



Curriculum Intent

The Music curriculum at Bradford Girls' Grammar School is underpinned by the idea of sound before symbol. This means that at every stage of the learning journey, musical knowledge is always gained through a range of practical and audible experiences. In lessons students learn to perform, compose and appraise music from a variety of styles and genres in a nurturing and supportive environment.

Through practical activities students build technical instrumental skills on the keyboard, guitar, ukulele, percussion and vocals at Key Stage 3. They can also explore these instruments and others through peripatetic lessons to further develop their skills and understanding. The instrumental skills built in Years 7-8 then allow students to access the curriculum at Key Stage 4, where students study the Edexcel GCSE Music specification. This allows them to specialise on their chosen instrument(s) to perform as both a soloist and part of an ensemble. Throughout their time studying Music, students are given opportunities to work with others, improving listening and communication skills.

Theoretical musical knowledge is embedded at every stage of the KS3 curriculum, in order to provide the foundations for further in-depth study. By exploring a broad range of musical styles students are able to build cultural capital and gain an understanding of social and historical context. This develops not only their musical knowledge but respect and empathy for other cultures. This then feeds into their study at KS4, where they learn 8 set works from a variety of styles and genres.

In Music all students can achieve and make progress, regardless of background or needs, and is designed to support and challenge students where appropriate. Music links to a number of subjects, such as Maths, History, and English. Music also helps to develop motor/coordination skills through learning different instruments and oracy/literacy skills through peer and self-evaluation.

The national curriculum for music aims to ensure that all pupils:

- perform, listen to, review and evaluate music across a range of historical periods, genres, styles and traditions, including the works of the great composers and musicians
- learn to sing and to use their voices, to create and compose music on their own and with others, have the opportunity to learn a musical instrument, use technology appropriately and have the opportunity to progress to the next level of musical excellence
- understand and explore how music is created, produced and communicated, including through the inter-related dimensions: pitch, duration, dynamics, tempo, timbre, texture, structure and appropriate musical notations.

In Music we are dedicated to ensuring our students leave with the skills for further study or opportunities to perform and compose.

Curriculum Implementation

At KS3 the Music curriculum is designed to embed basic music theory knowledge through practical teaching. This is to ensure all pupils are able to access the curriculum from the start, regardless of their background or previous musical learning. Students begin Year 7 with an introduction to pulse and rhythm and different ways of using notation to present this. They also explore how to use musical elements and explore this through listening/appraising and vocal work. They then move onto learning to play the keyboard, which incorporates learning the correct technique and how to read staff (treble clef) notation. Through this students gain cultural capital by studying pieces such as 'Ode to Joy'. In the Summer Term, students learn how chords are used and how to play them on keyboards, guitars and ukuleles using a class band/Musical

Futures approach. These units are designed to develop a range of instrumental skills whilst introducing music theory. In Year 8 students learn about the Blues, discussing the history of how the style began and how chords are used to structure music. They also study Fusions/Ground Bass and Film Music to prepare them for the set works on the Edexcel GCSE Music course. By the end of KS3, students should have basic notation reading skills, an understanding of how musical elements can be used to shape the sound, and experience on a number of instruments. They are then able to access the KS4 curriculum.

The Year 9 Music curriculum is designed to further explore a diverse range of styles and genres. Students specialise in their chosen instrument(s) and build their technical skills. They are encouraged to take ownership of their own musical development through undertaking the Silver Artsaward (as in Drama). This is a Level 2 qualification in itself and is built into the schemes of learning.

At KS4 students study the Edexcel GCSE Music specification, which allows them to specialise in their chosen instrument(s) for solo and ensemble performances. They learn to compose using different techniques and in different styles, and complete a free composition in Year 10. In Year 11 they compose to a brief (released by the exam board) that links to one of the 8 set works. The set works cover 4 genres: Instrumental Music 1700-1820, Vocal Music, Music for Stage and Screen and Fusions. Through this component students develop their listening and appraising skills established in KS3, and undertake close analysis of the 8 pieces.

Curriculum Impact

As Music is an option subject, every student's musical journey will be different. For however long they may have studied Music, all students should leave with:

- Subject specific vocabulary that allows them to accurately describe and analyse the music they hear and study
- The ability to read and write music notation (as staff notation, tab or chord symbols)
- The opportunity to learn a range of instruments and perform in different contexts with a (growing) sense of pulse/timing
- Pupils who are able to join higher education or the workforce with creative skills, independence, and the ability to work with and lead others
- Pupils who can appreciate and understand different cultures and how music has evolved
- Confident pupils who are resilient and able to break through challenges