

ST RICHARD'S CATHOLIC COLLEGE



Music Department



Meet the department:



Ms L Mason
Subject Leader of Music and
Performing Arts



Mrs R Byrne
Teacher of Music with
responsibility for Liturgical
music and the choir

Visiting Music Teachers

Emma Burnett (Singing teacher)

Christina Clay (Flute and saxophone)

Graham Coldwell (Violin)

Juliette Humphreys (Clarinet)

Christina Kearley (Trumpet and brass)

John Pembery (Keyboard and piano)

Helen Ridout (Piano)

Hayley Savage (Ukulele and signing club, Friday Night Live music club and acoustic guitar tuition)

Richmond Stockwell (Drums)

Adam Thomas (Guitar)

Sally Ann Thorkildsen (Cello)

Subject outline

Music is central to every pupil's experience at St Richard's, and has the potential to enrich their lives enormously. There are three main strands to their experiences:

- In the classroom
- The extra-curricular programme
- Supporting the faith ethos of the school

Pupils tell us that they really enjoy their involvement in music at St Richard's, whether through singing, playing a range of musical instruments in our well- equipped department, joining choir, orchestra or any of eight after school/lunchtime ensembles, or becoming involved in music for a Liturgy. The music area is a busy, thriving and exciting place to be, and we do everything we can to make pupils feel welcome and valued, whatever their musical interests.

We are extremely proud of our reputation within the County, and beyond, for the high quality performance opportunities we offer all pupils. We also enjoy working collaboratively with the dance and drama departments, and regularly organise performances involving at least 100 pupils.

We have strong links with East Sussex Music Service and, through this, pupils can receive instrumental or vocal lessons in school, as well as accessing a wide range of County ensembles including area youth orchestras, youth choirs, swing bands and Rock School. In addition, we are pleased to enhance this opportunity with lessons being offered from visiting private teachers in singing, acoustic guitar and piano playing.

Studying music is a gateway to a lifetime of enjoyment and life-enriching creativity, and there are many and varied career paths for pupils who gain a GCSE qualification in the subject; these opportunities include performing, composing, teaching, recording studio engineering, sound design for film and theatre and sound reinforcement. Pupils who study music develop many skills, making them an attractive proposition for potential employers!

Currently, the choir has around 85 members of mixed gender and rehearses regularly. They have sung at numerous concerts within and out of school with past opportunities including: singing with leading professional soprano, Laura Wright, in Eastbourne; at Westminster Cathedral during their Advent services and annually at 'St Mary's in the Castle' in Hastings, presenting a substantial piece of music, dance and drama for their annual Holocaust Memorial Service. The choir have also recorded an original piece of music for a composer, Miles Nicholas, which was played during an 8-minute visual performance that took place in Australia (Sydney) during the Christmas period. It was played every 15 minutes for 4 weeks! St Richard's voices have travelled far and wide.

Our orchestra has around 20 members, and regularly supports services and Masses, as well as performing in our Music Showcase and other concerts. It is inclusive, and players of all abilities are welcome. The successful candidate will have the opportunity to develop ensemble skills with younger and less experienced players supported in their development by our orchestra leader and more experienced players who are very committed.

Our Performing Arts team produces high quality shows annually with over 100 pupils involved each time. Music, Drama and Dance feature highly in all of these shows. Three nightly performances sell out with an excellent response from all audiences.

There is a wealth of experience within the music department.

Mrs Byrne has a professional performance background and has led many choirs, and has extensive experience in the music industry. She has sung and played for many artists such as Pulp, Unkle, Paul Heaton, Suzanne Vega, Catatonia and more recently sang with Noel Gallagher on his last two solo albums 'High flying Birds'. She has sung in various bands throughout her career and has a good understanding of what it takes to succeed in the business. The team is dedicated to providing a diverse, exciting, accessible and uplifting musical curriculum with countless opportunities for pupils to develop and showcase their talents. The diverse skills and experience of the current department members ensure that pupils get a top quality music education. This is further enhanced by the strong working relationship with East Sussex Music Service who offer first class instrumental tuition to our pupils, as well as the opportunity to be part of many ensembles.

What the pupils say:

I really enjoy music; you get to express your creative side. You get to be independent and it's really enjoyable. You get to have a chance to join the school show.

Isabella

Music is great! There is a lot on offer. There is also a chance for pupils to show off their skills in class.

Lexie

Music is one of my favourite subjects and it helps me express myself. We get to sing in assemblies and attend activities after school and it is easy to get involved.

Matthew

Music is one of my favourite subjects. Music is an everyday life sound! Music is a challenging subject but if you try your very best you are sure to be rewarded.

Caedan

I love music because it is the one thing where I can properly express myself and my feelings fully without hesitation. With music club and choir, I can do that properly.

Solomon

I have thoroughly enjoyed the GCSE music course and feel as though I have progressed massively as a musician, both in terms of my practical skills and my comprehension of music around the world.

Edward



Celebrating our successes

As a department we are *always* rehearsing for a performance (usually several at the same time), and this hard work consistently leads to outstanding results. Parents, pupils and colleagues throughout the County regularly tell us that they want their children to be at St Richard's when they see and hear our pupils working at such high performance levels. It is something we are very proud of, and we are constantly striving to build on our success because we want our young musicians to have musical experiences that will shape the rest of their lives in some way.

We are also proud of our GCSE success with our pupils achieving 100% 9-5 grades and 74% grade 7 and above in 2019 and predicted to achieve the same in 2020.

A summary of KS3 music work

Our KS3 curriculum has been developed to give pupils a broad and practical experience of music. It includes units based on the 'Opus' published resource (Heinemann), which was co-authored by Mr Roadknight, one of our former Subject Leaders for music alongside units that we have developed to meet the interests and needs of our current pupils and give them a solid foundation working towards the EDUQAS GCSE in Music.

Our KS3 curriculum is as follows:

Year 7	Induction Mass Preparation with links to score reading.	Yulekulele - Using the Keyboard & Ukulele to make connections with the ear and notated music.	British Folk Music Hearing differences in scales.	Sequencing 1: Fat Boy Slim - Right Here Right Now	Rhythms of the Nile Technology performance)	Impressionism Identifying & using different scales and sonority, structures and devices e.g. ostinato.
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Year 8	Axis of Awesome Songwriting composition	Sequencing 2 Popular music and technology performance.	One Day Like This Analysing rhythms, motifs and development of ideas in composition.	Kwela; Going Solo Melody, Improvisation and Structure.	Film Music Using the elements to explore creating a live score to a short clip of Tom and Jerry	Reggae - links with fusions (EDUQAS) Voice of protest (SMSC)
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Year 9	Blues (Links with EDUQAS music for ensemble - Blues)	Sequencing 3 (Links to EDUQAS technology performance)	Under Pressure: Riffs, loops and ostinati (Links to EDUQAS film music minimalist composition techniques.)	Badinerie, JSBach - class performance, working in groups on specific parts to then perform as an ensemble.	Africa, Toto: reproduce conscious of all the elements and devices (EDUQAS Set Work prep)	Song-writing: Using the elements and devices explored in Africa - songwriting which shows clear development of ideas.
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During KS3, all pupils sing, play keyboards, guitars, ukuleles, pBones, pTrumpets, pCornets and tuned and un-tuned percussion. They perform solo and in groups and compose. They use iMac computers running Garageband, Logic and Sibelius software. They listen, appraise and learn about music theory including how to read and write standard notation.

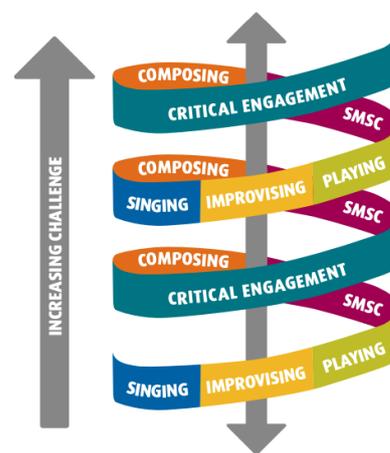


Assessment at KS3

The assessment of music is a complex area, as progress is not always 'linear'; pupils progress through a 'spiral', making progress, re-visiting and reinforcing areas of learning and moving between different strands of learning.

Throughout KS3, pupils receive regular verbal feedback, and are encouraged to regularly make critical judgements about their own and others' work using our assessment framework.

We assess our pupils using a bronze, silver and gold framework developed from the Faultley and Daubney's model (ISM – The National Curriculum for Music: A revised framework for curriculum, pedagogy and assessment in key stage 3 music, 2019). Bronze, working toward our expectations; silver meeting most of our expectations and gold meeting all expectations.



The six strands shown in the spiral form the basis of the assessment and progression framework, showing the ways that pupils are being musical.

E.g. These are our expectations for 'Gold' in Year 9.

Singing	Composing	Improvising	Playing	Critical engagement	SMSC
<ul style="list-style-type: none"> • Pitch, tuning and rhythm are accurate. • The Performance is expressive and stylistic. • There is a consistent tempo throughout. • Ensemble skills are strong. • Gives a convincing performance. • Excellent breath control and posture ensures good phrasing. 	<ul style="list-style-type: none"> • The piece has a clear sense of style. • Shows development of ideas. • Meets the demands of the brief. • Is imaginative and creative. • Uses appropriate melodic, harmonic and rhythmic devices. • Shows clear evidence of consideration of the musical elements. 	<ul style="list-style-type: none"> • Improvises effectively demonstrating awareness of mood and intended effect. • Improvises appropriately and musically with stylistic integrity. • Improvises with clear use of a scale, mode or key. 	<ul style="list-style-type: none"> • Pitch, tuning and rhythm are accurate. • The Performance is expressive and stylistic. • There is a consistent tempo throughout. • Performs an appropriately challenging part. • Gives a convincing musical performance. • Demonstrates excellent ensemble skills. 	<ul style="list-style-type: none"> • Demonstrates creative responses to musical starting points. • Responds effectively to the music of others in an appropriate fashion. • Discusses and critiques the music of others eloquently. • Discusses and critiques own music eloquently. • Uses appropriate musical terminology demonstrating excellent understanding. 	<ul style="list-style-type: none"> • Pupils are reflective about their work and the work of others offering imaginative and creative responses. • Pupils show an awareness of their use of language and subjects in lyric writing. • Pupils understand that to be successful they need to work collaboratively and are able to offer reasoned views. • Pupils experience and respect music from a diverse range of influences and cultures. • Deals with performance anxiety in an appropriate fashion.

A summary of KS4 music work

GCSE music is presently a two year course, and we follow the WJEC/Eduqas syllabus.

The course has four areas of study and includes a practical portfolio of two performances, one of which must be an ensemble (30%), two compositions (30%) as well as a listening exam taken in June (40%).

The aims of the GCSE course are to:

- Develop candidates' interest and enjoyment of music that will be sustained in later life, so that they are inspired, moved and changed by studying a broad, coherent, satisfying and worthwhile course of study.
- Develop candidates' own musical interests and skills including an understanding of how to make music individually and in groups.
- Enable candidates to evaluate their own and others' music.
- Develop understanding and appreciation of a range of different kinds of music.
- Develop broader life-skills and attributes including critical and creative thinking, aesthetic sensitivity, emotional awareness, cultural understanding, self-discipline, self-confidence and self-motivation.

COURSE OUTLINE: KS4 GCSE EDUQAS/WJEC

The 4 areas of Study:

- Musical Forms and Devices
- Music for Ensembles
- Film Music
- Popular Music

Section 1: Musical Forms and Devices

- The Development of music (Western Classical Tradition)
- Musical Form and Structure (Musical Forms)
- Devices (Prepared piece: Mozart/Eine Kleine Nachtmusik)

Section 2: Music for Ensemble

- Sonority, Timbre and Texture
- Musical Ensembles
- Chamber Music
- Musical Theatre
- Jazz and Blues

Section 3: Film Music

- The Film Industry
- The use of Musical Elements in Film Music
- Musical Devices and Techniques that are used in Film Music
- Composing Film Music: Responding to a Stimulus or Commission
- Appraising Film Music in the Examination

Section 4: Popular Music

- Rock and Pop
- Musical Features of Rock and Pop Music
- Fusion
- Bhangra
- Prepared Extracts for Detailed Study (Currently Since You've Been Gone by Rainbow)

Assessment at KS4

At KS4 level, this process is continued through a range of performance, composition and listening tasks which gradually increase in challenge. Pupils learn how the exam board will assess them, and develop a clear understanding of the complexities of the process.

30% = Performing x 2 (72 marks) - 30% = Composition x 2 (72 marks)

40% = Listening Test (1hr 15 mins) (96 marks)

	AO1	AO2	AO3	AO4	Total
Component 1	30%	-	-	-	30%
Component 2	-	30%	-	-	30%
Component 3	-	-	20%	20%	40%
Overall weighting	30%	30%	20%	20%	100%

The table above shows the weighting of each assessment objective for each component and for the qualification as a whole.

Extra-curricular music

We pride ourselves in offering our young musicians an extensive range of extra-curricular experiences, and there really is something for everyone to enjoy. Pupils really value the welcome they receive in the music area, and know that we do everything we can to help them become confident and engaged musicians.

Our regularly rehearsing ensembles include: Orchestra, Choir, Ukulele and Singing Club, NYJO inspired (an improvisation jazz group) Friday Night Live (a song-writing / band club) and Music Boost (GCSE Intervention). All pupils are encouraged to participate in an activity that suits their personal interests and ability level. The music room is never quiet, and in addition to the 'formal' ensembles, we rehearse for specific performance events and for Liturgies.

The extra-curricular programme is generously funded, and we have been fortunate in securing the services of musician, Hayley Savage, to run our Friday clubs. The department is open during most breaks and lunchtime for pupils to come and explore the work they are particularly interested in.

MUSIC DEPARTMENT CLUBS

	Before school	Lunchtime	After School
Monday			Orchestra
Tuesday		Choir rehearsals	Music Boost
Wednesday		Choir rehearsals	Choir
Thursday	Orchestra	NYJO Inspired	
Friday		Ukulele & Singing	Friday Night Live

Examples of workshop and performance opportunities:

- The Cuckmere Project; composition to film with musicians from the Orchestra of Sound and Light, composer Ed Hughes and film maker Cesca Eaton.
- Ramshacklicious; composing project to live theatre performance.
- An audio work in collaboration with the De La Warr Pavilion.
- The National Youth Jazz Orchestra - developing improvisation skills and the feeling of playing in a jazz ensemble.
- Westminster Cathedral; Advent Service
- The Holocaust Memorial at St Mary's in the Castle

- The Music Showcase
- School productions
- Bollo Vision – African music workshops



Previous Summer Shows:

The Wiz

West Side Story

Disco Inferno

Oliver

Annie

Little Shop of Horrors

Back to the 80's

Thoroughly Modern Millie

Our House

Grease

Bugsy Malone



Annual Music showcases (with contributions from Choir, Orchestra and soloists), Summer Sing at the De La Warr Pavilion, Westminster Cathedral Carol Services, Advent services, Easter services, and other performances within the community.

Pupils also have an opportunity each year to experience opera at Glyndebourne.



We are looking for an enthusiastic, committed, creative individual who can contribute fully to our already engaging and inspiring department. This is an excellent department with outstanding results.