

Creative Industries Faculty

Music

Our intent

Our vision is for a future where every student benefits from participating in music-making and learning together. Offering an excellent education in their learning experience where students achieve their full potential.

We aim to provide a safe and happy music education and in particular to improve accessibility to music-making at Millbay Academy and to increase its relevance to all students and help serve the community. To become a centre of musical excellence for Plymouth and the South West.

Our Values

- **Respect:** All learners, regardless of their musical proficiency or background, are regarded as music creators and producers, receiving support to enhance their learning and development.
- **Responsibility:** Students lead, with teachers and leaders serving as role models, guides, and supporters in their musical journey.
- **Courage:** Everyone participates at their individual musical proficiency level, fostering a brave and inclusive environment.
- **Curiosity:** Learners explore, plan, create, refine, and engage with a variety of musical projects, utilising technology while delving into key concepts and foundational music production theories.
- **Creativity:** Music learning is hands-on and practical, featuring high-quality, authentic experiences with clearly defined progression paths.
- **Resilience:** Learners develop the resilience to rebound from musical challenges, setbacks, and failures, viewing them as opportunities for growth and continuous improvement in their musical pursuits.

Think Like A Creative: We believe strongly in our curriculum pedagogy 'Think Like A Creative'.

The stages of this are as follows:
Discover, Experiment, Create, Perform, Evaluate. Some examples of how we embed this pedagogy in our subject are as follows:



- **Discover:** In the initial phase of the music curriculum, students immerse themselves in the dynamic realm of music production, exploring contemporary industry trends and dissecting remarkable case studies. They actively participate in discussions, analyse successful musical projects, and gain insights into the ever-evolving nature of the musical landscape.
- **Experiment:** Building on their foundational knowledge, students actively experiment with diverse musical tools and techniques. This hands-on phase involves practising various musical elements, experimenting with composition software, and refining their technical skills. Through experimentation, they uncover the subtleties of effective musical expression and production.
- **Create:** Guided by their discoveries and experimentations, students independently and also collaboratively enter the creation phase. They formulate comprehensive project plans, including detailed compositions, intricate musical arrangements, and production timelines. This stage emphasises the translation of musical ideas into tangible projects, fostering creativity and project management skills.
- **Perform:** The performative aspect takes centre stage as students assume roles in the actual musical production process. Serving as composers, instrumentalists, vocalists, and performers, they actively contribute to the realisation of their creative concepts. This phase allows them to apply theoretical knowledge in a practical, hands-on musical setting.
- **Evaluate:** Following the completion of their musical projects, students transition into the evaluation stage. Through reflective analysis, they scrutinise the strengths and weaknesses of their musical compositions. Peer reviews, self-assessment, and feedback sessions contribute to a comprehensive evaluation process. This critical reflection fosters a culture of continuous improvement and prepares students for refined creative musical endeavours in the future.

Key Stage 3 Curriculum

Purpose of Study

At Millbay Academy, our Key Stage 3 music curriculum fosters a love for music, providing students with a solid foundation in musical theory, performance, and composition. The three-year journey takes students on a progression from foundational skills to a deeper exploration of specific genres and applications, preparing them for further study or engagement in the music industry. The curriculum emphasises practical skills, creativity, and an understanding of music's cultural and historical context, ensuring a well-rounded musical education. Students will gain confidence in performing, composing, and critically engaging with various musical styles, setting the stage for further musical exploration in higher education or creative pursuits.

Key Stage 4 Curriculum

Studying the Pearson BTEC Tech Award in Music Practice at Millbay Academy equips students with the skills to collaborate effectively, communicate proficiently, and prepare for Level 3 qualifications and careers within the music industry.

Our vision at Millbay Academy revolves around nurturing a creative mindset. The BTEC Tech Award in Music Practice fosters creative and collaborative learning, inspiring students to collectively explore and innovate, setting the stage for excellence.

Acknowledging the importance of understanding the audience, the course underscores adherence to industry standards and the attainment of technical proficiency in music—integral components for student success.

This comprehensive course establishes a robust foundation in the realm of music, providing students with essential industry knowledge and hands-on experience. The curriculum ensures a well-rounded understanding of music practice.

We aim to offer students diverse opportunities within the field of music. While the emphasis is solely on music, students are encouraged to choose this course not only for its pathways into the music industry but also for its focus on transferable skills, including project management, pitching, idea development, research skills, and time management.

Throughout the course, students will develop the ability to analyse and deconstruct musical compositions, enhancing their understanding of music representation. They will also acquire communication and planning skills crucial for teamwork in vocational music projects, remaining focused on the dynamic music production sector, providing them with the tools to create compelling digital music content.

The Pearson BTEC Tech Award in Music Practice strikes a harmonious balance between theoretical concepts and practical applications, encompassing various musical platforms. It offers a genuine insight into the music industry, making it an ideal subject for students seeking a well-rounded and immersive experience exclusively within the field of music.

STRANDS - GENRES & STYLES PERFORMING COMPOSING

	HT1(Sept / Oct)	HT2(Nov / Dec)	HT3(Jan/ Feb)	HT4(Feb / March)	HT5(April / May)	HT6(June / July)
7	All Together Now Understanding the nature of live performance (Keyboard Basics)		Digital Composition Understanding the conventions of music technology (Logic / Ableton Live) (Logic Basics)		Music In The Wider World Understanding the conventions of African Community music. Regional styles. Ancient traditions. Roots of many other styles. Music and dance are seen as one experience. (Singing + Drumming)	
8	The Blues Understanding the conventions and history of blues music. 12-Bar Blues, Blues Chord Sequence, Blues Song Structure (AAB) Blues Scale, Blues Song Lyrics. Chords and Seventh Chords I, II, IV, V, V7, V & V7: Chord Vamps, Improvisation. Swing/Swing Rhythms: Octaves, Riffs, Riffs and Solos. Instruments of Jazz & Blues: Frontline (Solo) and Rhythm Section. (Keyboard - 2 hands / Chords)		What Makes A Good Song Understanding the conventions and history of songwriting. Understand the different textual and structural elements of a song/popular song. (Logic Composition + arrangement)		The Virtuoso Understanding the conventions of rehearsal. What makes effective performance? Resilience / persistence: Thinking (about our rehearsal) (Metacognition): Questioning: Listening: Communication skills: Creativity: Performance. (Learn and perform a song as an ensemble)	
9	All About The Bass Exploring Bass Clef reading notation and bassline musical patterns. Understand the importance of a Bass Line in terms of texture and harmony within a song or piece of music. Understanding of the Music Industry: production, promotion, venues, live performance, health & safety, security, royalty collection agencies, artist representation, unions, how & transport companies, performance & creative roles and how all the above inter-relate. (Keyboard - Left hand focus / 2 hands/chords)		Music And The Moving Image Exploring Film Music. Leitmotif, Soundtrack, Theme Song, Mickey-Mousing, Concord/Discord, (Chromatic) Sequencing, Storyboards. Borrowed Music, Music-Scoring: Interval of a 5th, Click Tracks/Timing, Theme, Sound Effects, Motif, Timbre/Sonority, Musical Clichés, Diegetic and Non-Diegetic Music. (Logic Composition to Film)		Repetition In Music Exploring repeated musical patterns (Hooks Riffs and Ostinato). How music is based on Repeated Musical Patterns. How to distinguish between Hooks, Riffs and Ostinatos. (Choose an instrument to learn / Hooks/Riffs, and Ostinatos)	
10	BTEC Music Intro Component 1: Exploring Music Products & Styles (A1): Demonstrate an understanding of styles of music (B1): Apply understanding of the use of techniques to create music	Component 1: Exploring Music Products & Styles (A1): Demonstrate an understanding of styles of music (B1): Apply understanding of the use of techniques to create music	Component 1: Mini Dry-Run Assessment Based on Previous PSA (4 Weeks) Component 1 Summative Assessment (2 Weeks)	Component 1: Summative Assessment (4 Weeks) Comp 1 Hand In Component 1 Marking (2 Weeks) Component 2 Music Skills Development LCA + LCB (2 Weeks)	Component 2: LCA: Demonstrate professional and commercial skills for the music industry LCB: Apply development processes for music skills and techniques (6 Weeks)	Component 2: LCA: Demonstrate professional and commercial skills for the music industry LCB: Apply development processes for music skills and techniques (6 Weeks)
11	Component 2: Brief Released	Component 2: Complete and evidence - Logbook for Performances / Composition / Producers - Skills Audit - Professional skills Comp 2 Hand In	Component 3: Brief Released	Component 3: Activity 1 Activity 2	Component 3 Hand in Activity 2 Activity 3	Study Leave

SEND

Differentiated Instruction and Adaptive Teaching

- Multimodal Learning Resources
- Clear Instructions and Expectations
- Flexible Assessment Methods such as verbal presentations, practical demonstrations, or the use of assistive technologies.
- Extended Time for Assignments and Assessments (Provide reasonable adjustments)
- Small Group or One-on-One Support
- Regular Progress Monitoring
- Accessible Physical Environment
- Inclusive Language and Materials
- Working with the SEND team to ensure student needs are met

Subject **Literacy**

- **Musical Language and Terminology:**

Attaining a solid understanding and effective use of language and terminology specific to the music industry. This includes mastery of musical notation, instrumentation, genre-specific terms, and other musical concepts.

- **Auditory Literacy:**

Developing the ability to interpret and create musical messages through auditory means. This involves understanding the principles of musical composition, harmony, and sonic storytelling to effectively convey messages through melodies, harmonies, and musical compositions.

- **Technical Literacy:**

Acquiring proficiency in using music production tools and equipment. This includes knowledge of instrument operation, digital audio workstations (DAWs), recording techniques, and other technical aspects crucial for creative music production.

- **Critical Analysis:**

Developing the ability to critically analyse musical compositions. This involves understanding the messages conveyed in musical pieces, identifying stylistic elements, and evaluating the emotional and cultural impact of music on different audiences.

- **Songwriting and Musical Storytelling:**

Mastering the art of songwriting and musical storytelling specific to the music industry. This includes understanding song structures, lyrical development, and the effective use of musical elements to create engaging and compelling musical narratives.

- **Research Skills in Music:**

Building research skills to investigate musical trends, audience preferences, and relevant cultural and social factors that influence music production. This includes effective use of online and offline resources for gathering information related to music.

- **Communication Skills in Musical Collaboration:**

Developing strong communication skills for collaboration within a musical ensemble or production team. This involves articulating musical ideas clearly, providing constructive feedback, and participating in effective group discussions related to musical projects.

- **Legal and Ethical Literacy:**

Acquiring proficiency in digital tools and platforms relevant to creative music production. This includes understanding music software, digital composition tools, and online distribution channels for sharing and promoting musical content.

- **Reflective Practice:**

Cultivating the ability to reflect on one's own musical work and the work of others. This involves analysing successes and challenges in musical compositions, identifying areas for improvement, and continuously refining musical skills and techniques.

Co-curriculum Enrichment

- Radio Production/Club
- Competitions and awards
- Music trips
- In-school performances
- Peripetetic lessons
- Industry visits & guest speakers