work on the set works</li> <li>3. Handing in 2 compositions for assessment</li> <li>4. Performing as part of the GCSE in April of the exam year.</li> <li>5. Regular listening to past papers which includes the questions they might get on the set works.</li> </ol>	<p>Composition 2 (set by AQA) is started and finished together with the y10 piece to form a portfolio of 2 pieces to be handed in.</p> <p>Regular instrumental practice is sort which gives the student valuable time in the 30% part of the course (assessed in term 1 and 2) ready for their final performance at the end of the course.</p> <p>More past papers are done in class and further investigation of the set works is undertaken, resulting in students taking notes on the key elements and questions that could be asked, from which they can print out and make revision cards etc..</p>	

12/13	<ol style="list-style-type: none"> <li>1. Free choice composition.</li> <li>2. Romantic piano music</li> <li>3. Jazz music</li> <li>4. Performance studies</li> </ol> <p><b><u>Above topics change as the class are taught together</u></b></p>	<p>The free composition is done weekly (Tuesday morning hour) with 1 to 1 tutorials built into the overall learning experience (hopefully finished by the end of y12 )</p> <p>Wednesday afternoons are taken up with the weekly studying of Romantic piano music OR Baroque solo concertos (depending on the year of starting) . Opportunities are given for private study; exam style questions and teacher led analysis lessons.</p> <p>Friday mornings are taken up with the weekly studying of Jazz OR Pop music (depending on the year of starting) . Opportunities are given for private study; exam style questions and teacher led analysis lessons.</p> <p>In term 2 and 3 more investigation of the above is done, with a view to making the class experts and confident in their approach to the set areas.</p> <p>Performance study is built into every half term, resulting in formal masterclass performances every term.</p>	<p>Your child is assessed by their teachers in a number of ways. These include participation in whole class, group and solo performances**; regular informal knowledge tests; whole class listening activities and solo composition work* (using Sibelius software). These are facilitated using a variety of verbal, formative*** and summative processes which help to give us a holistic view of the point where your child is in their learning, and what their strengths and areas of improvement are.</p> <p>* using self and teacher assessment sheets (taken from specification and using success criteria)</p> <p>** using current specification terminology and success criteria.</p> <p>*** 1 to 1 discussions help in the overall assessment and are a highly effective means of assessing student progress with precise diagnostic approach to students and teacher reviewing work in progress and identifying next steps.</p> <ul style="list-style-type: none"> <li>• Monitoring and dept. markbooks use the standard 9 to 1 GCSE marking.</li> </ul>
12/13	<ol style="list-style-type: none"> <li>1. Composition set by AQA</li> <li>2. Baroque solo concertos</li> <li>3. Pop Music</li> <li>4. Mozart operatic arias</li> <li>5. Performance studies</li> </ol> <p><b><u>Above topics change as the class are taught together</u></b></p>	<p>The set composition is done weekly with 1 to 1 tutorial built into the overall learning experience (finished by the end of y13), resulting in the handing in of the portfolio of pieces to be submitted.</p> <p>Wednesday afternoons are taken up with the weekly studying of Romantic piano music OR Baroque solo concertos (depending on the year of starting). Opportunities are given for private study; exam style questions and teacher led analysis lessons.</p> <p>Friday mornings are taken up with the weekly studying of Jazz OR Pop music (depending on the year of starting) . Opportunities are given for private study; exam style questions and teacher led analysis lessons.</p> <p>In term 2 and 3 more investigation of the above is done, with a view to making the class experts and confident in their approach to the set areas.</p>	

		<p>Performance study is built into every half term, resulting in formal masterclass performances every term.</p> <p>During this final year (or from y12) the Pop area of study is developed into an essay, ready for the final exam in June.</p> <p>Final performances and composition hand in ( Early May) finish the course , and we wish our A level students the very best of luck in their future <b>MUSICAL</b> aspirations !!</p>	
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