



What will you see in Music lessons?

Music lessons at Liverpool College are designed to provide engaging, challenging, coherent and meaningful learning experiences through a structure that supports the development of skills in performing, composing and appraising music.

Our programme of study broadens experience through listening to and writing about music from across the ages, develops imagination and creativity through exercises in composition and, through technical performance activities, allows the development of practical skills on a variety of instruments.

Underpinning and supporting practical work in composition and performance, pupils study a programme of written and practical music theory, centring around the principal elements of music: Pulse, rhythm, pitch, melody, harmony, tempo, dynamics, structure, texture and mood.

Pupils engage in practical projects with a focus on the creation of original music, the performance of existing (or adapted) music, creating and arranging music using technology, composing to set briefs/given stimuli, all designed to prepare pupils for further study in music should they opt for the subject at GCSE and A Level.

What assessment (formative and summative) methods do we use in Music?

Formative assessment takes place in every music lesson in the form of observation, verbal feedback or live marking, commenting on the continuing development of practical skills.

Summative assessment takes place at the end of each unit of work that encompasses all of the skills explored in the topic.

Pupils are assessed using given criteria specific to each unit of study.

What are the common misconceptions that pupils have and make in Music that we need to address?

That to succeed in creating and performing music you have to have a natural talent or have studied an instrument or voice with a private teacher.

The programme of study allows pupils of all ability levels to access tools to assist in the creation and performance of music, both original and pre-existing.

The programme of listening takes pupils through the periods of music, from Medieval to the modern day and pupils are encouraged to listen with open minds to a wide variety of different music from different cultures.

Secondary MUSIC

Music is about:

- Creativity
- Confidence in performance
- Enjoyment
- Theoretical knowledge
- Passion and Drive
- Determination and Organization
- Awareness of others in performance
- Good social skills
- Communication skills
- Sense of identity
- Improvisation & Inspiration
- Independence
- Introspective performance

What will you see in Music at Liverpool College that extends beyond the National Curriculum and / or exam specifications?

Curriculum continuity from KS1-KS5 ensures that, over time, our pupils have time to develop and refine the skills and knowledge they need to love music.

Links with our primary phase musicians through whole college orchestra, yearly cross phase musicals (with live band) and other opportunities in the classroom allows our more experienced musicians to work with, mentor and support the musical development of our younger pupils.

Music plays a vital role in our wider community. Throughout the year pupils perform at a variety of events both in college and at multiple venues across the city. These include performances in local churches, schools and Cathedrals and at Sefton Park Palm House.

Pupils are encouraged to recognise, support and celebrate each other's talents through regular performances and sharing of skills.

Music plays a key role in the LC+ curriculum with a wide array of opportunities including Voices, BPM, Jazz Band, Brass Band and instrumental ensembles. Singing is encouraged at every opportunity. Outside the classroom, pupils sing regularly at Reflection and at our public occasions including annual Founders' Day service and Speech Night prizegiving ceremonies.

Pupils choose different school lesson bells which relate to key themes, days, dates and events (music in context).

Half Term workshops for pupils in CH 10-13 allow pupils the space to focus on the NEA parts of the GCSE & A Level course in a more focused manner.

LCA Subject on a Page

What will you see in pupils' Music books?

All work in Music books centres around a purpose.

In KS3, pupils work through units which feature written work based around listening activities, music theory or relevant historical fact. Pupils complete termly listening logs and write about the music they are hearing. Workbooks are designed to guide the pupil through their musical year, act as a tutorial for the skills and theory associated with each unit, record progress in a practical skill, allow space for pupils to compose original music.

Pupils upload practical work completed on DAW to their OneNote folders for secure storage, access and assessment.

In KS4 and KS5 pupils have notebooks in which they work through a series of listening questions, musical dictation activities and essay practice relating to the set works they study. At KS4, pupils have separate workbooks for the listening questions, laid out in the order they are taught. Pupils upload monthly performance recordings to their OneNote folder where they are stored for marking & feedback. Their composition work is stored on their drives on the network.

DAW: Digital Audio Workstation.

Information from the last 12 months in Music reveals particular strengths in...

- Ensemble & solo performance
- Arranging music using technology.
- Increasing use of recorded compositional ideas mixed with loops and samples.

Information from the last 12 months in Music reveals a particular focus should be on...

- Appraising music using appropriate musical terminology
- Musical context and other music detailed throughout essays at KS5

Parents can help their children in their Music studies by...

- ✓ Listening to and talking about your child's favourite band or artist.
- ✓ Encouraging practice at home (20 minutes each day for pupils learning an instrument).
- ✓ Listening to music as a relaxing activity.
- ✓ Reading around the subject (Ch10 – 13).
- ✓ Attending concerts at local venues.
- ✓ Using the quote 'If you want to make anything better, add music'.
- ✓ Including links to music in homework tasks for other subjects, where appropriate.

