

Statement of Intent

The Music curriculum at Raynes Park High School is designed to celebrate the rich musical traditions that have been explored and enjoyed by our students for many decades whilst offering our students a modern music education that equips them with the skills and knowledge they need to build a successful career in the current music industry. We have built a curriculum that interleaves Music and Music Technology units to ensure our students learn about the music that is currently being produced, and how contemporary styles have been influenced by historical styles including music of the Western Classical period and World music styles.

Key Stage 3 Curriculum

Music is currently taught on a termly carousel with Drama and Dance. Students from years 7-9 have one hour of music per week and will be expected to complete a homework task each week which may be of a written or a practical nature. As we have a range of instrumentalists across key stage 3, students are encouraged to use their own instruments within lessons so they can continue to focus on their own instrument specialism.

Key Stage 4 Curriculum

Students in year 10 follow the Level 2 BTEC First Award in Music qualification. This course is focuses strongly on practical skills development with only 25% of the course being assessed by way of written examination. This exam unit focuses on the current music industry so students will learn about the professionals that work with the industry rather than musical styles and traditional music theory. Our students will complete 3 coursework based units throughout the course. Every student studies Unit 2: 'Managing a Music Product' in which the class work as a production company to manage a live music event at the school; and Unit 7: 'Introduction to Sequencing' in which they work independently to create musical products using Logic Pro X software in our new Apple Mac suite. There is then an optional pathway for students within each class. Students wishing to learn music performance skills on an instrument will study Unit 5: 'Introduction to Music Performance' whereas those students with an interest in Music Technology will study Unit 3: 'Introduction to Live Sound.' These two units are taught simultaneously which allows the class to work as a production company to host a live music concert with our performers on stage and our sound engineers working behind the scenes.

Extended Learning

What we offer to extend the learning of our students

Music is part of the wider culture that is celebrated at Raynes Park High School. Students are encouraged to join our extra-curricular activities which include a school choir that performs at a range of public events across London during the academic year, and a Guitar club which runs once a week for those wishing to try a new instrument outside of their lessons. We also are in partnership with Merton Music Foundation for students wishing to learn an instrument either individually or in small groups. Lastly, we run a Music Scholarship programme which offers some of our aspiring musicians at key stage 3 free instrumental tuition to prepare them for further study at key stage 4.

What parents can do to support extended learning in this subject

The best advice for parents is to share in their musical enjoyment with their children. By exploring old CD collections and discussing the cultural trends and context of the musical styles from history, your child will start to gain a broader understanding of how and why musical styles evolved throughout history.

It is also a great idea to take your child to a music concert to help develop this aspect of cultural capital. We are very lucky to be based in London, a city in which music of all different styles and traditions is performed so getting out and seeing live music first-hand is invaluable. As we know concert tickets for popular music genres can be very expensive, but by exploring local theatres, venues and festivals, your family could have the opportunity to see a wide variety of music at a fraction of the cost of a large international tour.

KS3 Curriculum Map

	Half term 1	Half term 2	Half term 3	Half term 4	Half term 5	Half term 6
Year 7	Find Your Voice (including Letters from the Lighthouse transition project) <ul style="list-style-type: none"> Songs from The Blitz & WWII Singing as part of a large ensemble Breath Control and Voice Projection World Music traditions 	Class Orchestra <ul style="list-style-type: none"> The orchestra and instrument families Great composers The Ground Bass Notes of the treble clef and note duration Notes of the keyboard and basic performance skills 				
Year 8	A Kind of Blues <ul style="list-style-type: none"> The history of Blues music and Slavery The Blues Scale and 12-bar blues Syncopated Rhythms Improvisation Advanced right-hand keyboard techniques 	Theme and Variation <ul style="list-style-type: none"> Melodic variation through note augmentation and diminution Melodic phrasing Great composers 2 				
Year 9	Street Beats <ul style="list-style-type: none"> Contemporary Bucket Drumming and street performance Stomp! Rhythmic development Composition using the elements of music 	Popular Music <ul style="list-style-type: none"> The development of popular music styles 1950-present day (SMSC) 4 Chords of Popular Music Ukulele performance technique: chord transitions and strumming patterns 				

KS4 Curriculum Map Level 2 BTEC First Award in Music

	Half term 1	Half term 2	Half term 3	Half term 4	Half term 5	Half term 6
Year 10	Unit 1 – The Music Industry <ul style="list-style-type: none"> • Music Venues • Health & Safety Unit 5 - Introduction to Performing* <ul style="list-style-type: none"> • Ensemble performance skills Unit 3 - Introduction Live Sound* <ul style="list-style-type: none"> • Understanding sound equipment • Safe working practices • Rigging & De-rigging 	Unit 1 – The Music Industry <ul style="list-style-type: none"> • Production Companies • Creative Job roles Unit 7 - Introduction to Sequencing <ul style="list-style-type: none"> • Using Apple Mac compared to Windows • Using Logic Pro X • Note input and quantisation • Project structuring and track types • Basics of FX processing • Music notation 	Unit 1 – The Music Industry <ul style="list-style-type: none"> • Unions • Service Agencies Unit 7 - Introduction to Sequencing <ul style="list-style-type: none"> • Assignment brief 1: tutorial video series Unit 5 - Introduction to Performing* <ul style="list-style-type: none"> • Assignment: Getting Better/The Talent Scout (supported through peripatetic lessons.) 	Unit 1 – The Music Industry <ul style="list-style-type: none"> • Contracts • Trade Bodies Unit 7 - Introduction to Sequencing <ul style="list-style-type: none"> • Assignment brief 2: Creating music Unit 5 - Introduction to Performing* <ul style="list-style-type: none"> • Assignment: Getting Better/The Talent Scout (supported through peripatetic lessons.) 	Unit 7 - Introduction to Sequencing <ul style="list-style-type: none"> • Assignment brief 2: Creating music Unit 5 - Introduction to Performing* <ul style="list-style-type: none"> • Assignment: Getting Better/The Talent Scout (supported through peripatetic lessons.) Unit 3 - Introduction Live Sound* <ul style="list-style-type: none"> • Mock Assignment: Planning and running live sound at an event Unit 1 – The Music Industry <ul style="list-style-type: none"> • Performance/Creative; Management & Promotion Roles 	Unit 5 - Introduction to Performing* <ul style="list-style-type: none"> • Assignment: Getting Better/The Talent Scout (supported through peripatetic lessons.) Unit 3 - Introduction Live Sound* <ul style="list-style-type: none"> • Mock Assignment: Planning and running live sound at an event Unit 1 – The Music Industry <ul style="list-style-type: none"> • Media and other roles; Getting a Break and Starting Out; Importance of individual roles and responsibilities

Year 11	<p>Unit 1 – The Music Industry</p> <ul style="list-style-type: none"> • Revision and mock papers <p>Unit 5 - Introduction to Performing*</p> <ul style="list-style-type: none"> • Assignment: Getting Better/The Talent Scout (supported through peripatetic lessons.) <p>Unit 3 - Introduction Live Sound*</p> <ul style="list-style-type: none"> • Assignment: Planning and running live sound at an event <p>Unit 2: Managing a Music Product</p> <ul style="list-style-type: none"> • Mock Assignment: Winter Concert 	<p>Unit 1 – The Music Industry</p> <ul style="list-style-type: none"> • Revision and mock papers <p>Unit 5 - Introduction to Performing*</p> <ul style="list-style-type: none"> • Assignment: Getting Better/The Talent Scout (supported through peripatetic lessons.) <p>Unit 3 - Introduction Live Sound*</p> <p>Assignment: Planning and running live sound at an event</p> <p>Unit 2: Managing a Music Product</p> <ul style="list-style-type: none"> • Mock Assignment: Winter Concert 	<p>Unit 1 – The Music Industry Exam (1st attempt)</p> <p>Unit 2: Managing a Music Product</p> <ul style="list-style-type: none"> • Assignment: KS4 Music Showcase 	<p>Unit 1 – The Music Industry</p> <ul style="list-style-type: none"> • Revision and mock papers <p>Unit 2: Managing a Music Product</p> <ul style="list-style-type: none"> • Assignment: KS4 Music Showcase 	<p>Unit 1 – The Music Industry</p> <ul style="list-style-type: none"> • Revision and mock papers <p>Exam (2nd attempt)</p>	
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*Optional units; chosen by students based on their interests