

The Open Academy provides a wide and varied Music curriculum and offers BTEC Level 1/2 Music Practice in Key Stage 4. Our aim is to explore musical genres and styles in both their theoretical and practical sense and develop skills in listening, performance and composition.

Students in KS3 study music theory such as reading musical notation, rhythms and elements so that they are able to tackle more advanced repertoire on instruments such as pianos, ukuleles and drums. We use Edmodo as a homework tool to support classroom learning by setting listening and research exercises.

In Year 7, students study:

- Musical Elements
- The Orchestra
- African Drumming
- Fanfares
- Dance/Folk Music

In Year 8, students study:

- Ostinatos
- Baroque/Classical/Romantic Music
- Blues & Jazz
- Rock & Pop
- Rap & Hip Hop
- Music Technology

In Year 9, students study:

- Ukulele project
- Cover Songs
- Songwriting
- Film Music
- World Music

In Key Stage 4, students are prepped for a career in the music industry as performers, composers and technicians through an accessible and independent course that allows them to discover themselves as artists and musicians. This is a coursework-only qualification and is nationally recognised as a GCSE equivalent. Students who are considering taking Music at BTEC level should be proficient in at least one instrument.

The Music Department also runs a full and exciting extra-curricular timetable including Piano Café, Choir, Open Session, Percussion Ensemble, Ukulele Club and our popular Lunchtime Concert series. All students are welcome to join any of the clubs on offer regardless of previous ability or access to music. There are a number of opportunities throughout the year to perform in front of friends and family such as the Christmas Concert and the Royal Norfolk Show, and we have hopes of performing a production of We Will Rock You in 2020.

Furthermore, we also offer private tuition in drums, singing and guitar in partnership with the Norfolk County Music Service and the Norwich Guitar Academy, where students work with leaders in their field.

Music Curriculum Sequencing Rationale

1a.	<p>What are the key topics taught in Year 7? <i>We teach students about the Musical Elements, such as pitch, duration, dynamics and tempo. They then learn how these elements can be used in different combinations to create different styles of music. In the summer term, we then advance those elements and look at them in more complexity so that they can tackle more demanding pieces of practical work.</i></p>
1b.	<p>Why is this? <i>The musical elements are a very accessible way of learning about the different components of music and can be broken down into manageable units which suits the majority of students who join us in Year 7 having not studied music before. It introduces the basics of reading notation and an appreciation of how just one aspect can change an entire performance. Fanfares and ostinatos are simple but effective styles to show how to use those elements in different combinations and build in a practical application at the same time. Advanced musical elements prepares students for Year 8 by looking at time signatures, key signatures and tonality which opens the door to musical analysis.</i></p>
2a.	<p>What order is this taught in and why? <i>The elements are taught in order of importance: duration, pitch, tempo, dynamics, timbre and texture. The first two enable students to play basic music but the others go on to add expression and personality. Studying fanfares and ostinatos allow students to see how the elements can be combined before studying more complex elements. Once students are confident in the use of basic elements, new features are added to existing knowledge.</i></p>
3a.	<p>How do we build on these topics and rationale in Year 8? <i>By the end of Year 7, students will be able to read and play simple pieces of music on the keyboard. In Year 8, they begin a journey through a musical timeline to explore how the musical elements are being used to create different genres through music history i.e. baroque & figured bass, jazz & improvisation etc. This is designed to broaden their cultural capital and develop their theoretical and practical skills.</i></p>
3b.	<p>What order is this taught in and why? <i>This is taught chronologically through music history so that students can see the evolution of music over time and it informs the music they listen to today.</i></p>
4a.	<p>How do we build on these topics and rationale in Year 9? <i>In Year 9, there is more of a focus on composition. They will be equipped to read music in a variety of styles and will go to compose their own material. This is explored through Film Music and Cover Songs/Songwriting.</i></p>
4b.	<p>What order is this taught in and why? <i>We begin with World Music which follows the same format of learning in Year 8 e.g. 1 lesson of theory/context, 1 lesson of practical. This is the routine brought over from Year 8 so that students feel comfortable in tackling styles of music they will have not come across before. However, the topic introduces students to music from around the world which doesn't fit into the Western timeline in Year 8. In Film Music, students take their first steps of writing a simple soundtrack, before advancing those composition skills to fit a certain genre. This is because they may choose from a wide range of songs to cover in the final term which could be any style.</i></p>
5a.	<p>Select one concept/theme you teach in your subject across more than one key stage How is this taught in each year? Reading music for keyboard <i>Students are regularly asked to read and perform from traditional written notation and it can be from whatever style or genre we may be studying in class, or one that focusses on a particular skill. In Year 7, students read music in the treble clef and tackle one melody at a time. In Year 8 students are learning to read both the treble and bass clef in singular notes and by Year 9, students should be able to play chords in either clef. Some students may go on to read notation for guitar and drums.</i></p>
5b.	<p>How does this become progressively more challenging? <i>Year on year, students will be expected to tackle more challenging pieces of music that incorporate more sophisticated uses of musical elements and notation, building on knowledge since the beginning of Year 7.</i></p>

	<i>In KS4, students are expected to take on an independent role in developing their practical skills by choosing suitable pieces based on the style being looked at in class. This is done through individual and group work.</i>
6.	<p>What exam boards do you use in KS4 and KS5 and why? How does this link to your KS3 curriculum?</p> <p><i>We currently use the Edexcel Pearson BTEC Music Practice course in KS4 – there is no KS5 class. This course is suitable for the socio-economic circumstances of our students who may not have access to instruments or instrumental lessons outside of the school and is purely coursework based which allows students to explore music in a more creative and open-ended style. During the course, students will study a variety of genres and produce a performance or composition in those styles, the format of which is begun in Year 8.</i></p>
7.	<p>What career opportunities does the study of your subject bring?</p> <p><i>Students can on to take BTEC Level 3 in 6th form to then begin a career in the music industry. This may be as a session musician, a composer, a sound technician or producer.</i></p>