

HOLLAND PARK SCHOOL

MUSIC

SUBJECT LEADER MS AMY CHAPMAN
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CURRICULUM INTENT STATEMENT

In line with the requirements of the statutory guidance for the National Curriculum in Music, we encourage students to build on their previous knowledge and skills by performing, composing and listening. They should develop their vocal and/or instrumental fluency, accuracy and expressiveness, and understand musical structures, styles, genres and traditions, while identifying the expressive use of various musical dimensions. They should listen with increasing discrimination and awareness so as to inform their practice as musicians. They should use technologies appropriately to appreciate and understand a wide range of musical contexts and styles.

The personal development that the student gains from extra-curricular experiences in music helps greatly to reinforce their commitment to the subject. By presenting students with an extensive range of opportunities to develop their musicianship beyond the classroom, extra-curricular provision ensures that they can all have access to music-making opportunities throughout their school life.

KEY STAGE THREE OVERVIEW | The KS3 curriculum is designed to introduce students to a broad repertoire of music from the Western Classical tradition and popular music from around the world. The curriculum provides a pathway to introduce pupils to the disciplines of music and whets their own curiosity, helping them to appreciate and understand a wide range of works from the past and the present day. At the same time it also equips them with the technical skills and creativity to compose and perform.

In each KS3 scheme of work, singing, listening, composing and performance (including the use of technology) contribute towards the steadily increasing development of their musicianship that students experience on a weekly basis. Each half-termly scheme aims to develop the fluency and sophistication of what students have already learnt with regard to a range of styles and periods, thus allowing them the opportunity to relate their daily learning to their long-term musical knowledge.

KEY STAGE 4 OVERVIEW | The subject is divided into the following three components:

- Understanding music
- Performing music
- Composing music.

The areas of study provide an appropriate focus for students to appraise, develop and demonstrate an in-depth knowledge and understanding of musical elements, musical context and musical language. The four areas of study can also provide a rich source of material for our students to work with when developing their performance and composition skills.

The four areas of study comprise:

1. Western classical tradition 1650–1910
2. Popular music
3. Traditional music
4. Western classical tradition since 1910.

Students study the AQA GCSE Music course:

<https://filestore.aqa.org.uk/resources/music/specifications/AQA-8271-SP-2016.PDF>

KEY STAGE 5 OVERVIEW | At KS5 the subject is divided into the following three components:

- Appraising music
- Performing music
- Composing music

The areas of study provide an appropriate focus for students to appraise, develop and demonstrate an in-depth knowledge and understanding of musical elements, musical contexts and musical language. The areas of study can also provide a rich source of material for our students to work with when developing their performance and composition skills.

The seven areas of study at KS5 comprise:

1. Western classical tradition 1650–1910 (compulsory)
2. Pop music
3. Music for media
4. Music for theatre
5. Jazz
6. Contemporary traditional music
7. Art music since 1910.

Students study the AQA A-Level Music course:

<https://filestore.aqa.org.uk/resources/music/specifications/AQA-7272-SP-2016.PDF>
