



# ST MARY'S RC HIGH SCHOOL: CULTURAL CAPITAL



## SUBJECT: Music

Year Group	Personal	Social	Physical	Spiritual	Moral	Cultural
KS3	<ul style="list-style-type: none"> <li>• Peripatetic lessons in 11 instruments available to develop personal skills</li> <li>• Opportunities in every lesson for pupils to perform, developing confidence and giving them a way to show expression</li> <li>• Pupils encouraged to find their own musical style, and not be afraid to discuss their own likes and dislikes</li> <li>• Careers information provided and links made between learning and the music industry</li> <li>• Participation in well-being initiatives (eg Rise Up singing project)</li> </ul>	<ul style="list-style-type: none"> <li>• Students listen to a variety of different music throughout KS3 – exploring social context</li> <li>• Paired and group work develops teamwork, respect, co-operation</li> <li>• Students develop social skills through working with different groups and preparing performances</li> </ul>	<ul style="list-style-type: none"> <li>• Students learn a variety of musical instruments, developing techniques in different ways. Focussing on Ukulele, Keyboard and percussion instruments</li> <li>• Study how music is used in physical ways (eg working songs in West African Music)</li> </ul>	<ul style="list-style-type: none"> <li>• Students are encouraged to be creative and express themselves through music</li> <li>• Students sing hymns in mass on multiple occasions, with opportunities to practice their hymn singing in lessons</li> <li>• Choir and orchestra invited to rehearse and perform in mass</li> <li>• Schemes of work allow students to be aware of and respect other faiths and beliefs</li> </ul>	<ul style="list-style-type: none"> <li>• Students have many opportunities to explore, understand and respect diversity</li> <li>• Music promotes fairness and respect</li> <li>• Through performance students learn to respect each other and value strengths of all</li> </ul>	<ul style="list-style-type: none"> <li>• Students study music from many countries and cultures, exploring how the music fits in the cultures and the role that it plays; <ul style="list-style-type: none"> <li>▪ West African Drumming</li> <li>▪ Samba</li> <li>▪ Calypso</li> <li>▪ Reggae</li> <li>▪ Blues</li> <li>▪ Popular Culture</li> <li>▪ Classical Music</li> <li>▪ Film music in modern Britain</li> </ul> </li> <li>• Students study and sing music in different languages</li> <li>• Many performance opportunities for students such as the annual school production, Eisteddfod, music concerts, Herefordshire Performing Arts Festival, Young Voices</li> </ul>

GCSE

- Pupils encouraged to explore lots of styles of music, using those they are most interested in for coursework
- Students prepare solo and ensemble performances, learning the importance of expression
- Students are able to express themselves through the creativity within their performance and composition

- Students explore context around each composer and genre studied for GCSE
- Students build on knowledge from KS3 on societal issues that created and shaped different musical styles.

- Students build on their techniques and skills from KS3
- Develop understanding of equipment – how to set up and be aware of health and safety implications
- Work on ensemble skills using more physical pieces of music (eg clapping music)

- Students continue to take part in school mass and hymn practice
- Students explore the effect that music can have, and how it can be used to express oneself

- Further exploration of genres, and how music is used in political and social situations
- Wider context explored such as slavery in Blues

- Students are required to study a wide variety of music and it's place in society
- Students look at why music is successful in it's culture and consider it in their own compositions
- Wider culture considered in the following styles;
  - Western Classical Music
  - Musical Theatre
  - Blues & Jazz
    - Film
    - Pop & Rock
    - Fusion
    - Bhangra
- Students continue to take part in many music performance opportunities