



## Newport Girls' High School Curriculum Summary

<b>Faculty:</b> English and Arts	<b>Subject:</b> Music
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### Our Vision

#### Faculty Vision

The central aim of the English and Arts Faculty is to engender a lifelong love of culture, literature, drama, art and music that goes above and beyond the examination syllabi. We believe that students should encounter and engage with the very best examples of human creativity in order to inspire them as both learners and citizens of the world.

Within the faculty, we aim to ensure that students engage with a broad, diverse and representative selection of work in order to build a bridge between the traditional and the modern. We want students to feel confident when exploring 'the giants' of culture and the arts without feeling daunted or intimidated. Equally, we are passionate about celebrating and exploring work by artists, writers and musicians who have been excluded from the canon in the past, so that the tapestry of our curriculum is truly representative of what art and culture has to offer. By placing this ethos at the heart of our curriculum, we hope to challenge common misconceptions about the arts and demystify the creative process.

Above all, we want students to feel empowered to be creative and to stand on the shoulders of those that have gone before them.

#### Subject Vision

The Music department aims to ensure that all students are given an opportunity to broaden their knowledge of the eclectic musical world and to engage in a practical and theoretical study of the subject.

### Curriculum Intent

At KS3, students study a wide range of topics with an aim of providing a firm grounding in melodic notation, rhythm and music specific vocabulary. Alongside this, pupils study a wide range of music from early Baroque styles through to modern pop and dance music. The KS3 programme of study provides students with the opportunity to develop their theoretical grounding, as well as allowing them to be creative and confident through the mediums of performance and composition. All students are encouraged to perform in front of their teacher and peers and building up their confidence when performing is a key element of KS3 music.

At KS4, the EDEXCEL GCSE syllabus is studied. The areas of study and set works are rigorous and enable students to develop their analytical and contextual understanding of the periods of music. As part of the exam syllabus, students are encouraged to study and listen to music beyond the piece their study for their set works. This helps to develop students' compositional techniques and listening skills, preparing them for studying music beyond KS4.

At KS5, we study the EDUQAS syllabus. The breadth of music studied, from western classical music through to musical theatre, allows pupils to expand their musical tastes, as well as enabling them to analyse in depth and to form an understanding of the compositional processes for each period of music. Performance and composition form the main parts of the coursework element and students are encouraged to explore ideas creatively, as well as produce recital performances, selecting their own repertoire, in preparation for the performance examination.

## Curriculum Sequencing Rationale & Implementation

The sequence of study is designed to provide students with the essential building blocks leading towards the analysis and composition that takes place at KS4 and KS5. The topics studied at KS3 covered all link to each other to enable students to understand how and where each style has developed from. At KS4 and KS5, students are encouraged to develop independence with composition in order to identify their own style. The set works form the basis for study and students are expected to analyse each one in depth focussing on texture, tonality, context, timbre, rhythm and melody. Each set work provides students with tools and techniques to apply to their own compositions.

### **KS3:**

Students are introduced to melody and rhythm at the start of Year 7. The tasks include reading notation and rhythm as well as composing their own pieces which are scored. This then leads onto more reading-based tasks where students are encouraged to regularly read scores and follow written music, rather than note names. We then explore the musical elements, pentatonic scale, song writing and world music. These all focus on the three main elements of composition, analysis and performance and help to develop students use of music specific terminology, as well as developing their composition and performance skills.

In Year 8, students continue to develop their reading and composition skills as well as deepening their contextual understanding of periods of music through their study of Baroque and Classical, theme and variations, film music, form and structure and song writing. These areas studied all feature prominently in the KS4 syllabus and programme of study, therefore further establishing the framework for study beyond KS3.

### **KS4:**

Students in Year 9 start to further develop their performance skills by performing regularly in front of each other as soloists and as part of ensembles. This builds their confidence and encourages them to start selecting appropriate repertoire from an early stage. Alongside this, students study music theory, completing ABRSM theory papers as well as applying this understanding to the analysis of their set works. As part of the Year 9 curriculum, students study areas of music such as minimalism, serialism and popular music. These topics allow for deeper understanding of genres of music, building on vocabulary as well as providing compositional opportunities to prepare pupils for the extended compositions at KS4. In Year 10 and 11, students study the set works alongside wider listening to support their theoretical and contextual understanding of each period of music. Students begin to write their first compositions having established ideas and starting points from Year 9. Alongside this, pupils build on their examination technique and dictation skills through regular practice and testing.

### **KS5:**

At KS5, pupils should already have a firm understanding and grounding in performance, composition and theory. Students are required to enhance their wider listening by studying periods of music such as the Western Classical tradition and the Twentieth Century. Students build on their theoretical understanding by deepening their contextual understanding and by developing their analytical skills with close score study. Outside of lessons, pupils are encouraged to develop performance skills within ensembles as well as soloists, preparing them for their recitals in Year 13.

For specific information relating to the content of the curriculum in each year group, opportunities for wider personal development and enrichment and ways for parents to support their daughter in her learning within this subject, please see the Learning Overviews on our website.