

Principles and Purpose of the Music Curriculum

The aim of the Music curriculum is to enable our students to appreciate, articulate and participate in the triumphs of musical prowess across the world and the ages. Practically, we aim to give students the opportunity to create meaning through the creative arrangement of components and developing an understanding of Music as an expressive medium of Art.

We teach our students the three main disciplines: 'Performance', 'Composition' and 'Listening and Appraising', teaching the theoretical elements of Music, such as Dynamics, Rhythm, Pitch, Structure, Melody, Instrumentation, Tempo, Texture, Timbre and Harmony, within different styles, genres. We focus on developing cultural capital, developing students' cultural awareness, enabling students to understand the world around them. We do this in components such as Blues music, Origins of Motown and Samba (from Brazil), which exposes students to the wider world and historical and cultural understanding of where music originated from.

We localise our curriculum by exploring local musicians, such as The Beatles and the British Invasion, one of the biggest movements in Popular Music history where music crossed paths with England and the USA. We seek support from local organisation such as The Hallé Orchestra, The Royal Northern College of Music and BIMM Institute giving our students an authentic learning experience, and identify early musical talent, encouraging existing passion. We develop our curriculum using real life scenarios of day to day working musicians in Manchester and beyond to enhance students understanding of the music industry. This enables students to broaden their knowledge on understanding local job opportunities within the Music industry post education.

Entitlement

Our students are entitled to one lesson of music a week in Key Stage 3, which allows all students access the entirety of The National Curriculum. We aim to encompass activity from outside of the classroom and build on students' learning from beyond the classroom; progress comes from formal and informal classroom teaching with external developmental opportunities with workshops from professional musicians in the industry. We run a variety of musical ensembles through our co-curricular programme, which we believe offer opportunities to a wide range of students, allowing them to collaborate with other musicians and therefore develop their performance skills, understanding and love of the subject. Students are exposed to live music, including visits to the theatre and to concerts.

Coherence

It is important that our students understand the key musical concepts, 'Performance', 'Composition' and 'Listening'(appraising), as progress and development is built upon these through refined sequencing of the curriculum content. By working in this way, students will work through different genres and styles of music, making links between styles and building and developing their key skills in all topic areas, with an increase

of fundamental theoretical content to enhance student's knowledge over time, through Dynamics, Rhythm, Pitch, Structure, Melody, Instrumentation, Texture, Timbre, Tonality and Harmony. In year 7 we, focus on the main elements, looking at world Music, such as Chinese Music, use key signatures up to 1 sharp and flat and introduce the westernised and Chinese pentatonic scale. In year 8 we enhance their understanding by developing students cultural knowledge of world music by introducing Samba drumming to develop student rhythmic ensemble skills to triplet and swung rhythms in The Blues, embedding The Blues scale for improvisational purposes, expanding knowledge of harmony and tonality through performing and composing music in the key signatures of up to 2 sharps and flats. In year 9, this is where students have the ability to refine their skills learnt throughout key stage 3. Students will use key signatures up to 3 sharps and flats, enhance their musicality through different genres and styles within MOBO music. Alongside deconstructing popular song in order to compose a piece of free song writing.

Mastery

The curriculum is designed to support students to gain knowledge and skills over time, to master the art of performing and composing through theoretically challenging tasks. Through revisiting key theoretical knowledge in different contexts enables students to recall the information frequently over time and see how key skills or techniques are used in different domains. This robust curriculum planning enables students to re-use and refine their work effectively in future learning to achieve greater depth of musical outcomes. Students should start to identify their instrument of choice through the delivery of the Music curriculum by identifying their strengths within the different components.

Adaptability

We enable inclusive learning for all our students, allowing them to express themselves in performance and compositional contents and enabling all students the opportunity to achieve. We use Peripatetic Instrumental Teachers to support individual students who want to develop their musical skills and abilities beyond the classroom curriculum, who specialise in learning a specific instrument. Curriculum topics, skills and knowledge is scaffolded to allow all students access to the full curriculum. For example, each musical device is interwoven within each component from the beginning of year 7 all the way through to year 9, allowing students to use these main musical skills consistently throughout the curriculum, developing these techniques and enhancing the difficulty.

Representation

We offer a rich and diverse Music curriculum, aiming to expose students to influences and traditions from many different cultural and historical contexts. We enable our students to see themselves in our curriculum through localisation – exploring local Music from Manchester and Liverpool artists, such as The Beatles, Pop artists from Brit school such as Adele and live performances and workshops of the Classical Period with The Hallé Orchestra. We visit local venues like The Bridgewater Hall to include experiences of live performances to immerse themselves in the atmospheric surroundings music can create. Students will be introduced to repertoire from different cultures, including experiences of live performances where appropriate. Through the curriculum we look at music from around the world, from Samba to Blues and

Chinese music to name a few, which highlight the historical, geographical, cultural and in some respects religious understanding.

Education with Character

This is at the heart of the Music curriculum, as we build our students' creative and artistic flair to enhance their Musical ambitions and aspirations. We build students' confidence through performance in the classroom, in live settings as a soloist and as members of a wider ensemble, when participating in memorable occasions that contribute to the school life and community. We teach our students that Music instils respect for one another through appreciation of performance and the artistry of musicians from diverse backgrounds. Our co-curricular programme offers a wide range of enticing opportunities, which enables them to achieve their Bronze Arts Award while developing their musical skills, visit local venues such as The Bridgewater Hall and experience various performance workshops. They also have the opportunity to take part in our annual production, with professional scripts and resources as well as our weekly co-curricular activities such as our Lowry Voices, Rock Band, Lowry Strings and Jazz Band.