



KS5 Curriculum: Music

Curriculum Vision

WJEC/Eduqas

The music teaching programme is planned methodically in order for our students grow in their learning regardless of ability. Students enter our school at year 7 having had mixed musical learning experiences within their primary schools. Some students arrive having taken graded examinations and some have not had such an opportunity. As a result, our KS3 schemes of work are differentiated to accommodate this. We have an ethos of providing a practical based curriculum. This means our students experience performing, composing and listening to music from a wide musical genre including different cultures. Lessons include a variety analytical listening tasks where students can build their confidence in using musical vocabulary to support their learning and through this their performing and composing. The skills learnt at KS3 allow students to move into KS4 with confidence in their own musical understanding.

Our aim is to encourage students of all abilities and culture to extend their knowledge and skills to work with enthusiasm and confidence towards achievement and creative personal growth. We aim to support and maximise the skills of the individual.

A Level

This Eduqas specification encourages students to further develop their love for music with a much more academic vigour. Time is frequently spent understanding the historical contexts of music development with detailed analysis of numerous pieces of music across the Western Classical Tradition and 20th Century including aspects in the development of Jazz (to be reviewed each academic year). Chelmsford County High School Music Department recognises that music is an essential component of a liberal arts education. We are committed to creating an educational environment that combines the academic rigors of the discipline with

the artistic standards of performance, composition and aural perception and analysis.

Through music, the CCHS Music Department affirms the school's mission by:

- Providing high quality and ambitious music education for all students regardless of experience and ability.
- Provide the opportunity for challenging and relevant qualifications such as graded musical examinations, GCSE, A Level and Arts Awards.
- Recognising an entitlement to a curriculum that is designed and taught to benefit all students including SEND and disadvantaged children.
- Developing creativity and independence of thought.
- Establishing an educational environment that respects diverse learning styles, performance styles and practices.
- Developing students understanding through learning to be inquisitive towards their appreciation of music regardless of style or genre.
- Providing various musical opportunities for all students to perform e.g. school concerts, assemblies, visits etc.
- Developing and enhancing the practical and leadership skills of all students in all aspects of performance regardless of their starting point or background.
- Developing awareness of music's connection with regional, national, and international cultures.
- Encouraging collaboration and teamwork.
- Continuing to champion the ethos of our Gold Artsmark status, ensuring creativity remains at the heart of our curriculum.
- Providing an outstanding extracurricular provision programme aimed at breadth and quality of music.
- Empower students to lead, rehearse and compose music outside of the more formal curriculum e.g Cantatrici, Gospel Choir, Percussion Ensemble, Rock Bands, Indian ensemble etc.
- Provide a wide range of instrumental/vocal tuition with engaging and experience professionals.

Curriculum Profile

Year 12

Autumn Term 1	Autumn Term 2
<ul style="list-style-type: none"> • AOS (Area of Study) A: Development of the Symphony development. • AOS D: Jazz focus on Ragtime and Early Jazz/Dixieland. Ensure wider 	<ul style="list-style-type: none"> • AOS A: Development of the Symphony development. • AOS D: Jazz - Swing/Big Band and Bebop. Ensure wider listening of 2 or 3 numbers per genre.

<p>listening of 2 or 3 numbers per genre.</p> <ul style="list-style-type: none"> • Composition development. • 12's Composition technique lessons leading onto discussed and chosen free choice brief. 	<ul style="list-style-type: none"> • Composition development.
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Spring Term 1	Spring Term 2
<ul style="list-style-type: none"> • AOS A: Wider listening developing score study skills. • AOS A: Practice examination questions. • AOS D: Jazz – Bebop and Cool Jazz. Ensure wider listening of 2 or 3 numbers per genre. • Composition development. 	<ul style="list-style-type: none"> • AOS A: Practice examination question techniques. • AOS A: Focus on Set work Haydn. • AOS D: Jazz – Practice questions including examination technique. • Composition development.

Summer Term 1	Summer Term 2
<ul style="list-style-type: none"> • Year 12 focus on early symphony up to and including Haydn set work. • AOS D: Jazz – Practice questions including examination technique. • Finishing touches to free choice compositions. 	<ul style="list-style-type: none"> • AOS A: History of the symphony – In depth study including the life and works of Haydn. • AOS D: Jazz – Final revisit of and recap including developing a knowledge organiser. • Final alterations of compositions leading to submission including logbook.

Year 13

Autumn Term 1	Autumn Term 2
<ul style="list-style-type: none"> • AOS (Area of Study) E: Into the 20th Century focus. Analysis of set work - three Nocturnes, Number 1, Nuages: Debussy. • AOS A: Development of the Symphony development. • Composition development. • 13's Focus on set brief from Eduqas including wider listening around chosen genres. 	<ul style="list-style-type: none"> • AOS A: Development of the Symphony development. • AOS E: Study of impressionism and expressionism including wider listening. • Composition development. • Revisit Jazz work from year 12/practice questions.

Spring Term 1	Spring Term 2
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<ul style="list-style-type: none"> • AOS A: Wider listening developing score study skills. • AOS A: Practice examination questions. • AOS E: focus on Neo Classicism including wider listening. • Composition development. 	<ul style="list-style-type: none"> • AOS A: Practice examination question techniques. • AOS A: Focus on Set work Haydn (revisit for year 13). • AOS E: Practice examination question techniques. • Composition development – Year 13 finish and submit both compositions including logbooks.
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Summer Term 1	Summer Term 2
<ul style="list-style-type: none"> • Timed essay questions before year 13 study leave. • Practice examination question techniques. 	Public Examinations

Please note that this timeline may be subject to change.

Assessment and Feedback

All students will:

- Have at least one piece of assessed work reviewed by their teacher per half-term (this increases to two pieces of assessed work if students receive five or more taught hours per fortnight).
- Receive feedback which outlines how they should develop their learning. This feedback should be summative, highlighting both key strengths and key areas for development in students' work.
- Be given the opportunity to act upon their feedback in a structured task. This task should then be reviewed again by the subject teacher. A review of this task can act as the second assessed task.

Resources to support learning beyond the classroom

https://www.eduqas.co.uk/qualifications/music-gcse/#tab_keydocuments Links to relevant websites/online resources

<https://alevelmusic.com/alevelcompositionhelp/writing-and-developing-a-simple-classical-theme/>