

MUSIC CURRICULUM INTENT KS5:

- Our curriculum is ambitious and designed to give all students, particularly disadvantaged students and including students with SEND, the knowledge and cultural capital they need to succeed in life.
- Our curriculum is coherently planned and sequenced towards cumulatively sufficient knowledge and skills for future learning and employment.
- Our curriculum intent will be reviewed and evaluated in advance of 2021-22.

Year Group	Curriculum coverage – name topics, and give key knowledge and skills, and cultural capital opportunities students will have to succeed in life	Rationale/evaluation of why the curriculum is planned and sequenced in this way to ensure knowledge and skills for future learning and employment
A-Level year 1 (KS5) *	<p>Unit 1: Practical Music Theory and Harmony</p> <ul style="list-style-type: none"> • Examine the signs and symbols used in musical notation • Explore the application of melodic composition based on musical elements • Explore the application of chords and cadences for composition or arrangement • Produce correct musical notation for performance. <p>This unit will give students a working knowledge of musical theory and harmony. Students will develop an understanding of the signs and symbols associated with the notation of pitch, rhythm, tempo, dynamics and expression. Students will learn how to interpret both traditional and alternate forms of notation. Students will learn how scales are constructed and apply them to compose melodies Students will investigate how to use chords and progressions in different ways when making music.</p> <p>Unit 2: Professional Practice in the Music Industry</p> <ul style="list-style-type: none"> • Understand the importance of professional practice in the music industry • Understand operational requirements relevant to specific music industry organisations and practices • Demonstrate the ability to apply the skills required for working in the music industry 	<p>At KS5 we follow the Pearson BTEC Level 3 National Extended Certificate in Music Performance. This builds on the foundations built at KS4 whilst providing students with more in-depth knowledge, skills and enthusiasm sought by higher education and employers.</p> <p>The BTEC National Extended Certificate in Music Performance aims to enable students to:</p> <ul style="list-style-type: none"> • Extend the practical skills required for employment as a musician in the music industry • Develop compositional skills and knowledge required for employment within the music industry • Extend their knowledge and understanding of how the music industry functions • Develop particular strengths and interests encouraging life-long learning within music • Develop skills both as a soloist and/or ensemble player

	<ul style="list-style-type: none"> • Demonstrate the requirements for professional presentation of ideas Evaluate the skills and knowledge needed for professional roles in the music industry <p>This unit will give students an understanding of what is meant by the term ‘professional practice’ as well as what it means to be a freelancer working in the music industry.</p> <p>Students will gain an understanding of the professional skills that are important in the industry</p> <p>Students will explore the importance of financial management, effective interpersonal skills and working with others.</p>	
A-Level year 2 (KS5) *	<p>Unit 3: Ensemble Music Performance</p> <ul style="list-style-type: none"> • Demonstrate knowledge and understanding of the skills needed for rehearsals and ensemble performance • Demonstrate knowledge and understanding of how to interpret an original musical piece • Apply skills and techniques when contributing to an ensemble during rehearsal and performance • Be able to contribute towards a performance as part of an ensemble • Be able to reflect and make connections between responding, planning, rehearsal and performance <p>In this unit students will become part of a musical group and will develop your ensemble skills by taking part in rehearsals. As an ensemble students will be given a list of songs from which they must choose three. Students will then learn, rehearse and perform these songs to an audience.</p> <p>Students also choose an optional unit from one of the below:</p> <p>Unit 6: Solo Performance</p> <ul style="list-style-type: none"> • Explore the skills required for a solo performance • Develop skills for a solo performance • Carry out a solo performance 	

	<p>In this unit students will explore and practise the specific skills associated with performing as a soloist. These will include: how to engage the audience, stagecraft, as well as musical practice and rehearsal required. There are many hours of preparation and practice involved and students will develop the process – that all successful musicians undertake – of creative reflection in order to improve.</p> <p>Unit 4: Composing Music</p> <ul style="list-style-type: none"> • Examine compositional techniques • Explore original musical material • Develop an original composition <p>In this unit students will look at how composers work, using the same fundamental building blocks across all styles and genres. Students will explore musical material, developing their ideas into a final composition using acoustic or electronic instruments.</p>	
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Cultural Capital – *It is the essential knowledge that students need to be educated citizens, introducing them to the best that has been thought and said and helping to engender an appreciation of human creativity and achievement.*