

MUSIC at The Hollins

“Music expresses that which cannot be said and on which it is impossible to be silent.”

- Victor Hugo

“When words leave off, music begins.”

- Heinrich Heine

INTRODUCTION

Music at The Hollins Technology College is a vibrant, current and practical department that focuses on all aspects of popular, world and western classical music. Students are given numerous opportunities to perform and develop their musicianship as part of a variety of ensembles and musical groups such as the choir, a singing group, Rhythm Factory, Ukulele Club, Keyboard Club, Rock School and GCSE Support.

Our music department offers our students the opportunity to learn how to play a new instrument with one of our 5 highly qualified and experienced peripatetic staff. Instrumental lessons include Guitar/Bass, Drums, Piano/Keyboard, Saxophone, Flute, Clarinet, Violin and Vocals.

The Music department boasts access to 6 laptop computers which are used as a composing and recording tool throughout Key Stage Four. There are also two practice rooms and a large classroom with 17 keyboards for students to perform their work on, a class Samba kit and various other percussion, including Djembes. There is also a large amount of equipment on loan from Lancashire Music Service as part of the Musical Futures project, including enough guitars, basses, keyboards, electronic drum machines and microphones for a class of 30.

Music is also a highly cross-curricular subject, offering pupils the opportunity to build skills they learn in all subject areas, from maths and English to history and citizenship. An example of skills that are developed in music and that are applicable to all subjects includes:

Teamwork	by working in groups and with others as musicians
Organisation	by working towards personal deadlines in lessons
Freedom	by choosing own ways to work on tasks
Flexibility	by being able to approach tasks in many different ways
Challenge	by constantly learning and developing new musical skills
Creativity	by creating own music and own performances
Confidence	by performing and by presenting work to others
Communication	by working in groups and with others and musicians
Self-Discipline	by working independently from the teacher

Staff in the Music Department

Mr J Atkinson – full-time teacher of music

Mr D Sanderson – drum and percussion teacher

Ms V Humphreys – piano, keyboard and violin teacher

Ms Fletcher – woodwind teacher (from Lancashire Music Service)

Mr Garrett – singing teacher

Mr G Ward – guitar teacher

CURRICULUM – KEY STAGE THREE

In KS3 music we develop skills in practical music-making, from using our voices to performing on the keyboard to forming bands using guitars and drums. We regularly perform in class and public performance opportunities are available to pupils through extra-curricular activities.

Year 7 – Performing Arts

This is a combined course with the Drama Department where pupils study the basic skills required to be a performer. In music, the following areas are covered:

<i>Find Your Voice</i>	Developing awareness of how our voices create music, including singing and beatboxing.
<i>Ukulele</i>	Develop performance skills, on the ukulele as well as singing and reading TAB notation.
<i>Keyboard Skills</i>	Exploring stave notation and how this is used to play music on instruments, by working on keyboards.

Year 8

Pupils now study music as a standalone subject and build on the skills developed in year 7:

<i>Ground Bass</i>	Continuing with keyboard and stave notation, pupils perform Pachelbel's Canon and then write a rap to go over it.
<i>In an Off-beat!</i>	Pupils explore the main features of Reggae music by performing Buffalo Soldier and then creating their own music inspired by it on keyboards and ukuleles.
<i>World Music</i>	Exploring African Drumming and Indian and Chinese music, performing and composing in the traditions from these parts of the world.
<i>The Blues</i>	Looking at the history of the Blues and its roots in slavery, performing the 12- bar Blues and developing Improvisation skills at the keyboard and on the ukulele.
<i>Samba!</i>	Becoming a class Samba band to create performances of traditional carnival music in a Brazilian style.
<i>Band Studies</i>	Forming bands to learn songs together using keyboards, guitars and drums. This follows the Musical Futures model.

Year 9

Pupils build on skills developed in years 7 and 8 and begin to prepare for GCSE music.

<i>Band Studies II</i>	Forming bands to learn songs using keyboards, guitars and drums, developing skills learnt on band instruments in year 8. This follows the Musical Futures model.
<i>Songwriting</i>	Using the skills developed as bands, groups now write their own protest songs in the style of their choice.
<i>Music and Media</i>	Composing music using techniques used by film composers, creating music to represent characters, to accompany a silent movie and creating adverts.

CURRICULUM – KEY STAGE FOUR

In KS4 we work towards GCSE Music following the Edexcel specification and this year we are running two GCSEs at the same time – year 11 are studying the old specification and year 10 are studying the new specification. Both GCSE courses allows pupils to develop their skills as analysers as well as performers and composers. The courses are both assessed through two parts coursework (performing and composing) and one part (40%) listening exam.

Students who choose to study GCSE Music do not have to be able to read music but must demonstrate a talent and passion for the subject. It is essential that a student undertakes (or has previously undertaken) instrumental lessons if they are to succeed at GCSE level in Music.

GCSE Music in Year 10 (new specification)

The new specification can be downloaded here:

http://qualifications.pearson.com/content/dam/pdf/GCSE/Music/2016/specification/Specification_GCSE_L1-L2_in_Music.pdf

Unit 1 – Performing Music (30%)

Students work with their instrumental teacher to develop at least two performances that can be recorded at any stage of the course. These performances are to be made up of at least one solo performance on their chosen instrument, or voice, and at least one ensemble performance, which must total a minimum of four minutes of recorded time.

Unit 2 – Composing Music (30%)

Students create two pieces of music that are based on two of the four Areas of Study. The first composition is based on the Western Classical tradition and is written for a solo instrument with piano accompaniment. Working on this, students develop their understanding of music theory and use Sibelius to realise their work. The second composition is based on a brief set the by the exam board when they begin year 11.

Unit 3 – Listening and Appraising Music (40%)

This unit is assessed through an examination at the end of the course. This is based on 8 set works chosen by the exam board to reflect each of the four Areas of Study (below) and a series of questions about unheard music, also from the same Areas of Study. The exam consists of listening questions and extended questions which all require the student to be able to critically listen to and analyse various music.

Area of Study 1: Instrumental Music 1700-1820

- J S Bach: 3rd Movement from Brandenburg Concerto no. 5 in D major
- L van Beethoven: 1st Movement from Piano Sonata no. 8 in C minor 'Pathétique'

Area of Study 2: Vocal Music

- H Purcell: Music for a While
- Queen: Killer Queen (from the album 'Sheer Heart Attack')

Area of Study 3: Music for Stage and Screen

- S Schwartz: Defying Gravity (from the album of the cast recording of Wicked)
- J Williams: Main title/rebel blockade runner (from the soundtrack to Star Wars Episode IV: A New Hope)

Area of Study 4: Fusions

- Afro Celt Sound System: Release (from the album 'Volume 2: Release')
- Esperanza Spalding: Samba Em Preludio (from the album 'Esperanza')

GCSE Music in Year 11

The old specification can be downloaded here:

http://qualifications.pearson.com/content/dam/pdf/GCSE/Music/2009/Specification%20and%20sample%20assessments/GCSE_Music_Spec_2012.pdf

Unit 1 – Performing Music (30%)

Students work with their instrumental teacher to develop two performances that can be recorded at any stage of the course. These performances are to be made up of one solo performance on their chosen instrument, or voice, and one ensemble performance.

Unit 2 – Composing Music (30%)

Students create two pieces of music that are based on two of the four Areas of Study. The first composition is based on the Western Classical tradition and is written for a solo instrument with piano accompaniment. Working on this, students develop their understanding of music theory and use Sibelius to realise their work. The second composition is a song written in a style chosen by each student. This can be developed into a popular song, a song for musical theatre or a traditional song from another country.

Unit 3 – Listening and Appraising Music (40%)

This unit is assessed through an examination at the end of the course. This is based on 12 set works chosen by the exam board to reflect each of the four Areas of Study (below). The exam consists of eight listening questions and one extended question which all require the student to be able to critically listen to and analyse various music.

Area of Study 1: Western Classical Music 1600-1899

- Handel – “And the Glory of the Lord” from ‘The Messiah’
- Mozart – “Symphony No 40 in G minor”, first movement
- Chopin – “Prelude in D-flat Major”, ‘Raindrop’

Area of Study 2: Music in the 20th Century

- Schoenberg – “Peripetie” from ‘Fünf Orchestrestücke’
- Bernstein – “Something’s Coming” from ‘West Side Story’
- Reich – “Electric Counterpoint”, third movement

Area of Study 3: Popular Music in Context

- Davis – “All Blues”
- Buckley – “Grace”
- Moby – “Why does my heart feel so bad?”

Area of Study 4: World Music

- Capercaillie – “Skye Waulking Song”
- Koko – “Yiri”
- Various - “Rag Desh”