



Our Vision

For all students to leave MRC having experienced a high quality music education regardless of their previous experience or background.

All students have access to high quality enrichment opportunities.

Music at MRC - Intent

*"Without **music**, life would be a mistake."* - **Nietzsche**

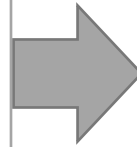
It is our aim in music to create an inspiring curriculum where students can engage in a variety of musical styles. Music should be accessible to all students and challenge them to grow in creativity. It is our intent to equip our students with the knowledge and tools needed to be successful in all elements of a music education. Music encompasses three key elements to become a successful musician; Performing, Composing and Listening/appraising. Our curriculum is designed to build and challenge all students, regardless of background, to become creative, analytical, independent and confident musicians.

It is our intent that students will leave MRC with an appreciation and respect of music and its place within different cultures and society.

Why is the Music curriculum at MRC important?

Our curriculum aims to:

- Develop Performing, Composing and Listening skills
- Encourage you to be **creative, imaginative, curious** and **analytical**.
- Support you in understanding the **role music plays in every day life in a variety of cultures and societies.**

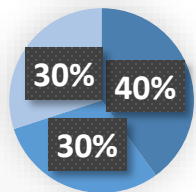


The overall outcomes (Impact):

- Perform with confidence and accuracy, able to **create music in different styles** and can recognise, **explain and evaluate music in depth.**
- Have the tools and confidence to use your imagination and be creative in any industry you progress on to.
- have a life-long love and appreciation of Music, the student's leave as rounded individuals.

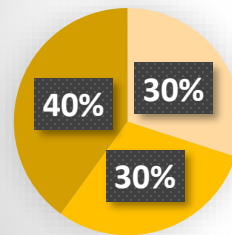
Music curriculum

KS3



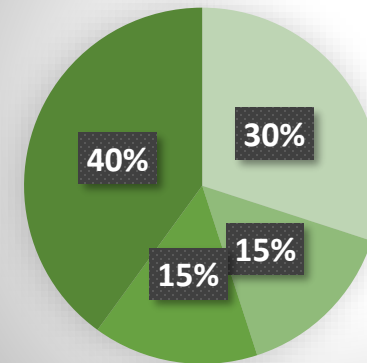
- Performing
- Composing
- Listening

GCSE



- Performing
- Composing
- Listening

A level



- Performing
- Composing
- Technical study
- Listening and appraising

We Will Rock You *
Intro to garageband *
Folk *
Pachelbel's canon *
Keyboard skills
Djembe
Notation

Ensemble performances
Reggae *
Programme music *
Solos
Blues *
Samba *

Film *
Music through the ages/riffs
Solos
Minimalism *
Song writing *

Aural recognition
Traditional music
Free composition
Popular music
Solo performances
Western classical tradition

Revision
Aural recognition
Ensemble performances
Brief composition
Western classical music from 1910

Set work analysis: New directions, vocal, instrumental, pop/Jazz, fusion, film.
Composition skills
Harmony
Periods of music
Performance skills

Exam practice
Revision of set works
Performance recital
Brief
Composition
Bach Chorales

- Performing
- Composing
- Listening/appraising
- Aural recognition

Year 8

Year 9

Year 10

Year 11

Year 12

Year 13

Music curriculum – Key skills and elements within topics (Implementation)

Ensemble performance Composing - patterns chords Texture/melody Structure Rhythm and timing Recognise basic signs and symbols Hear how the elements are used in music Singing	Ensemble performance Rhythm, riffs, Composing – Melody, harmony, structure Chord patterns Solo - Performances Chords/Improvisation Aural recognition of elements and characteristics Use of basic terminology Singing	Composing – Structure, melody, harmony, rhythm, texture, timbre Solo performance Independent practice Composing – rhythm, texture, melody, structure, development Use of music technology to realise ideas Singing	Aural recognition Analysing Free composition Solo performances History/context Recognition of signs and symbols Italian terms/directions Ensemble performance	Revision Aural recognition Ensemble performances Brief composition Analysing Long answer analysis	Analysis, appraising, aural recognition and Composition skills Harmony – Bach chorales History/Context Performance skills Wider listening Recognition of period and style Compare and Evaluate works	Exam practice Revision of set works Performance recital Brief Composition Complex Harmony techniques
Year 7	Year 8	Year 9	Year 10	Year 11	Year 12	Year 13