



GREENWOOD ACADEMIES TRUST



## **Music Intent Document**

Pupils leave a GAT Academy with the academic qualifications & wider skills, characteristics & experiences, which will assist them to lead successful & happy lives

## Our Academy Curriculum Principles:



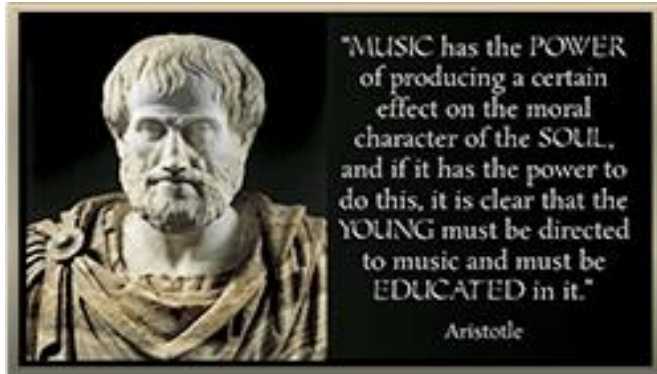
Our curriculum is engineered to ensure pupils are equipped with the qualifications, knowledge, experiences and skills to succeed in life and progress onto meaningful employment with training or further and higher education.

To achieve this our curriculum is designed to be:

- **Broad, ambitious and grounded in the national curriculum** – so that all groups of pupils have access to both academic and vocational programmes of study where challenge, achievement and progress are expected for all.
- **Knowledge rich** – so that all pupils acquire the core knowledge to which they are entitled and the powerful knowledge they need to expand beyond their own experiences
- **Intelligently planned** – sequenced to incrementally build long-term knowledge and develop cross-curricula schema, using evidence-based strategies to maximise learning.
- **Culturally rich** – broadening horizons and exposing pupils to the vast wealth of experiences in the wider global society be that the arts, music, sport and extra-curricular pursuits
- **Character building** – providing opportunities to develop leadership, organisation, resilience, initiative and communication skills from year 7 to 13
- **Context-specific** – so that pupils who are not yet secondary ready, or not yet confident in the English language can rapidly catch up and access the full curriculum, and those with limited opportunities to explore the world beyond Northampton can broaden their horizons.
- **Values-driven** – to develop principled young people who respect others in all their diversity, put kindness at the heart of all their decisions and strive to achieve excellence in all that they do.



Our academy values are *kindness, respect and excellence*



### **Music Intent:**

Our faculty intent is comprised of following 3 sections:

1. Our vision for the subject/faculty and the purpose it serves for our pupils
2. Defining what the key concepts and core domains of knowledge are, that pupils will learn about
3. The end points our curriculum is working towards

#### **1. Our vision**

Music is the study of all genres of Music in **their historical and cultural context**. The intent of the Music curriculum is to ensure that all learners are equipped with necessary **technical knowledge, skills and vocabulary**. **This powerful knowledge** will ensure they develop **a better understanding of the wider world** through musical expression and so help to appreciate and build-on our values of kindness and respect. We aim to develop a **broad** and **ambitious curriculum** that not only allows our learners to develop that **knowledge required** to achieve qualifications at all levels, but also **to foster a lifelong love and understanding of Music in the world around them**.

We strive to **intelligently plan** for the **development of knowledge and links with other subject** to enable learners to understand the affect and influence that Music has and has had **socially and culturally** throughout history, e.g. the development of **The Blues** and its relationship to the Slave Trade, studied in History. We also work collaboratively with the other disciplines of Dance and Drama to embed knowledge and skills such as beat, pulse, tempo and expression.

**Music also allows learners to develop some of the characteristics of Leadership and Communication in group work, as well as Initiative in independent study.**

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The curriculum will enable our learners to:

- Understand the value of Music and the impact that Music has across their lives.
- Open opportunities for learners to develop their Musical skills and knowledge through instrumental lessons or music technology, should they wish to.
- Produce a deeper understanding of the place of Music as a form of self-expression.
- Encourage learners to realise that no music is not good music – just a matter of understanding and taste.
- Encourage students to be able to make critical judgements of their work and to understand that reflection is development.
- Allow learners to develop their own style of creativity and to have knowledge of the musicians that both directly and indirectly influence them.
- To give learners opportunities to experience live music through visits to West End Theatres and The Royal Opera House, as well as live performance experiences both in school and at the O2 Arena for Voice in a Million and so broaden their cultural experiences beyond that of their Northamptonshire context.

## 2. Our key concepts and core domains of knowledge

At Key Stage 3, learners will experience a broad a rich curriculum comprising:

- Music Theory – to have knowledge of and be able to apply the Elements of Music – dynamics, rhythm, structure, sonority, melody, metre, instrumentation, timbre, texture, tonality and harmony.
- To have a basic knowledge of Musical notation in its various forms.
- To be able to listen with discrimination to a piece of music and develop knowledge of its social, cultural and historical context.
- Music Technology – to have the knowledge and skills required to use a DAW or notation software. This is particularly ambitious at Key Stage 3.
- To develop performance skills, both in the classroom and with classroom instruments and the voice and with the offer of instrumental and vocal lessons.

At Key Stage 4, learners will study Level 2 BTEC First Award in Music. Over the life of the course, learners will study:

- **Unit 1 – The Music Industry.** Learners will study the various job roles within the Music Industry and how they inter-relate. They will also learn the basics of contracts, organisations, agencies and trade bodies, transport and venues – culminating in a written exam, usually taken in the January of year 10.
- **Unit 2 – Managing a Music Product.** Learners will study what it takes to plan, promote and deliver a music product such as a concert or CD. They will work collaboratively in small groups at the planning and promotion stage and then work as a class to put the final product together. They will then work as individuals to evaluate the process and the success or otherwise of the final product.
- **Unit 4 – Introduction to Composition.** Learners will build on the knowledge and skills developed at Key Stage 3 to compose a well-balanced composition in response to a brief. They will apply skills such as imitation and sequence, rhythm, harmony and melody. They will use a DAW alongside notation software to produce their final piece. To aid them to

- Unit 5 – Introduction to Performance. No matter where their starting point, learners will **make an audit** of the performing skills on their chosen instrument or voice. They will then develop these skills, addressing any gaps, to prepare a performance of 2 pieces of music chosen by them. **During the rehearsal process, learners will keep a log of their personal progress, reflecting and evaluating their own progress and that of their peers,** using **technical language** where appropriate. The final performance is recorded in front of an audience.

### 3. The end points of our curriculum

Our learners will be able:

- To use specialist language and vocabulary with confidence and to recognise and apply these to the disciplines of Composition, Performance and Listening and Analysis.
- To develop greater **analytical skills** to be able to understand the Music of the **Great Composers** such as Bach and Mozart and **the influence they have had on the Music that came after them.**
- To understand that Music has a place in many cultures, both locally and in the wider world and to appreciate and use that knowledge as a gateway to understand that culture.
- To foster a lifelong love and appreciation of Music from all genres.
- At KS3, to read and understand basic music notation, perform with a degree of confidence, compose in a recognisable structure and listen to music with discrimination, allowing them to ambitiously achieve at least a grade 2 or equivalent.
- To achieve at least a standard pass at the end of KS4 enabling them to progress, should they wish, to KS5 and beyond. We would ambitiously aim to have learners achieve a Merit grade or better at KS5.