

Music

Curriculum Intent

“Creativity is inventing, experimenting, growing, taking risks, making mistakes and having fun” Mary Lou Cook

The Music Department at Carnforth High School works to promote an environment where all students develop personal responsibility and self-motivation but consider the needs and achievements of others. This is done by offering a broad balanced curriculum, which allows students to reach their potential. Schemes of Learning are differentiated to match the ability, attitude, and developmental level of individual students.

The study of music technology fosters a wide range of qualities. Students should develop lively enquiring minds, the ability to question and argue rationally and to apply themselves to tasks and physical skills, both on their own and in groups.

The department strives to stimulate a lasting interest in learning through problem solving and technological activities. To help students to develop their imaginations, sensitivity, and creative responses to a wide range of aesthetic experiences. Technology has an important part to play in helping all students to acquire the knowledge and skills that will be needed for them to take an active role in future developments.

The department aims to provide all learners with a stimulating and challenging curriculum, in an encouraging, supportive environment, providing opportunities to develop their musical knowledge and skills including listening and appraising, composing, and performing.

The Music department has high expectations of all students and aims to develop creative, resourceful, and independent learners and to prepare and equip them for life for when they leave Carnforth High School, for further study or employment in a Performing Arts career pathway.

“Creativity is intelligence having fun” Albert Einstein

Implementation

Key Stage 3

- Year 7** In year 7 the students have the opportunity to engage in active music making. They study the Elements of Music and are introduced to simple notation and Graphic scores. Students are encouraged to develop ‘good keyboard practice and playing technique’ and compose using basic structures. The students learn about the construction, sound production and timbres/sonorities of different instruments and the grouping of the instruments which belong to each section of a modern symphony orchestra.
- Year 8** In year 8 students explore song structure and how a song is made up of different structural elements before exploring primary and secondary chords, song textures and instruments, timbres, and sonorities. Students explore the origins of Reggae music and look at the famous Reggae musician, Bob Marley, and his influence on a worldwide audience. Students also learn about the purpose of film music and the decisions and challenges a composer of film music faces. Students explore Leitmotifs and how composers have used these to represent certain characters and situations within films and focus on several film music genres in detail.
- Year 9** In Year 9, students will explore sequencing (DAW) and instrument skills development through the study of twentieth century minimalist music. Students will learn about song structure and the importance of hooks and riffs in popular music. They will also investigate the impact of music technology on the music industry while studying the genre of Electronic Dance Music (EDM).



Key Stage 4

L1/2 Tech Award	Weighting	Assessment	When
Component 1: Exploring Music Products and Styles Students explore the techniques used in the creation of different musical products and investigate the key features of different musical styles and genres.	25%	Internal teacher assessed written assignments and externally moderated	Year 10
Component 2: Music Skills Development Students have the opportunity to develop two musical disciplines through engagement in practical tasks, while documenting progress and planning for further improvement.	25%	Internal teacher assessed written assignments and externally moderated	Year 10 & 11
Component 3: Responding to a Commercial Music Brief Students develop and present music in response to a given commercial music brief.	50%	External synoptic	Year 11

Impact

Assessment

Pupil's BTEC assignments will be marked and graded in accordance with the expectations of the exam board.

Practice written tasks and practical tasks will be set at various points to prepare learners for different components/ units of the course and to enable them to apply the knowledge and skills learned. Written feedback will be provided to learners with strengths and areas to improve identified to allow them to make further progress.

Department

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