DEPARTMENTAL AIMS

- To recognise that learning music is an inclusive activity in which all students can participate and contribute.
- To provide a secure learning environment for all students, within which respect, persistence and individual learning styles are valued and where confidence and the development of skills are nurtured.
- To communicate the value of learning music as a vehicle for physical, emotional, intellectual and social development.
- To encourage open-mindedness and respect for all musics, and therefore cultures; to promote awareness of the context of music in societies.
- To emphasise the collaborative nature of music making and the social skills derived from it.
- To encourage and enable all students to learn a musical instrument.
- To encourage students to participate in activities that provide opportunities to extend and develop their skills.
- To promote the use of ICT where possible in the learning of music.
- To seek opportunities for cross-curricular work with other departments.
- To evolve and implement a whole school programme of study providing continuity from Foundation to Year 13.
- To value the expertise of visiting instrumental teachers, making effective use of their contribution.
- To recognise performance as a skill which enables students to acquire an understanding of performance practice.

DEPARTMENTAL OBJECTIVES

- To provide a cohesive programme of study from Foundation to year 13 students based on music making.
- To develop musical literacy as a fundamental aspect of learning music.
- To enable students to develop as vocal and instrumental musicians, taking into consideration different learning styles.
- To provide the tools needed for creative work and to provide opportunities for students to develop their creativity.
- To provide widely differentiated material, including that specific for individual students, in order for all students to work at a level within which they feel comfortable and from which they can develop at an appropriate pace.

- To promote respect for others by applying accepted performance practices and addressing the role of the audience.
- To use a variety of material in terms of style; to value no one style over another, and to work towards musical excellence regardless of style.
- To focus on group music making; to address the role of the individual performer within an ensemble; to promote the skills required for ensemble work, for example collaboration, patience, persistence, an awareness of others.
- To efficiently administrate the instrumental tuition scheme and encourage students to participate in it. To liaise sensitively with members of staff to ensure the smooth running of the rota system.
- To run regular extra-curricular instrumental and vocal groups and encourage as many students as possible to participate.
- To buy, install and use software to support learning.
- To have regular department meetings for all members of staff where issues regarding planning, resources, assessment, performance can be discussed.
- To maintain a healthy and productive working relationship with all visiting instrumental teachers; to enable visiting teachers to run extra-curricular groups, and to work together in planning performances.
- To plan opportunities for students to perform throughout the year in a variety of formats (concerts, recitals etc.).

INSTRUMENT POLICY

All students from year 3 learn to play the recorder and to read music as part of their music programme. From year 6, and at the discretion of the music teacher, children may bring other instruments to music classes and incorporate them into ensemble work. They should have acquired a basic technique and be able to read music for this instrument. New students who do not play a musical instrument may either start an instrument under our tuition scheme, or learn the recorder or ukulele with support from the music teacher.

PROGRAMMES OF STUDY

Key Stage 3

Key Stage 3			
Year group	**7**	**8**	**9**
1st half term	**Major/minor** (scales & arpeggios)	**Instrumental technique/ literacy revision** Gavotte, Hook	**See Y9 syllabus**
2nd half term	**Seasonal song** (instrumental arrangement)	**Seasonal song** (instrumental arrangement)	
3rd half term	**Form** repetition and contrast (ternary) Mozart Minuet and trio	**Singing** (technique, sight singing, part singing)	
4th half term	**Singing** (technique, sight singing, part singing)	**Theme & Variations** Rhythm/melody Paganini Caprice	
5th half term	**Gamelan** (pentatonic scale revised)	**Film Music** Pirates of the Caribbean	
6th half term	**Performance** Small ensembles		

YEAR 9

The year 9 programme is based on the GCSE Music Syllabus, introducing students to the following three main areas of this course:

- Performing
- Composing
- Listening and appraising

The programme is delivered using a modular structure with each group rotating through the various activities.

To enable students to experience each of these modules as much as possible, group sizes are smaller than normal class sizes (13-14 per class). Each module will be approximately six weeks long (one lesson per week).

Unit	1	2	3	4	5	6
Group A	Sibelius/ theory	Solo performance	Project 1 The Blues	Sibelius/ theory 2	Ensemble Performance	Project 2 The Beatles
Group B	Solo performance	Project 1 The Blues	Sibelius/ theory	Ensemble Performance	Project 2 The Beatles	Sibelius/ theory 2
Group C	Project 1 The Blues	Sibelius/ theory	Solo performance	Project 2 The Beatles	Sibelius/ theory 2	Ensemble Performance

Key Stage 4 – Edexcel GCSE		Key Stage 5 – IB	
10	**11**	**12**	**13**
Introduction to: Composing, Sequencing, Sibelius & theory	Area of Study III – Popular Music	Baroque Music – analytical practise Composition (ongoing)	20th Century Music Set Works
Area of Study I – Composition I	Area of Study IV	Classical period – classical forms	World Music/ Set works
Performance I	Final Performances	Romantic period	Medieval/ renaissance music
Area of Study II – Composition II	Revision and examination techniques	Musical investigation – principles/ preparation	Solo performance/ compositions
Performance II	Revision and examination techniques	Exam technique (listening paper)	
Revision of AOS I and II – Composition III		Performance/ composition - assessment	