



Rushey Mead Academy



Music Department Curriculum Statement and Curriculum Overview

“Music is both a practical and academic subject. Musical learning is about thinking and acting musically. This means that music lessons should be about learning in and through music, not solely *about* music. Music lessons in school should be focused on developing imagination and creativity, building up pupils’ knowledge, skills and understanding.”

Professor Martin Faultley (Birmingham City University) Dr Alison Daubney (University of Sussex)

Our vision is

- To provide broad, varied and challenging curriculum of opportunities through outstanding Key Stage 3 and GCSE teaching and learning
- To enrich students’ lives through a co-curriculum which offers a range of experiences and opportunities. In turn students will reap the benefits of musicianship which include increased academic and social development, creativity, professionalism, confidence, teamwork and emotional development.

Students develop their **performance, composition** and **listening** skills, as well as giving students the opportunity to reflect on both their own and other pupils’ work. This prepares students well for the challenge of GCSE Music and beyond.

In Year 7 the fundamental building blocks of music; **tempo, dynamics, rhythm, pitch, timbre** and **texture** are studied through a range of activities incorporating the strands and allowing students to form a personal and meaningful relationship with music. As pupils progress through KS3, knowledge of each of these areas is developed, increasing their understanding of the **key terminology** and **musical language** as well as developing their own **oracy** skills. As pupils reach the end of KS3 they will be well equipped with the knowledge, skills and terminology required for them to be successful should they wish to study Music at GCSE, and subsequently A Level. However, if they choose not to continue, they will still leave Rushey Mead Academy with a greater appreciation and understanding of a wide range of musical genres and styles.

Year 7 Curriculum

1: Rhythm and Pulse	2: Ode to Joy	3: Elements of Music
<ul style="list-style-type: none"> • Instrumentalist and Performer – Hand percussion • Composer and Creator • Music Theorist • Cultural and Historical Scholar 	<ul style="list-style-type: none"> • Instrumentalist and Performer – singing • Music Theorist 	<ul style="list-style-type: none"> • Composer and Creator – Sibelius • Instrumentalist and Performer • Music Theorist • Analyst and Appraiser

Year 8 Curriculum

1: The Blues	2: Pachelbel's Canon	3: Band project – Cee Lo/Coolio
<ul style="list-style-type: none"> • Instrumentalist and Performer • Composer and Creator • Cultural and Historical Scholar 	<ul style="list-style-type: none"> • Instrumentalist and Performer – Sibelius • Music Theorist • Cultural and Historical Scholar • Analyst and Appraiser 	<ul style="list-style-type: none"> • Instrumentalist and Performer • Music Theorist • Analyst and Appraiser

Year 9 Curriculum

1: Melody and Chords	2: Band project - Choice	3: Gaming and Film music
<ul style="list-style-type: none"> • Composer and Creator - Sibelius • Instrumentalist and Performer • Music Theorist • Analyst and Appraiser Music Technology – using Sibelius 	<ul style="list-style-type: none"> • Instrumentalist and Performer • Music Theorist • Analyst and Appraiser 	<ul style="list-style-type: none"> • Composer and Creator • Instrumentalist and Performer • Music Theorist • Cultural and Historical Scholar