



# Willington

COMMUNITY SCHOOL

CURRICULUM BOOKLET

# MUSIC

# Our School Curriculum Vision

To provide a curriculum fit for our students' future, building on the successes of their past (ready for post 16 and life). This allows our students to be safe, happy, well informed global citizens who have experienced a five - year progressive and dynamic curriculum where they have the opportunity to aspire and achieve their fullest potential. This will embody the school's values of 'Personal Excellence' through a broad and balanced curriculum, which is inclusive and reflective of our local needs.

## Subject Vision

### MUSIC in KS3

*"Create – Capture - Share"*

Music is a powerful, unique form of universal communication that can change the way pupils feel, think and act. It transcends different cultures, abilities and generations. Listening to and making music fulfils an instinctive human need for self-expression and creativity, making sense of feelings that cannot be articulated and that otherwise might not be able to be expressed. It stimulates responses both on emotional and intellectual levels. Music can be a lifelong source of pleasure and sanctuary.

Willingdon is a musical school and music is a valued part of school life. The annual calendar is rich with popular events and flagship performance opportunities. The brand new, curriculum, is rich in content and ambitious in intention. It covers a broad range of genres and there is a culture of playing music together and independent learning. Our department aims to give all pupils a sense of relatedness, autonomy and competency.

**Intent** – An outward looking department that is a wonderful place to learn.

**Implement** – An ambitious curriculum, clear routes to wider opportunities. Support local primary schools with CPD.

**Impact** – Everyone has a positive experience exploring their creativity and has transferrable skills in both music and media.

# Key Concepts in music

Music is a unique form of communication that can change the way students feel, think and act. Music forms part of an individual's identity and positive interaction with music can develop students' competence as learners and increase their self-esteem. Music brings together intellect and feeling and enables personal expression, reflection and emotional development. As an integral part of all culture, past and present, music helps students understand themselves, relate to others and develop their cultural understanding, while forging important links between home, school and the wider world. We have developed a rooted, yet ground-breaking music curriculum which features social context and stories as main themes. Story-telling is the oldest form of teaching and learning. It has bonded human communities and given people answers to big questions of life. Stories can define us, shape us, control us and make us. Not every human culture is literate, but all have stories and music. This is what we seek to celebrate.

Stories inspire purposeful talking, raising levels of enthusiasm and curiosity around subject matter. Ending the day around the campfire, where songs, stories and relationships blossomed, ultimately shaped cultures and may even have helped to develop our ability to understand one another.

Mastering the concepts in music has four key areas...

- 1) Performance
- 2) Listening
- 3) Composing
- 4) Appraisal

These are the four main aspects to the Music curriculum.

The Key Stage 3 curriculum is designed to link to the areas for study and assessment objectives outlined by the exam board at GCSE. Therefore, students opting to take music GCSE will have a solid core understanding from their Key Stage 3 study to enable success in later examinations. The spiral learning approach gives students confidence by rotating through genres and musical devices at an incrementally higher level every time. This is also important for embedding confidence around new musical language and exam focussed writing rubrics.

At Willingdon, music in class is only the start of the journey, there are lots of performance opportunities and cross school collaborations. We have a personalised learning platform for which all students receive an account; called Music First. This allows us to monitor and assess individual progress and gives the students autonomy to direct their own guided journey. Confidence comes from secure frameworks and this is a differentiation tool that ensures a sense of achievement for all.

We proudly present large seasonal concerts, smaller recitals and this year a new outdoor stage to give students the opportunity to curate their own series of early evening acoustic concerts.

We also have a subject scholar who acts as a student advocate for developing music.



# Programme of Study

## Key Stage 4

Music covers 3 components (Listening, Composing and Performing) and students spend both years studying and preparing coursework for all 3 areas.

### Component 1: Understanding Music

Written paper – 1.5 hours – 40% of final grade

Candidates study the following musical elements

- Rhythm and Metre.
- Harmony and Tonality.
- Texture and Melody.
- Timbre and Dynamics.
- Structure and Form.

...through 4 Areas of Study

1. Western Classical Tradition 1650-1910
2. Popular Music
3. Traditional Music.
4. Western Classical Tradition since 1910

### Component 2: Performing Music

Internally assessed / externally moderated coursework – 30% of final grade

Candidates perform 2 pieces.

They are assessed on a range of skills demonstrated.

- One solo (individually assessed) performance
- One ensemble (group) performance

### Component 3: Composing and Appraising Music

Internally assessed / externally moderated coursework – 30% of final grade

1. Candidates are required to compose one piece of music linked to one of the four Areas of Study. Candidates have up to 20 hours of supervised time to complete this composition. This composition will be set to a brief and will start from September of Year 11.
2. Candidates are required to compose a free composition, based on their own unique and creative ideas. Candidates have up to 20 hours of supervised time to complete this composition.

# Options Booklet Entry

## GCSE Music (AQA)

Are you a creative individual? Maybe you're considering a career in the Music industry? Have you thought about being a performer, composer, record producer or a music critic? Perhaps you enjoy listening to music and would like to understand more about different styles and how they have developed over the years. Maybe you are interested in teaching music - you could be a class teacher or give instrumental tuition. You may simply enjoy music as a hobby, playing or singing along to your favourite songs and be interested in studying it further.

If this appeals to you then music is definitely an option you should consider.

You do need to be a practicing musician to take this option and you must be prepared to sing or play an instrument. You will not only develop your performing skills, but also self-discipline, self-expression, concentration and confidence. Above all, you should find the subject fun.

## Students' Comments:

*"A great way to gain confidence is to take music GCSE because no one is there to make you feel uncomfortable; we are there to do something we love" – Year 11 Student*

*"I enjoy GCSE Music because it gives me plenty of opportunities to develop my musical knowledge and performance skills" – Year 10 student.*

# KS4 Assessment Plan

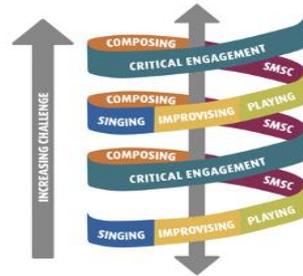
## GCSE **MUSIC** – course breakdown

Component 1: Understanding music	Component 2: Performing music	Component 3: Composing music
<b>What's assessed</b> <ul style="list-style-type: none"><li>• Listening</li><li>• Contextual understanding</li></ul>	<b>What's assessed</b> Music performance	<b>What's assessed</b> Composition
<b>How it's assessed</b> <ul style="list-style-type: none"><li>• Exam paper with listening exercises and written questions using excerpts of music.</li></ul>	<b>How it's assessed</b> As an instrumentalist and/ or vocalist and/or via technology: <ul style="list-style-type: none"><li>• Performance 1: Solo performance (36 marks)</li><li>• Performance 2: Ensemble performance (36 marks).</li></ul>	<b>How it's assessed</b> <ul style="list-style-type: none"><li>• <b>Composition 1: Composition to a brief (36 marks)</b></li><li>• <b>Composition 2: Free composition (36 marks).</b></li></ul>
<b>Questions</b> <ul style="list-style-type: none"><li>•Section A: Listening – unfamiliar music (68 marks)</li><li>•Section B: Study pieces (28 marks).</li><li>•<b>The exam is 1 hour and 30 minutes.</b></li><li>•This component is worth 40% of GCSE marks (96 marks).</li></ul>	<b>A minimum of four minutes of performance in total</b> <ul style="list-style-type: none"><li>• This component is 30% of GCSE marks (72 marks).</li><li>• Non-exam assessment (NEA) will be internally marked by teachers and externally moderated by AQA.</li></ul>	<b>A minimum of three minutes of music in total is required.</b> <ul style="list-style-type: none"><li>• This component is 30% of GCSE marks (72 marks).</li><li>• Non-exam assessment (NEA) will be internally marked by teachers and externally moderated by AQA.</li></ul>



# Music Learning Journey

- Politics
- Patterns
- Stories
- Events
- Recital
- Dance
- Art
- Audit



**Post 16**

**GCSE EXAM**

**Exam preparation**

REVISE

Past papers  
BBC Bitesize  
Focus On Sound  
Lucid Charts

Practice Refine Improve  
Studio production

**11**

**Composition**

PPE

Deep Dive into study pieces

Structure Devices Elements

AQA paperwork

Extended writing

**10**

**AOS 2**

Broadway  
Rock  
Film  
Gaming  
Pop 1990s to present

Study pieces  
*Little Shop of Horrors* 1982 off-Broadway version – *Little Shop of Horrors* (overture)  
*Mushtuk and Son*  
*Feed Me*  
**The Beatles**  
*With a Little Help from my Friends*  
*Within You, Without You*  
*Lucy in the Sky with Diamonds*

Winter concert

Solo  
Duet  
group

**AOS 3**

Blues  
Fusion  
African  
Caribbean  
Latin  
Folk music of the British Isles

Recording a performance

Spring recital

Practice diary

Study pieces  
Paul Simon  
Graceland  
*Diamonds on the Soles of Her Shoes*  
*You Can Call Me Al*  
Santana  
Smooth  
Migra  
Love of my life

**AOS 1**

Handel, Haydn, Mozart, Beethoven, Chopin and Schumann

Study piece  
Zoltán Kodály: *Battle and Defeat of Napoleon and Intermzzo* from *Háry János* – orchestral version with cimbalon and without vocal parts.  
Aaron Copland: *Saturday Night Waltz* and *Hoedown* from *Rodeo*

Mock exam

**9**

**Media**

Knowledge Audit

Podcasting and radio  
Creative industries  
Jobs

Tech.  
Timbre  
Composing

**CAMPFIRE**

Curating an event  
Roles and Responsibilities  
Bands

**Song**

Melody, chords and lyrics  
Writing a single for radio

**Film**

Leitmotif and themes  
Supporting a visual image with music

**Foley**

SFX  
Sound manipulation  
Sound collage

**8**

**Hip hop**  
Folk  
Punk

Composition  
Technology  
Folk protest music  
Punk subculture

**Classical and Romantic**

Study piece, practice diary, performance

**Fusion**

Folk traditions from around the world in everyday music

**Latin Fusion Musicals**

Rhythm Ensemble  
Instrumentation  
Broadway

**Blues and Song cycle**

Blues scale  
12 bar  
Jamming  
Lyrics

**Jazz and minimalism**

Chords  
Modes  
Rules  
Improvising  
Composing

**Gigs and festivals**

Rehearse and perform  
Sound  
Production  
Backline  
Technician

**7**

**Chorus Fanfare**

Composing to a brief

**Jazz**

Improvising chords

**The human voice**

Singing  
Sonority

**Waltz to disco**

Rhythm  
Tempo  
Melody

**India and Africa**

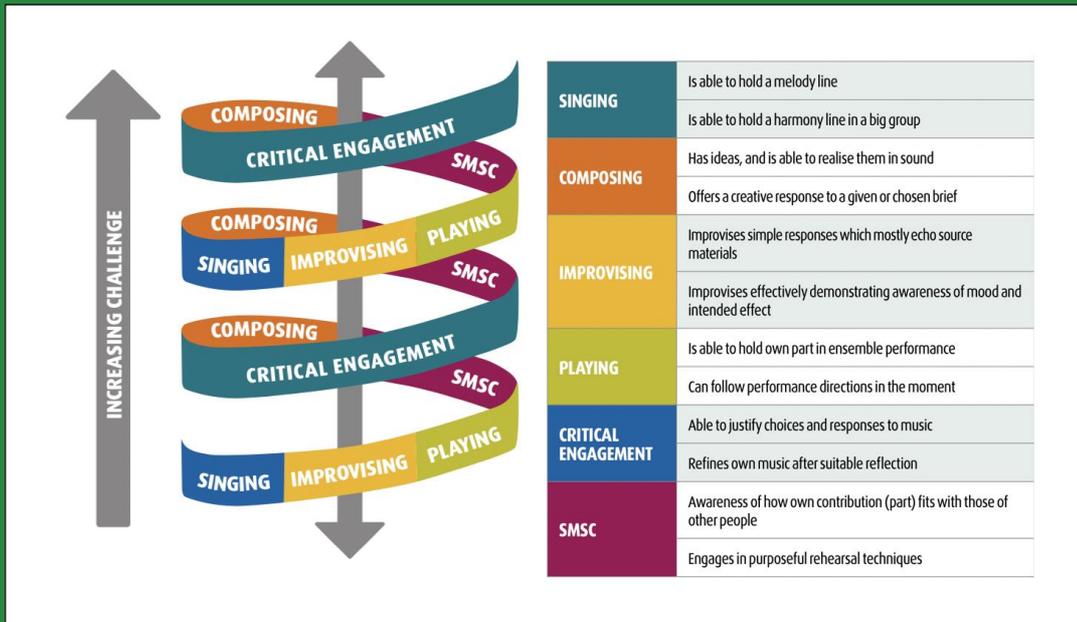
Drumming patterns  
Melody  
Scales  
Stories

**Baroque**

Theme and Variation  
Notation

**Reggae and ska**

Rhythm  
Chords  
Singing



## Assessment Plan for Key Stage 3

Students are assessed 3 times a year, using a WX grading system.  
Working Towards, Working Inline, Working Above

Teachers assess students in a variety of areas, intended to cover the full music curriculum. An example of our assessment criteria is as follows:

### Year 7 Assessment example

#### **Performance**

- I can play fluently and accurately
- I can give an authentic performance
- I can respond to others during a performance

#### **Composition**

- I can create simple musical ideas
- I can combine musical ideas
- I can compose in a set style, using appropriate sounds

#### **Listening and appraisal**

- I can talk about music as a musician
- I can work effectively with others and independently
- I can evaluate my own work and suggest improvements for others

Students respond to their feedback with their own self-assessment and improve through homework set on Music First, which is used to track their progress over the course of the year. All pupils will sit a formal knowledge audit at the end of each year.

## Literacy in ...

Musical language can be quite daunting, as can critical writing and analysis of music. We start with this verbally and have strategic wall displays that support literacy. Pupils are encouraged to engage in questioning and discussion from day one and a safe emotional space is established for confident sharing of ideas. This develops into critical writing through self-assessment, peer-assessment and then on to discourse around pieces of music. Keywords and terms are celebrated, displayed and repeated.



## Numeracy in ...

In music we are well aware that music and maths are inextricably linked. Patterns, codes, systems, analytics all part of something greater called music. A meeting of universal spirituality, physics and maths. From Cymatics to the Fibonacci spiral. From Bach to The Beatles.

Pythagoras, the Greek philosopher and mathematician, realised that different sounds can be made up with different weights and vibrations. This led to the discovery that the pitch of a vibrating string, such as on a violin, guitar, or piano, can be controlled by its length. The shorter the string, the higher the pitch and the longer the string the lower the pitch. We are currently working on cross curricular ideas with the maths department to bring together rules, patterns and minimalism

## Raising aspirations in

...

We bring “real world” scenarios and business into music at KS3. We live in a world where we are preparing young people for a job market that is constantly changing. We know that creative tech. industries are a fast -growing job market. Increasingly jobs require a broad range of transferrable skills that always include I.C.T. and creative tech. Podcasting, monetising art, social media platforms, streaming, PRS, audio and visual, promotional skills and design. We have a You Tube channel now, providing a platform for presenting multi-media skills and also guest speakers from industry, sharing their stories. School journeys are very important to us and cross school partnerships.

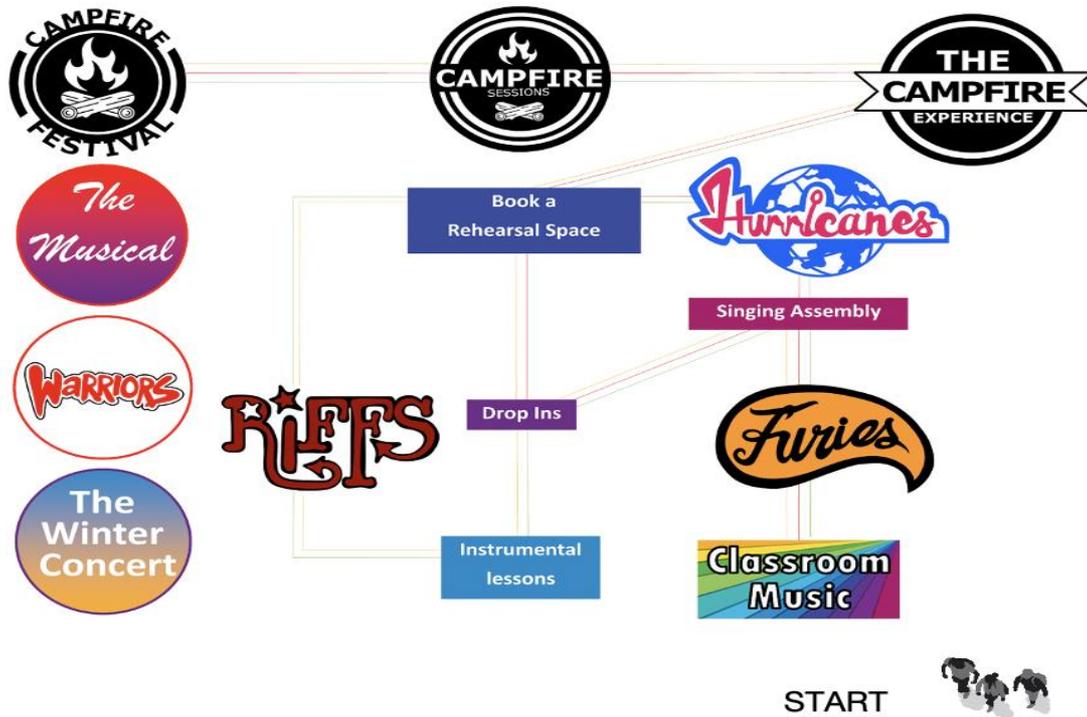
## Broadening horizons in ...

Cross-curricular work enables our students to see where their skills can be used in the real world. For example, in Year 9 we have a French podcast unit with MFL. The students will prepare the scripts and content in MFL, then combine with music in a podcast with French electronic music that they have composed using samples. This can be broadcast with permission on our You Tube channel. A programme of student curated twilight concerts called The Campfire Sessions gives students an opportunity to work with real artists who come to share the stage with our learners.

Please check out the opportunities we offer as part of the extra -curricular programme. We also have friendships with Eastbourne College, St Richards and Bedes for our musicians to benefit from.

# Music Learning Journey

Beyond the classroom  
music map



All wind, brass and strings can take part in the instrumental group



Bands that rehearse together regularly outside of lesson time



All singers and singing groups are now Hurricanes



Willingdon Community School house band. Providing the music for the school musical and headline performers at The Winter Concert and Campfire Festival



Small lunch time performance opportunities held every term



Special after school musical events throughout the year



The big end of year summer concert

