

**Curriculum Intent: Music  
2024-2025**

**Plato said, “music is a moral law. It gives soul to the universe, wings to the mind, flight to the imagination, and charm and gaiety to life and to everything”**

Using our specialist skills we equip well-rounded young people with the gift of powerful musical knowledge, realise their creative instincts through sound and technology, expand their aspirations through the provision and opportunities from our national and local music community, understand a wide range of musical traditions and concepts throughout history, enrich the soul with an empowered universal language and provide unforgettable experiences.

**Our Music Curriculum will give students the opportunity to:**

Have the gift of <b>powerful musical</b> knowledge.
Have experienced an <b>ambitiously</b> planned and <b>broad musical learning</b> experience.
Have <b>developed</b> their vocal and/ or instrumental fluency, accuracy and expression, musical terminology, styles, genres and traditions.
Able to listen to music with <b>increasing discrimination</b> and <b>awareness</b> to inform their practice as musicians.
Be able to use <b>technologies</b> appropriately and appreciate and understand a wide range of musical contexts and styles.
Know the <b>fundamental</b> theoretical principles of music and how these <b>relate</b> to a wide range of distinct musical traditions from throughout history and around the world.
Understand how to <b>collaborate</b> musically in performance and be able to <b>apply</b> musical skills to their own creative process.
<b>Foster</b> their <b>independence</b> to <b>master</b> a musical skill.

*Across all key stages, students are taught and assessed using a holistic approach, strengthening their connection between listening, performance and composing.*

**Exposure to the music curriculum:**

- music in the classroom (the ‘taught curriculum’), compulsory until Year 9, then optional for KS4 and 5
- instrumental and vocal tuition (in groups or one-to-one) and ensemble membership
- musical ‘events and opportunities, concerts and shows, trips to professional concerts

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		HT1	HT2	HT3	HT4	HT5	HT6
Y7 Purpose: Embed the fundamental music elements	Curriculum	Royal Opera House – Vocal Unit	Rhythm and Notation		Funky Chords		Music Ensembles
	Assessment	Holistic grade based on composition, improvisation, performance and listening. Cumulative listening at CF1 and CF2					
Y8 Purpose: Developing technique and exposure to styles	Curriculum	Rap and HipHop		Musical Futures 1		Blues	
	Assessment	Holistic grade based on composition, improvisation, performance and listening Cumulative listening at CF1 and CF2					
Y9 Purpose: Control and engagement	Curriculum	Sound Creation 1.1 and 1.2		Production based sampling 2.1. and 2.2		Stage Invasion 2.1 and 2.2	
	Assessment	Holistic grade based on composition, improvisation, performance and listening Cumulative listening at CF1 and CF2					
Y10 Music Technology	Curriculum	Introduction to music technology and the music business	The digital audio workstation (DAW)	Musical elements, musical style and music technology	Multi track recording	Sound creation	Mock preparation
	Assessment		CF1: Mock synoptic on Unit 1/2				CF2: Mock written exam
Y11 Music Technology	Curriculum	Synoptic project mock	Synoptic project	Synoptic project	Written Exam Prep	Written Exam Prep	
	Assessment		Mock exam – written Task 1-3 Synoptic – NEA Coursework	Task 4-5 Synoptic NEA Coursework		Mock Written	

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Y12 Applied General certificate in Music Technology	Curriculum	Unit 1: Using a Digital Audio Workstation	Unit 2: Creating Music		Unit 3: Multi-track, audio recording, mixing and mastering	Unit 4: Sound Creation	Mock examination preparation
	Assessment	Unit 1: LO1	Unit 2: LO1	Unit 1 & 2 LO2 and 3	Unit 3	Unit 4	
Y13 Applied General certificate in Music Technology	Curriculum	Unit 5: Live Sound Performance Technology	Unit 6: Digital Music Business	Exam preparation for Written and Practical external	Exam preparation for Written and Practical external		
	Assessment	Unit 5	Unit 6	External Exam	External Exam		

**How parents can help:**

There are several ways in which parents can support learning in Music. First and foremost, we want students to be open-minded and willing to explore music that is both familiar and unfamiliar to them – there is a lot of music out there to enjoy and appreciate. We hope that as parents, you will be forthcoming in sharing your own musical interests with students, playing them the music you love and sharing with your children why you love it – and of course, if you get the opportunity to take your child to a concert, nothing beats live music.

We hope too that you might consider encouraging your child to learn a musical instrument. There are many benefits to learning an instrument beyond its impact on just a student’s musical abilities – you can find out more in this video. For the parents of students who do learn instruments, encouraging your child to practice regularly also plays an important role.

There is more information available about the instrumental tuition we offer at Ridgewood on this page of the [Ridgewood](#) website. There are lots of opportunities for students to get involved in our regular co-curricular programme as well as our special events (e.g. our annual summer showcase performance).

We hope you will encourage your child to be part of our regular weekly ensemble work - click here to see which ensembles our students can join. Finally, as you will read below, we will set extended learning to enable students to develop their contextual understanding of the music we are studying and to consolidate their understanding of music vocabulary and staff notation. Supporting your child with this work and asking them questions about what they are learning will benefit them.

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### Homework

The best form of homework for musicians is to get quality hands-on experience. As outlined above, there is something for everyone in our co-curricular programme and if students would like to improve their musicianship this is their first port of call. There are also opportunities to learn an instrument, and engaging in regular practice is crucial to developing skill as an instrumentalist. We set a weekly homework focusing on recall of content at KS4 and in our KS3 curriculum there is an optional extended projects that students can choose to complete in line with the [Ridgewood homework policy](#).

### Feedback & Assessment

At Ridgewood, students complete three projects per year, details of which you can read in our curriculum overview. In each project, students are assessed in two ways: performance or composition. This is out of 10. There is also a cumulative listening assessment twice per year in line with the creating future cycle. Students will attain a percentage mark for these tests. Students receive feedback in the following ways in Music lessons: Verbal feedback: this is always structured, connected to the assessment criteria and/or the listening test. Feedback can be focused on next steps (e.g. to improve this further, try using this hand shape) or may be explored through questioning (e.g. how could you develop this idea further now?). Students can expect to receive regular verbal feedback throughout a lesson – either as an individual, as part of small group or as delivered to the whole class. Peer feedback: this is encouraged from day one and is structured by using the assessment system. Students are taught to be ‘effective partners’ and encouraged to offer feedback to each other based on how to improve, as modelled by teachers. Students will receive feedback on Extended Learning tasks in terms of good comments for effective completion. Poor student work is challenged and, in most circumstances, will be re-completed using the steps to success criteria.

### Co-Curricular offer and external projects in Music

The Enrichment timetable can be found [here](#)

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### External projects

#### Term 1

**Ridgewood Young performer** – Students across all Key stages have the opportunity to take part in a live talent show and receive feedback from 3 external judges working in the relevant industry. Students that take part have the chance to win the Music, Dance and Drama category and the overall Ridgewood Young performer.

**Noise Collective** – Students across Key stage 3 have the opportunity to perform live music for the Doncaster festival of Light in November. They will perform music inspired by the artist Morag Myerscough.

**We Compose project**– All students in Year 8 will experience a live performance from a String Quartet who will perform 4 pieces. The students can then opt to work with musicians from ‘Music in the Round’ and write music inspired by the initial concert. They will then complete weekly workshops and receive 3 visits and feedback across the project from a professional composer. The outcome will be a live performance of compositions to the year group and parents/ carers.

**Royal Opera house and Ballet** – An opportunity for students to work alongside the Royal Opera and Ballet.

**Ridgewood Wonderland** – A chance for solo and ensembles to perform live to parents/carers and students at this festive time of year.

#### Term 2

**Stage Invasion** – An opportunity to follow on the work from Year 8 and 9 musical futures projects, where students are in a popular band setting. This project gives the students the opportunity to perform at grass roots level at Doncaster Dome with full lighting and sound to an external audience. They also receive feedback through external song writing workshop sessions.

**University of Huddersfield open day and recording studio experience** – KS4 students have the opportunity to visit a University and work with musicians creating a multi-track recording in a professional recording studio.

#### Term 3

**Summer showcase and Musical** - A chance for solo and ensembles to perform live to parents/carers and students in our annual culmination concert.