

# MUSIC

**Director of Music**

**Mr Nicholas Garman**

## **Aims**

The programmes of study in Music in Years 7-9 seek to develop pupils' musical understanding, knowledge and experience through a variety of practical, compositional and analytical tasks. The work pupils undertake enables them to develop a perceptive, sensitive and critical response to the main historical periods and styles of Western 'classical' and 'popular' music. It further gives them opportunities to understand and recognise the music of various non-Western traditions, and thus to form an appreciation of cultural similarities and differences. Through these activities, pupils gain a foundation for the development of an informed appreciation of music and acquire a secure basis for the further study of music at IGCSE in Years 10 and 11.

## **Organisation of Subject**

Music is taught in form groups from Year 7 to 9 inclusive. All form groups within the same year group follow the same schemes of work.

## **Learning Outcomes**

### **Year 7**

By the end of Year 7, pupils will have learnt how to:

*Practical* – perform a well-known melody (with accompaniment or other resources, depending on the pupil's existing musical skills and aptitude), demonstrating knowledge of standard, western musical notation; pupils also have opportunities to sing in ensemble;

*Compositional* – describe how musical textures, instruments and devices can be used to depict a variety of characters, moods, landscapes and objects;

*Analytical* – through independent research, develop a project on the instruments of the orchestra.

### **Year 8**

By the end of Year 8, pupils will have learnt how to:

*Practical* – perform a well-known melody (more demanding than that of Year 7), making appropriate use of the technology available on the electronic keyboard synthesisers, whilst also developing their reading of musical notation;

*Compositional* – use different musical textures, instruments and devices to depict a variety of characters, moods, landscapes and objects in a composition;

*Analytical* – through independent research, develop a project on the ancient, medieval, renaissance baroque, classical, romantic or modern eras of music history, providing a detailed bibliography.

## **Year 9**

By the end of Year 9, pupils will have learnt how to:

*Practical* – perform a well-known melody and accompaniment, using both left and right hands, demonstrating the resources of the keyboard, making good use of the technology learnt in Year 8;

*Compositional* – work with others to create a Blues improvisation and composition;

*Analytical* – through independent research, develop a project on Jewish music.

## **Teaching Methodology**

Pupils undertake a variety of tasks and activities in order to develop their musical skills and knowledge and through these have the opportunity of utilising and developing a range of learning styles. Pupils improve their aural skills not only by regularly undertaking listening exercises, but also through group-singing activities (which also help to develop their pitch discrimination). Pupils' analytical skills are nurtured by the scrutiny and emulation of the strategies and devices used by the great composers of the past. Pupils have many opportunities not only to perform individually but also to collaborate, for instance through ensemble work, group improvisation and group composition. They engage with live music videos and develop ICT skills through the use of compositional software and electronic resources such as keyboards. There are many opportunities for pupils to develop their aptitude for independent learning, for instance through a variety of written and composition projects.

Many trips are organised for pupils throughout the year, for example to concerts, operas and musicals. Pupils also have the opportunity of taking part in compositional workshops through visits to such venues as the Handel House Museum and the Gamelan Project at the Barbican.

## **Assessment**

Peer and self-assessment are used in addition to teacher assessment of homework and class work, end-of-unit tests, and plenary question-and-answer sessions at the end of lessons.