



Christ's College Guildford

Principal: Sarah Hatch. BA (Hons), QTS, PGC, NPQH
www.christscollege.surrey.sch.uk



Subject: MUSIC

Year Group: YEAR 9

Curriculum Intent:

When students study the art of music in our school, they do so with our school's core values. We co-operate and look after each other in our ensembles, we nurture our individual God given gifts and like to share our diverse talents with our community. We want our students to be exposed to as many cultural opportunities as possible including a variety of high-quality musical performances and genres, and academic talk about music. Our music curriculum is designed to develop musicianship alongside the skills and knowledge, which a student can draw on to give them an advantage in social life. Listening, communicating through performance and creativity underpin all our musical activities.

College Values:

We show care and respect for others through listening to each other discuss pieces of music and our musical ideas. We co-operate when we perform together and share our individual performances and creations. We show love through encouraging each other to give all of ourselves in performing and creating. Service and love is shown when we understand and explore the socio-political issues associated with particular styles and demonstrate empathy through the creation of song lyrics. We show stewardship when we understand our roles and responsibilities within a group composition or performance and also work within the stylistic boundaries of a particular genre.

Knowledge and Skills:

In Year 9, students learn about music for stage and screen and also different aspects of the music industry. Students develop their knowledge and skills in listening analysis, note reading, keyboard performance and composition through studying film music. Students will know and understand how composers' choices communicate particular mood and emotions based on different film genres. Students will learn how to create music to accompany action on screen. Students will learn about the history of musicals theatre, through an integrated approach of research, analysis and performance. Students also study music in the gaming industry and music within the community. Through this, students will explore the business, financial and events aspects of music industry careers, developing cross-disciplinary skills.

Assessment:

Students will be assessed informally on their progress during lessons, with verbal feedback from both the teacher and their peers. Before formal assessments, students will have a 'practice' run with feedback as an opportunity to identify areas of strength and improvement. Formal assessments will include responses to listening, topic knowledge, performing and creating. An average of these four areas will inform their overall grade.



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Homework:

Homework will be both practical and academic, to include lyric or melodic memorisation, short creating or listening tasks to be submitted via google classroom or shared live in class. Students may be asked to research specific pieces or composers.

Cultural Capital:

Students will have a range of listening playlists for further listening and specific websites to facilitate extended learning provided each lesson via google classroom. For general ideas, see below.

Listen to Western Classical music

<https://www.classicfm.com/>

History of Opera

<https://sfopera.com/discover-opera/intro-to-opera/a-brief-history-of-opera/>

History of Musical Theatre

<http://www.musicals101.com>

For general enrichment and inspiration, the NPR Tiny Desk concerts or the BBC Radio 1 Live Lounge performances are highly recommended

<https://www.npr.org/series/tiny-desk-concerts/>

<https://www.bbc.co.uk/programmes/p01029mq>