

Whole school curriculum principles

1. The core, foundation knowledge in each discipline				
2. Opportunities for reading and development of Tier 2/3 vocabulary, writing styles and text types				
3 The numerical concepts used within each discipline.	4 The practical and cognitive skills inherent to each discipline.	5 The key timelines, theories and figures within each discipline	6 Exposure to and consideration of diverse perspectives	7 Knowledge of how each discipline has impact on the modern and future world.
8. Learning to be responsible for ourselves and our future		9. Learning to be responsible for our community		10. Learning to consider our global and environmental responsibilities

Key Stage 3 (years 7-9)

"Make more music, think more musically, and consequently become more musical" - Ofsted 2023

The Gordano curriculum offer for music provides the key skills and knowledge to access the fabulous and diverse world of music. Each lesson provides opportunities to engage in practical music making, with composition or performance tasks at the heart of them. Alongside this we introduce students to key figures in musical history, explore an utterly diverse range of styles and genres, and build the vocabulary needed to talk about music. Students build self-esteem, develop their creative responses to a range of stimuli, and learn a multitude of transferable skills. To perform a piece accurately takes focus, control, disciplined practice; to compose your own song requires ingenuity, skill, imagination; to reflect effectively demands attention to detail in the pursuit of producing your best work. It is not by chance that those students who thrive in learning an instrument also do well in their other academic studies; the host of skills essential to success in music foster the environment for success in other spheres. Music is a huge and multifaceted subject area, and our curriculum aims to leave students with an insight into this magnitude whilst equipping them with the right skills to make sure they can access music making as young adults and into the future.

Our Key Stage 3 music curriculum is accessible to all learners because we place at the heart of it the musical styles that students are already familiar with. They are inspired by the sounds that they know and are encouraged to emulate them and motivated to explore new sound worlds as a result. In addition, we pursue a wide range of musical activities from singing and drumming, to rapping and composing projects using music technology. Where some will thrive playing chords on a keyboard, others will enjoy playing the same material on ukulele; where one student can express through their voice, another will flourish when using a computer to realise their ideas. Each of these areas provides the opportunity for challenge and extension that our highly proficient members of staff guide students towards as they progress.

Music

<KS3 continued>

Throughout KS3 music we challenge our students to develop a wide range of skills that prepare them as both citizens of the world and potential candidates for further musical study. Integral to this is an understanding of the cultural capital that underpins modern practices in music making. Students are exposed to the very best in the musical canon through listening exercises encouraging engagement and debate, as well as performance tasks and creative compositional responses. Students will encounter works from across the Western Classical tradition and explore the purposes for which they were created, as well as the music of other cultures and the way migration has created a melting pot of musical fusions in our modern, cosmopolitan societies. Performances are made possible through exposure to myriad musical notation approaches, and the articulation of ideas through a continually expanding musical vocabulary which affords every student the language to discuss, dissect, and articulate their thoughts on any type of music they might encounter throughout life.

During their KS3 musical journey at Gordano, students will visit (and re-visit) six distinct topic areas and explore them through listening, performing and composing:

- **Stepping Up** - A scheme designed to prepare every student with the core skills needed to access our curriculum. This is centred around singing, drumming, ukulele and keyboard, as well as building the foundations in musical vocabulary and notation.
- **Music Through Time** - Exploring how composers across the Western Classical Tradition have used the same core musical devices to create pieces for key events and to tell stories through their music. Students will create their own pieces in groups to meet a brief.
- **Music of Today** - A look at the types of music students encounter in their daily lives including Electronic Dance Music and music for film, TV and video games.
- **New Directions** - What happened when composers ripped up the rule book in the 20th and 21st Centuries? What is the difference between sound and music? How have these divergent thinkers influenced the world of music today?
- **Black Music Matters** - A deep dive into the brilliant musical styles which are directly linked to the appalling trade of slaves from the West African coast. We explore the concept of style fusions and how the same stimulus evolved into such diverse musical styles. We focus on Blues, Rock 'n' Roll and Samba Batucada.
- **Stepping On** - We finish KS3 by preparing all our students for how music will play a part in the rest of their lives. This includes those wishing to go on to further musical study at GCSE, but also prepares every one of our students for a lifetime of interacting with the infinitely pleasurable world of music.

Music

Key Stage 4 (years 10-11)

GCSE music builds on the core skills embedded through Key Stage 3 and knocks them up a gear!

Music is an exciting, creative, dynamic, and vibrant subject where you will develop a wide range of transferable skills. There are three main areas of the course: performing is skill based and demands deliberate, sustained, routine practice; composing is a creative enterprise that requires understanding of theory with an ability to 'think outside the box'; and appraising is all about developing listening skills and the language needed to talk about music. Through the study of music from diverse times and places, multiple mini composition tasks (using Bandlab, Cubase or Sibelius), and performances of a wide range of music, students develop academically, creatively, and pastorally.

We follow the Edexcel Music GCSE because its historical breadth builds on the knowledge our students will have learned from Key Stage 3 and continues to place the magnitude of the subject into context. Students cover eight set works from a wildly diverse range of styles:

- John Williams: Main Titles from Star Wars
- Schwartz: Defying Gravity from Wicked
- Queen: Killer Queen
- Purcell: Music for a While
- Afro Celt Sound System: Release
- Esperanza Spalding: Samba Em Preludio
- J S Bach: 3rd Movement from Brandenburg Concerto No. 5 in D major
- Beethoven: 1st Movement from Piano Sonata No. 8 in C minor 'Pathetique'

The composing side of the course allows for the varied interests that our students have; they can write a string quartet, a pop ballad, or a heavy metal post-modern funk fusion - the scope really is limitless. Likewise, the performing side of the course is equally bespoke with the criteria allowing students to perform on their main instrument (or voice) in both solo and ensemble contexts. There is a healthy dose of academic rigour and artistic free license which combine to create a rich and varied learning experience. As the Greek philosopher Plato once said, 'music is a more potent instrument than any other for education'.

Music

Key Stage 5 (years 12-13)

At Key Stage 5 we continue with the Edexcel specification which builds on the skills and knowledge obtained through the GCSE. All the previously studied set works become wider listening for an ever-broadening range of music studied, notably including the addition of full orchestral works, religious choral music, defining albums of the 60s and 80s, and the divergent approaches to art music in the 20th Century. Students continue to compose and perform alongside their appraising work. All three disciplines sit hand in hand and complement each other: an understanding of Vaughan-Williams' use of quartal harmony unlocks a host of possibilities when composing in any style, just as immersing oneself in Kate Bush's vocals helps students envisage the listening journey for an audience in their own musical performances.

Students will compose two pieces of music: the first can be in their own preference of genre/instrumentation, whereas the second requires them to take a melody given by the exam board and utilise it in a piece for a specific context. At the end of the course, they will also perform a recital consisting of eight minutes of music. These are both challenging steps up for our students and so we guide their progress throughout the course through regular low-stakes check ins and one-to-one mentoring. The examined component asks students to write about the music they have studied and articulate their own opinions about it. What makes this course so fascinating is that alongside the nuts and bolts of how the music was made, we explore the people, places, cultures, and historical contexts which shaped the evolution of music from 1600 to the present day. At Gordano, we are proud of the rounded education we offer students enrolled on the A-level in music and the critical, creative and inquisitive mindset which they leave with.