



## [Music] Curriculum Intent

### Hilbre High School

#### What do students study for each Key Stage?

Students follow schemes of work that encompass understanding and Listening to Music, Performing and Composing.

#### KS3

##### Year 7

- *The Elements of Music*
- *Keyboard Skill*
- *Rhythmic work*
- *Primary Triad Chords*
- *Instruments of the Orchestra*
- *Singing*

##### Year 8

- *Composition and notation*
- *Chinese Music*
- *Ensemble Skills*
- *Keyboard Skills (more advanced)*
- *Samba*
- *Class Band*

*KS4 -We follow the AQA GCSE Music syllabus (9-1)*

*The subject is split into 3 categories; Understanding Music, Performing and Composing*

*KS5 -We follow the RSL Level 3 Subsidiary Diploma in Music Performance.*

*The compulsory units are Rehearsal Skills and Live Music Performance and Planning for a Career in Music. The other units are chosen in conjunction with our students.*

#### What we think is important about our subject?

We aim to give pupils the skills necessary to become well rounded musicians. We seek to help pupils develop broader life skills and attributes including critical and creative thinking, aesthetic sensitivity and emotional and cultural development. There are many benefits of music that reach wider. These are things such as; Musical training helps develop language and reasoning, A mastery of memorization, Students learn to improve

their work, Increased coordination, A sense of achievement, Students stay engaged in school, Emotional development, Students learn pattern recognition, Fine-tuned auditory skills, Music builds imagination and intellectual curiosity, Music can be relaxing, Musical instruments can teach discipline, Preparation for the creative economy, Development in creative thinking, Music can develop spatial intelligence, Students can learn teamwork, Responsible risk-taking, Better self-confidence.

## **The Curriculum**

The curriculum is designed for students to accumulate knowledge and develop skills that are built upon in subsequent modules. Practical music making is at the heart of the curriculum. All work is thoroughly differentiated with the opportunity for even the most able musician to make rapid and sustained progress.

Curriculum content is linked to the professional world of music with tasks mimicking music in a professional context. Students develop an understanding of music theory, perform on keyboard and voice as well as their own instrument, should they play one. Reading music is encouraged across all key stages and applied in the correct musical context.

Developing and applying the musical knowledge, understanding and skills set out in the GCSE specification can ensure students form a personal and meaningful relationship with music. They are encouraged to engage critically and creatively with a wide range of music and musical contexts, and reflect on how music is used in the expression of personal and collective identities.

## **What are your assessments?**

KS3

Each topic takes roughly 6 weeks (1/2 term). They are assessed at the end of this time in one or more of the 3 areas; Understanding Music, Performing and Recording. Assessments are a written, performing, composing or a combination.

## **GCSE AQA MUSIC**

### **Component 1: Understanding music**

#### **What's assessed**

Listening

Contextual understanding

#### **How it's assessed**

Exam paper with listening exercises and written questions using excerpts of music.

## **Questions**

Section A: Listening - unfamiliar music (68 marks)

## Component 1: Understanding music

Section B: Study pieces (28 marks)

**The exam is 1 hour and 30 minutes.**

This component is worth 40% of GCSE marks (96 marks).

## Component 2: Performing music

### What's assessed

Music performance

### How it's assessed

As an instrumentalist and/or vocalist and/or via technology:

Performance 1: Solo performance (36 marks)

Performance 2: Ensemble performance (36 marks).

**A minimum of four minutes of performance in total is required, of which a minimum of one minute must be the ensemble performance.**

This component is 30% of GCSE marks (72 marks).

Non-exam assessment (NEA) will be internally marked by teachers and externally moderated by AQA. Performances must be completed in the year of certification.

## Component 3: Composing music

### What's assessed

Composition

### How it's assessed

Composition 1: Composition to a brief (36 marks)

Composition 2: Free composition (36 marks).

**A minimum of three minutes of music in total is required.**

This component is 30% of GCSE marks (72 marks).

### **Component 3: Composing music**

Non-exam assessment (NEA) will be internally marked by teachers and externally moderated by AQA.

KS5

The RSL is a vocational qualification and as such students are given an assignment brief and work to the criteria shown. Evidence produced by students is in a variety of formats from videos of performances to 'Blogs' or written articles. The evidence needed depends upon the unit chosen by the students and what evidence they wish to provide, chosen from a suggested list.

The length of time to complete the unit can vary.

Students learn about the subject matter and practice before they attempt the unit.