



Hailey Hall School Music Curriculum Booklet

Music Curriculum Intent

Music is a universal language that embodies one of the highest forms of creativity. Our aim is to engage and inspire our pupils to develop a love of music and their talent as musicians, and so increase their self-confidence, creativity, and sense of achievement. As pupils progress, they should develop a critical engagement with music, allowing them to compose, and to listen with discrimination to the best in the musical canon.

Aims

Pupils will perform, listen to, review, and evaluate music across a diverse range of historical periods, genres, styles, and traditions, including the works of the great composers and musicians. They will learn to use their voices, to create and compose music on their own and with others. Individual needs and styles are considered, and we seek to unlock the potential of students from all backgrounds. We create opportunities for pupils to learn musical instruments through the aid of our guitar club program, also keyboard skills within the lessons. We also promote the use of music technology which gives our pupils the chance to progress to the next level of musical excellence. We develop pupil's understanding of how music is created, produced, and communicated, including through the inter-related dimensions: pitch, duration, dynamics, tempo, timbre, texture, structure, and appropriate musical notations.

Working closely with other departments further develops the pupil's knowledge and underpins how music can be adapted and engaging across different subjects.

The curriculum is aligned to the National Curriculum, which aims to develop individuals holistically and so, to give them the necessary skills, qualification, and experiences to access further education, employment, or training. This goal is underpinned by the need to develop resilience, tolerance, and all-round personal well-being. There is an emphasis on the process of learning, developing a growth mindset and practical hands-on experience.

The British values of democracy, the rule of law, individual liberty, and mutual respect of those with different faiths, cultures and beliefs are taught explicitly and reinforced in the way in which the school operates.

Year 10 Music BTEC Levels 1 and 2

Why this subject is important:

- You will learn vocational skills that will enable you to pursue a career in the music industry.
- Music is a unique form of communication that can change the way you feel, think and act. It forms part of your identity and can help develop your competence as a learner.
- Music increases your self-esteem and creates a sense of achievement and self-worth.
- Music learning develops your critical skills: your ability to listen, to appreciate a wide variety of music, and to make judgement about musical quality.
- Music increases self-discipline and creativity.
- Music helps you understand yourself, relate to others and develop a deeper cultural understanding of home, school, and the wider world.
- Music education helps to develop a sense of group identity and togetherness and develops group work skills.
- Music education helps you develop an understanding of history, technology, and future technology.

Intent: What you will learn this year:

BTEC Music course work Units:

Unit Name	Knowledge	Skills and understanding	Skills curriculum links
<p>Unit 4: Introducing Music composition</p>	<p>Knowing how explore creative stimuli to meet a brief.</p> <p>Knowing how to develop, extend and shape music for performances.</p> <p>Knowing how to create a full composition</p>	<p>Understanding how to follow a brief as a starting point for their compositional work.</p> <p>They will be given the skill set to adapted to the following types of briefs</p> <ul style="list-style-type: none"> ● film, e.g., horror, comedy, animation, thriller, action etc ● advertising, e.g., TV, radio, consumer products, corporate etc ● TV, e.g., documentary, theme music, stabs, idents, branding ● computer gaming ● music for a school concert. <p>They will be given the skill set to extend two pieces of music adding one of following techniques</p> <p>melodic ideas and fragments</p> <ul style="list-style-type: none"> ● rhythmic patterns ● chords and chord progressions ● harmonic systems ● textures ● riffs and hooks ● sound palettes ● improvisation and experimentation <p>They will be given the skill set to record, MIDI and audio files</p> <ul style="list-style-type: none"> ● standard notation, e.g., scores, parts ● tab, e.g., guitar, drum, bass etc ● graphic notation 	<p>In line with the BTEC Music Curriculum:</p> <p>Promoting and creating a music product drawing on previous knowledge from years 7,8 and year 9</p> <p>Being able to take responsibility for your own learning.</p> <p>Regularly practicing of skills learnt.</p>

		<ul style="list-style-type: none"> ● lead sheet ● chord chart 	
Unit 1: The Music Industry	<p>Knowing about venues and live performance including health and safety.</p> <p>Knowing about production and promotion companies, service companies and agencies and music unions.</p> <p>Know how these organisations interrelate</p> <p>Know about a range of roles in the industry, why these are needed, how to work and how these roles interrelate.</p>	<p>Understanding of the scope of the music industry with a view to getting work in and using the organisations that exist. Pupils will investigate music organisations to find out about the work they do and how they relate to and rely on one another. Pupils will be given the opportunity to find out about the people who work in these organisations, from performers to people who work in technical, production and administrative roles.</p>	<p>In Line with the Year 11 Exam</p> <p>Being able to take responsibility for your own learning.</p> <p>Using effective revision skills to prepare.</p> <p>Using time management skills</p> <p>Taking notes during lessons to support your Revision.</p>

How you will be assessed:

Assessment for Unit 2: Managing a Music Product will be assessed internally by the centre (school) and externally verified by Pearson.

Assessment for Unit 1: The Music Industry will be by externally assessed exam.

How parents/carers can help:

1. Talk to your child about what they are learning lessons.
2. Test your child's spelling on musical key words. These can be found in their planner.
3. Encourage your child to complete homework to the best of their ability.
4. Encourage your child to listen to music as much as possible at home.
5. If your child is learning a musical instrument inside or outside, encourage them to attend regularly and practice often in their spare time.

Useful websites:

<http://www.wikihow.com/practice-an-Instrument-Effectively>

<http://www.hopestreemmusicstudio.com/articles/how-to-practice-a-musical-instrument>

<http://www.brainpop.com/artsandmusic/seeall/>

http://www.bgfl.org/bgfl/custom/resources_fcp/clientftp/ks2/music/piano/index.htm
(virtual piano)

Progression routes and career opportunities:

Pearson BTEC Level 1/ level 2 First Award (NQF) Music

Who to contact and how if you have a query regarding your child's Music:

Name	POSITION	EMAIL ADDRESS	TELEPHONE
Robert Taylor	Subject Leader: MUSIC	rtaylor@haileyhall.herts.sch.uk	01992 465208

Year 11 Music BTEC

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What you will learn this year

Unit Name	Knowledge	Skills and understanding	Skills curriculum links
Autumn Term 1 / 2 Spring Term 1 Unit 2: Managing a Music Product	<p>Knowing how to promote a music product.</p> <p>Knowing how to manage a music product.</p> <p>Planning and development activities</p> <p>Planning and development activities will vary depending on the nature of the product</p> <p>developed but will usually include:</p>	<p>plan the creation of a CD or online product will work collaboratively with a team of peers to prepare to produce the work.</p> <p>Understanding how to produce an online product as well as technical and logistical requirements</p> <p>Able to understand</p> <ul style="list-style-type: none"> • target audience • artistic intention • type of product (CD recordings of live or sequenced music, music video, music-based radio 	<p>In line with the BTEC Music Curriculum:</p> <p>Knowing about personal management skills (time management), Planning, Organisation, Costings Promoting and creating a music product drawing on previous knowledge from years 7,8 and year 9</p>

	<ul style="list-style-type: none"> ● attending and contributing to and performing or producing at scheduled sessions ○ preparations – composing, recording, sequencing music ○ rehearsals ○ production meetings ● carrying out research or development work in response to ideas that arise out of the planning and production process ● developing material ● performance work ● compositions, arrangements ● recordings, sequenced music ● listening and responding to direction and instructions 	<p>show, downloadable recordings, podcast, website with audio)</p> <ul style="list-style-type: none"> ● Able to organise the following studio/equipment, booking studio time/facilities ● availability of performers and other personnel ● time constraints (recording, mixing) ● awareness of copyright issues. <p>Planning and development activities will vary depending on the nature of the product developed but will usually include:</p> <ul style="list-style-type: none"> ● attending and contributing to and performing or producing at scheduled sessions ○ preparations – composing, recording, sequencing music ○ rehearsals ○ production meetings ● carrying out research or development work in response to ideas that arise out of the planning and production process ● developing material ● performance work ● compositions, arrangements ● recordings, sequenced music ● listening and responding to direction and instructions 	
<p>Spring Term 2 Summer Term 1/2 Unit 7: Introducing Music Sequencing</p>	<p>Knowing music sequencing techniques. Knowing how to use music sequencing</p>	<p>Learners will investigate the features and purpose of music sequencing techniques through experimentation with and exploration of a music</p>	<p>In line with the BTEC Music Curriculum: Promoting and creating a music product drawing on previous knowledge</p>

	<p>software to create music.</p> <p>Know how to use effects to enhance their music.</p>	<p>software package. Learners should understand the parameters they are manipulating and the possibilities and limitations of each. Learners should become familiar with the music sequencing software available to them and will demonstrate their understanding through the creation of a log.</p> <p>Note input and editing</p> <ul style="list-style-type: none"> • Different methods to add notes to a track: <ul style="list-style-type: none"> o adding notes with a mouse o playing notes in with a MIDI keyboard o septime input – adding notes in musical steps o importing MIDI material. • Editing the properties of note events: <ul style="list-style-type: none"> o duration o note position o pitch o velocity. • Copying and pasting notes and regions: <ul style="list-style-type: none"> o copy and paste using mouse o copy and paste using keyboard shortcuts. • Using loops and pre-recorded samples: <ul style="list-style-type: none"> o choosing loops and samples o looping regions. • Selecting instruments and sounds: <ul style="list-style-type: none"> o using software instruments o selecting present sounds. <p>Effects</p> <p>Learners should explore the use of effects to enhance their music:</p> <ul style="list-style-type: none"> • software mixer • digital effects – EQ, chorus, reverb. <p>Learners should monitor their activities on a regular</p>	<p>from years 7,8 and year 9</p> <p>Being able to take responsibility for your own learning.</p> <p>Using effective skills technics to help develop your own learning.</p> <p>Using time management skills</p>
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		basis, e.g., at the end of each session, considering the successes and areas in need of development.	
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How you will be assessed:

Assessment for Unit 4: Introducing Music composition and Unit 7: Introducing Music Sequencing.

Will be assessed internally by the centre (school) and externally verified by Pearson.

How parents/carers can help

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