

Music

Subject Leader: Mrs G Page gpage@taptonschool.co.uk

Curriculum Intent: The music curriculum and provision at Tapton is inclusive, broad ranging, challenging, fun, and does not shy away from teaching mastery of the more complex musical skills. Our spiral curriculum enables equal and continuous development of the three main musical skills: performing, listening, and composing, and we study music from all of the three main areas of study (Western Classical, Popular Music, Traditional Music). This well-established provision provides students with a thorough grounding in all areas of the subject, so that all students are able to progress to the next stage of music study if they wish, regardless of their prior musical experiences or opportunities outside of school. We do not just teach to exam specifications but aim to provide students with all of the tools needed to succeed in music at a high level. This is evident in the destinations of our students after leaving us. Our robust curriculum offer is linked to, and strongly supported by, our outstanding extra-curricular programme and we work closely with our large team of visiting peripatetic instrumental and vocal teachers. All students have access to an established route through from beginner to high quality senior ensembles, and there are many opportunities for students to perform in our extensive concert programme. We teach, and provide opportunities for, students specialising in all areas of music, whether that is classical music, music technology/production, composition, or musicology, and we have strong links with external music organisations in Sheffield and further afield. At Tapton we aim to pass on our own passion for music to our students and nurture the musical development of every child

	Core Knowledge	Procedural Knowledge
	<p>Topics:</p> <p>Technical vocabulary linked to each of the musical elements in DR P SMITH – Dynamics, Rhythm, Pitch, Structure/Style, Melody/Metre, Instrumentation, Texture/Tonality, Harmony.</p> <p>Western Classical Music Stylistic features of Baroque music that use a ground bass structure (spring 2) and classical music that we hear in our everyday life (summer 1).</p> <p>Popular Music Stylistic features of electronic music (autumn 2) and current pop music (spring 1).</p> <p>Traditional Music Stylistic features of blues music (autumn 1) and calypso music (summer 2).</p>	<p>Students will:</p> <p>Listen to music analytically and describe it using technical vocabulary.</p> <p>Aurally identify instruments; rhythms; major and minor chords; intervals up to a perfect 5th.</p> <p>Perform as both a soloist and as part of an ensemble on a range of instruments/voice/technology.</p> <p>Read basic elements of music notation including dynamics, articulation, repeats, and accidentals.</p> <p>Compose music following a given brief using both traditional written notation and music technology.</p>

Homework:

Homework is set on Satchel:One for every six hours taught.

Assessment

Each half-termly project includes self, peer, and teacher feedback throughout. Three of the projects will receive a final teacher assessment. One of these is for performing (*solo performance of a classical melody on an instrument of choice – summer 1*), one is for composition (*composing a melody over a given chord sequence – spring 2*), and one is for listening (*blues music, general listening skills and use of technical vocabulary – autumn 1*). By averaging these together for the data at the end of Year 8 (as is the case at GCSE and A Level), we are able to get a full picture of how the student is doing overall. For the other three projects, students complete a thorough self-assessment that provides them with tangible targets for the next topic

Links to Personal Development:

Careers in performing are discussed in the classical chromaticism project and the popular music performing project.

Careers in film music composition and sound design/production are discussed in the film music topic.

Students are encouraged to participate in our strong extra-curricular and concert programme.

There are options available to all Students, regardless of prior experience.

How is my knowledge further developed in Year 9?

Students who opt to take music in Y9 will have more focused time to continue to develop the three musical skills of performing, composing, and listening. Students will have two assessments in each of these resulting in an overall average at the end of term 1 and an overall average at the end of the year. Y9 topics will continue to explore the stylistic features of music from the Western Classical Tradition, Popular Music, and Traditional Music from around the world.