



## CURRICULUM STATEMENT

### VISION STATEMENT

All students attending Wykham Park Academy will be provided the opportunity of high quality, engaging, and enjoyable music provision with clear curriculum exposure across all key stages. Through our Music curriculum we seek to develop creativity, knowledge, independence of thought, and the skills needed to communicate effectively as musicians. By providing various musical opportunities for all students within the school we hope to build musical understanding and respect for a more diverse selection of musical styles, cultures, and practices. Studying music at Wykham Park will encompass collaboration and teamwork, and promote awareness of health, well-being, self-esteem, and confidence.

Student's creativity will be nurtured to broaden their musical horizons and understanding within a scheme of learning that will challenge all levels. Students will explore performance and composition with a focus on their voice as an instrument, and new instrumental skills such as piano technique.

Students will be encouraged to improve their performing skills both individually and in groups, communicating musically and with fluency, whilst in control of the resources used. They will be taught compositional technique, and how to organise musical ideas. By recognising links between activities within the schemes of learning there will be a cumulative growth of their understanding.

### KS3 Music

The KS3 schemes of learning at Wykham Park Academy Music department are designed to provide each student with a solid grounding in music theory, practical skills and the ability to appraise music using appropriate subject specific vocabulary. The musical skills taught are designed to be interchangeable between the disciplines of performing, composing and appraising music. The main focus of our KS3 curriculum is to build the student's understanding of music through practical tasks.

### Y7, 8, and 9 Music

Each year students will submit a solo vocal performance which is assessed by the teacher. Formal (written) feedback is given by the teacher with detailed feedback on targets achieved for the performance and overall level. Constructive verbal feedback will be ongoing throughout this unit to aid the student's progress.

Students will also undergo formal piano tuition within Music curriculum time. This involves a series of lessons and exercises that will gradually build the students' keyboard technique, and their understanding of Western Classical music stave notation and theory. There is an end of unit written test based around the knowledge learned in this unit. There are 'milestone' performance pieces which are formally assessed by the teacher with detailed feedback.

Each year the students will be given a composition brief. In small groups they will explore and utilise the basic elements of composition to achieve a final composition submission. The composition briefs in years 8 and 9 will gradually build upon what has been learned in the previous year(s), as will the expectations for the composition outcome. The composition is formally assessed by the teacher against its success to the given brief.



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### KS4 GCSE (9-1)

We deliver the OCR (9-1) GCSE Music specification. This specification builds upon the knowledge and skills acquired at KS3. The elements of performing, composing, listening and appraising are incorporated through a wide variety of areas of study.

Learners should study their instrument, it can be any instrument, voice (this can include styles such as rapping or beatboxing), DJ-ing, or Sequencing. The students will also submit two performances one solo, and one an ensemble performance.

Students have 5 areas of study to follow. A final listening and appraising exam will test their understand and application of knowledge learned in Areas of Study 2 – 5.

<b>Area of Study 1: My Music</b>	The music performed is to be decided by the Learner, following discussion with the centre. It is expected that the piece performed will be a commercially published or recorded piece of music. Learners will perform on an instrument of their choice. This can be any instrument, voice, DJing or sequencing. Learners will compose one piece to a brief they set for themselves.
<b>Area of Study 2: The Concerto Through Time</b>	Learners will study the development of the Concerto, from the Baroque period through to the Romantic period. The Learner's understanding will be assessed in Component 3 – the Listening paper. Additionally candidates may choose to demonstrate their understanding within Component 2 - composition, where a choice of two 7 pitch note patterns will be given.
<b>Area of Study 3: Rhythms of the World</b>	Learners will explore the traditional rhythmic roots from four geographical regions of the world: India and Punjab, Eastern Mediterranean and the Middle East, Africa, Central and South America. The Learner's understanding will be assessed in Component 3 – the Listening paper. Additionally candidates may choose to demonstrate their understanding within Component 2 - composition, where a choice of two rhythmic phrases will be given.
<b>Area of Study 4: Film Music</b>	Learners will study: Music that has been written specifically for film. Music from the Western Classical tradition that has been used within a film. Music that has been written as a soundtrack for a video game. The Learner's understanding will be assessed in Component 3 – the Listening paper. Additionally Learners may choose to demonstrate their understanding through Component 2 - composition, where Learners will be able to choose from either a short story or an image to create their own film style composition.
<b>Area of Study 5: Conventions of Pop</b>	Learners will study a range of popular music from the 1950s to the present day. Learners will study and demonstrate an understanding of: Rock 'n' Roll of the 1950s and 1960s, Rock Anthems of the 1970s and 1980s , Pop Ballads of the 1970s, 1980s and 1990s, Solo Artists from the 1990s to the present day. The Learner's understanding will be assessed in Component 3 – the Listening paper. Additionally Learners may choose to demonstrate their understanding of popular music in Component 2 - Composition, where Learners will be able to choose from either a four line stanza of words to be used for