

Music

Subject Leader: Mrs G Page gpage@taptonschoool.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: 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>Area of Study 1: Stylistic features of the coronation anthems & oratorios of Handel, the orchestral music of Haydn, Mozart & Beethoven, the piano music of Chopin & Schumann, & the Requiem of the late Romantic period.</p> <p>Area of Study 2: Stylistic features of the music of Broadway 1950s to 1990s, rock music of the 1960s and 1970s, film & computer gaming music from 1990 to the present, & popular music from the 1990s to the present.</p> <p>Area of Study 3: Stylistic features of Blues music 1920 – 1950, fusion music incorporating African &/or Caribbean music, contemporary Latin music, & contemporary folk music of the British Isles</p> <p>Area of Study 4: Stylistic features of the orchestral music of Aaron Copland, British music of Arnold, Britten, Maxwell Davies & Tavener, the orchestral music of Zoltan Kodaly & Bela Bartok, & minimalist music of John Adams, Steve Reich and Terry Riley</p> <p>The detailed musical features of the AoS3 set work – <i>Graceland</i> by Paul Simon</p>	<p>Students will:</p> <p>Listen to music analytically and describe it using technical vocabulary.</p> <p>Analyse set works and write a longer written response.</p> <p>Aurally identify instruments; melodic progressions; rhythms; chords; cadences; modulations; intervals up to an octave; tonality; time signatures; textures.</p> <p>Read and use music notation.</p> <p>Perform as both a soloist and as part of an ensemble on one main instrument/voice/technology.</p> <p>Compose music to a given brief as well as in a style of choice using traditional written notation or music technology.</p>

Homework:

One per week set on Satchel:One

Assessment:

Self, peer, and teacher feedback throughout.

Regular written feedback for all three skills.

Term 1 – we will assess all three skills and average them together (AoS3 core knowledge listening assessment, solo performance of a piece of the pupil's choice, compositional exercises portfolio).

Term 2 – mock listening exam (Graceland set works, general aural skills and use of technical vocabulary. This will also include AoS1 and AoS2 when the rotation is reversed).

Term 3 – general feedback ahead of pupils starting their performing and composition NEA.

Links to Personal Development:

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

Ongoing conversations about further study and careers in music.

How is my knowledge developed further at Key Stage Five (Y12 and Y13)?

In KS5, students will explore and develop advanced skills in the three areas of listening, performing, and composing. They will focus on one instrument/voice and be expected to dedicate time most days to practising. Students will study advanced compositional techniques such as species counterpoint and Bach chorales. Students will also continue to learn about music from all of the following three areas of study: Western Classical Music, Popular Music, and Traditional Music, studying set works from the following genres: Baroque Solo Concerto, Romantic Piano Music, Art Music from 1910, and Music for Theatre.