



Dalriada School
Welcome to
The Music
Department



The Aims of the Music Department

- To stimulate and nurture a love of music which pupils will carry into their adult lives.
- To provide a challenging and stimulating curriculum at key stage three, GCSE, AS and A2 levels.
- To provide opportunities for music making to a wide range of pupils through a varied programme of extra-curricular activities.
- To encourage pupils to perform to a high standard through performance on the concert stage as soloists or as part of an ensemble.
- To give as many pupils as possible an opportunity to learn a musical instrument.
- To ensure pupils are thoroughly prepared for Associated Board examinations.
- To enrich the wider school environment and the local community through music.
- To provide a positive social environment where pupils interact freely in the process of active music making.

Resources and Equipment

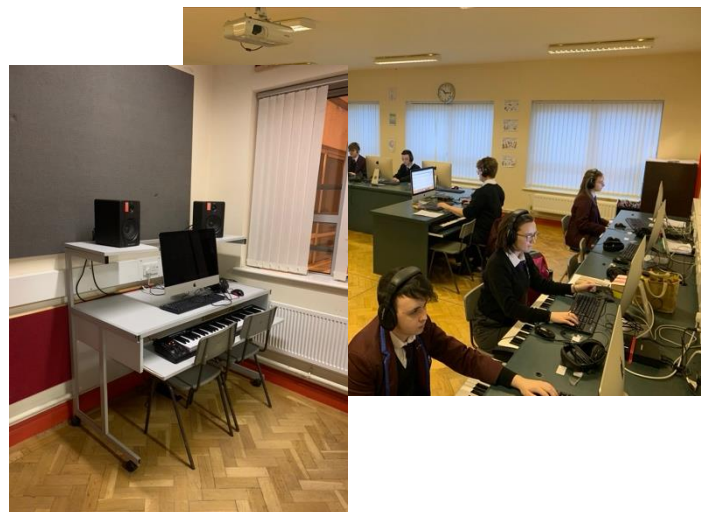
The music department is a purpose-built music suite consists of two teaching rooms (with two small rooms adjoining each), a general store, one large rehearsal room, a recording studio, an office, two practice rooms, two instrument stores and staff toilets.

Our computer suite, M1 houses 14 computer / keyboard workstations. The computers have Logic X and Sibelius Ultimate software.



The two rooms adjoining M1

are equipped with IMAC computers and workstations and are designed for audio recording.



M2 is a general-purpose teaching room with 13 classroom keyboards.



Our main rehearsal space, M3, is used for choirs, orchestra, wind band, string group, traditional group and various other ensembles.



In addition to this, we have three main practice rooms each have a piano and are used for weekly lessons.

Staff

Full-time teaching staff

Mrs. Heather Montgomery (Head of Department) & Mr Philip McGavock (Teacher of Music)



Department technician

- Mr David Getty

NEELB staff:

- Mr Colin Elliot – upper, senior strings
- Mrs Leanne Reid – upper, senior strings
- Mrs Gwynneth Reid – lower strings and junior violins
- Mr Graham Murray – woodwind and brass
- Mrs. Beverly Murray – woodwind and brass
- Mr David Gillespie – woodwind
- Mr John Askin – woodwind

Private Tutors:

- Mr Jack Owens– percussion
- Mrs Diana Culbertson – singing
- Mr Steven Iveson– guitar
- Miss Heather Loughridge - piano
- Mrs Lesley Owens – piano and singing

There is constant liason between teaching staff and instrumental teachers with regard to pupil progress, timetabling considerations, pupil attendance and punctuality and in the preparation of pupils for ABRSM, Trinity College London, London College, and Rock School examinations. Private teachers are responsible for their own billing system and time-tabling of lessons. The school provides a room to teach in and accepts pastoral responsibility for these arrangements by ensuring that all personnel are police checked and that adequate references are provided.

Please click on the link below to meet our instrumental tutors.

General Overview

Key Stage 3 (years 8-10)

In Dalriada, there are five classes in years 8, 9 and 10, each of which receive two periods per week. The classes are time-tabled for one period of general music-making (singing, recorder (yr 8 only), singing, keyboards and Ukelele (years 9-10), listening/theoretical exercises (all years) in the general purpose classroom (M2) and one period in our music computer suite (M1) where they work on various creative composing projects.

Internal assessment

Key Stage three have various end-of-topic written tests and self-assessment worksheets throughout the year. Assessment of composition happens at the end of each topic. There are two performance assessments in November and April and a written/aural examination in June.

Key Stage 4 (GCSE)

At GCSE, the time-table allocation is four periods per week and some of these are team-taught which allows some flexibility of approach. Teaching approaches include:

- whole class working on controlled assessment monitored by both members of staff
- whole class teaching shared by both members of staff
- whole class ensemble performance monitored by both members of staff

When class sizes allow it, our team-teaching approach allows for a more specific, targeted approach to individual pupil needs.

Internal assessment

Year 11:

We aim to cover approximately three set works per term enabling pupils to sit a skeletal written paper in January and a fuller GCSE paper in June. They sit a practical examination in January consisting of a solo performance whereas in June, they have a full practical consisting of solo and ensemble performances and a viva-voce (although this may be reserved for Year 12 Mock depending on time allowance). Composition is assessed in January and June.

During the term, regular testing of set-work knowledge/musical terminology is a routine feature.

Year 12:

Pupils sit a full mock exam in January with one written paper, a full practical and viva-voce and their composition (controlled assessment) port-folio is given an initial mark at this stage. Interim testing and regular revision is a feature of the whole year but given more emphasis in the Spring term.

Key Stage 5 (AS & A2)

When subject uptake supports it, the time-table allocation at AS/A2 level is nine periods per week in Yr 14 and eight in Year 13 and these are divided 6/3 and 6/2 between HJM and PMG respectively. In a year where the cohort is smaller, only five periods are allocated per year group although additional periods are found to support learning.

At AS level, HJM teaches 8/12 set works while PMG teaches the remaining four. Both members of staff teach general aural training and oversee coursework and performance preparation as their time permits.

A2 level follows the same pattern.

Textbooks: All main teaching resources located in appropriate teaching files with supplementary materials in music store.

Internal assessment

Year 13 & 14: pupils will sit a written paper mock in January (Unit 3) consisting of two written papers. In November, they complete a full practical including viva and composition/coursework initial assessment in preparation for Assessment Manager assessment. Pupils essay writing skills and knowledge of set works/area of study is frequently monitored through routine testing including timed essays in class, written tests and more extensive research study at home.

Extra-Curricular Activities

Please click on the link below to see some concert highlights

The rich variety of extra-curricular activities available in the music department supports the work of pastoral care in the school as it provides a programme of rewarding and worthwhile activities for pupils to participate in at lunchtime and after school.

Extra-curricular activities are vital to a thriving department for the following reasons:

- They promote music as a thoroughly enjoyable interactive activity which in turn fosters good relations between staff and pupils and between pupils.
- Pupils learn about a wide variety of music through performance. This feeds directly into class composition and performance.
- Pupils from Year 11 upwards who are not studying music as a subject have an opportunity to develop their musical interests.
- Skills are developed to a level which could not possibly be achieved in class time.
- They provide an avenue for teamwork which requires discipline, commitment and perseverance towards a common goal. The resulting performance gives pupils a sense of pride in their achievement.
- They provide a link with the wider community as groups are often asked to perform at various functions.

Presently at Dalriada there are eight extra-curricular activities which are run on a regular basis throughout terms 1 and 2. The table below shows the weekly rehearsal schedule for these groups.

	Lunchtime	After School
Monday	Junior choir sectionals (PMG)	The Irish Traditional Group (HM)
Tuesday	Chamber Choir (HM) Junior Choir (PMG)	Wind Band (PMG) School play rehearsal (term 1)
Wednesday	Intermediate Girls Choir (Mrs Culbertson) Senior Choir sectionals (HM)	School play orchestra – Term 1 (HM)
Thursday	Senior Choir (HM)	
Friday	String Group (HM)	Orchestra (HM)
Saturday	Term 1 – play rehearsal every Saturday afternoon from September through until the performances in December (HM).	

Concerts and Performances

The above groups have an opportunity to perform at the following:

The Christmas Carol Concert - December

All choirs, the wind band, the orchestra, the string group and the Irish traditional group take part in this seasonal evening's entertainment.

The School Musical – December

Recent productions include:

- 2020 – 21 Covid (no production)
- 2019 - 20 No production
- 2018 – 19 Fiddler on the roof
- 2017 – 18 Hairspray
- 2016 – 17 Spectrum
- 2015 – 16 Oklahoma
- 2014 – 15 Phantom of the Opera
- 2013 – 14 Oliver
- 2012 – 13 The Crucible
- 2011 – 12 Les Miserables
- 2010 – 11 Twelfth Night
- 2009 – 10 Footloose
- 2008 – 09 The Sound of Music
- 2007 – 08 Joseph
- 2006 – 07 Seven Brides for Seven Brothers
- 2005 – 06 Kiss Me Kate
- 2003 – 04 Les Miserables
- 2001 – 02 Oklahoma
- 1999 – 2000 Guys and Dolls
- 1997 – 98 Oliver
- 1995 – 96 Joseph and His Amazing Technicolour Dreamcoat
- 1993 – 94 The Mikado

The Evening of Music – March

This is the most prestigious concert of the school calendar and hosts all choirs, the orchestra, the wind band and the string orchestra. It provides a platform for our most talented pupils to play challenging solo material and for the instrumental groups to perform challenging repertoire. All of the choirs combine to perform a challenging work from the repertoire; recent works have included

- Requiem - Faure
- The Heavens are telling from 'The Creation' by Haydn
- Gloria - Vivaldi
- Zadok the Priest: Handel
- The Easter Hymn from 'Cavalerii Rusticana' by Mascagni

The Music Competitions

The School music competitions are held in June. The winners of these competitions gain the right to perform at the next year's Evening of Music or any of the other concerts held throughout the year. There are prizes for general musicianship, the most promising junior, wind, brass, piano, strings, singing and ensemble playing.

Please click on the link below to listen to this year's winners.

Cross-Community Links

There are several occasions within the school year when pupils from the school serve the community through providing music at public functions. Within the last five years, some of these have included

- Entertainment at Giant's Causeway Visitor Centre
- Support items at NEELB area string orchestra concert.
- The Chamber Choir participated in the launch concert of the International Choral Festival in St Malachy's Church Coleraine (April 2019)
- The Dixieband have taken part in fund-raising concerts in the Riverside Theatre and other venues.
- For the past three years, we have supported the work of Action Cancer and other charities through putting on an Acoustic night solely led by our pupils in Ground (a restaurant in town). Each one of these concerts raised in excess of £400.
- Through winning BBC School Choir of the Year in 2016, the Chamber Choir have had opportunity to represent the school in BBC Music Day (June 2016), to take part in the Five Gold Rings Concert with the Ulster Orchestra (Dec 2016).

The Music Curriculum

Key Stage 3 Projects

	Year 8	Year 9	Year10
September /October	<p>Study of the musical elements. Introduction to Sibelius: composition of a melody in key of C. Introduction to notation.</p>	<p>Major and minor chord formation: Composition based on Pachelbel's canon using ternary major/minor/major structure</p>	<p>Music in the media: advertising. Composition based on Eurostar advert using Logic.</p>
November / December	<p>Chinese music. Introduction to Logic Pro through composition based on the pentatonic scale</p>	<p>Music and texture/Programme music.</p>	<p>Blues and jazz: a study of this music supported by a 12 bar-blues composition using Sibelius.</p>
January/ Mid-February	<p>African Music: composition using Sibelius. This project focuses mainly on rhythmic values and texture and introduces concepts such as call and response, polyrhythm and imitation.</p>	<p>Irish music: a study of dance styles, songs and culture. Composition of Irish jig using Sibelius</p>	<p>Variations/covers. Pupils investigate ways of varying musical material and arrange their own 'cover' version of pre-existing material</p>
Mid-February/ March	<p>Instruments of the orchestra: a comprehensive study of the four sections within the orchestra and how sound is produced on each.</p>	<p>Indian music:a study of Indian Classical music structure and instrumentation. Composition focussing on improvisation on Logic using Indian instrumentation, drone, raga and tala</p>	<p>Music and film. An exploration of the use of music within a film context – leitmotif, iconic film themes etc resulting in a composition drawn from a choice of five stimuli.</p>

April/May	Music and shape: An exploration of simple harmony using melodic/harmonic intervals and artistic stimuli	principles.	Ensemble performance rehearsals: pupils work together to organise a group performance of a chosen piece.
	Exam preparation – EXAMINATION and feedback	Exam preparation – E EXAMINATION and feedback	Exam preparation EXAMINATION and feedback
June	Short ‘fun’ topics An introduction to chords Quizzes Musical games	Short ‘fun’ topics A quick look at song-writing Quizzes Musical games	Short ‘fun’ topics Quizzes Musical games

GCSE

Music at Key Stage 4

The course centres around the following skills:

1. **Performing and Appraising.** Pupils present solo and ensemble performances to an external examiner. The programme must last no longer than 6 minutes.
35% - assessed externally
2. **Composing.** Throughout the course, pupils compose a folio of two compositions, one in response to a pre-release stimulus and the other free choice.
30 % - assessed internally and moderated externally
3. **Listening and Appraising.** Candidates undertake a listening examination lasting 1 hour 30 minutes based on set works studied throughout the course and other music related to the three areas of study.
35% - externally assessed

Aside from classroom teaching, pupils are actively encouraged to take part in some of the extra-curricular musical activities provided in the

music department in order to enrich their GCSE experience. They can choose from:

- Orchestra
- Wind Band
- String Group
- Traditional Group
- Senior Choir (boys)
- Intermediate Choir (girls)
- Dixieband

Or create their own!

Year 11 GCSE

In Year 11, the pupils undertake the study of two thirds of the set works which are then revisited in year 12 along with the remainder. In the first term, they compose several small-scale pieces exploring developmental techniques and basic harmony. In the second/third terms they begin their first piece of coursework, their free choice under controlled assessment conditions. They perform solo and ensemble pieces at regular intervals as class workshops, for assessment manager assessments or for January/June examination sessions.

	Performance (Solo and Ensemble)	Composition	Listening and Appraising
Term 1	Pupils rehearse for and present one solo performance in a classroom workshop environment where they can learn from each other. They perform a solo at the January examination and are encouraged to perform at open morning if time. Regular choral singing is also encouraged and pupils are encouraged to join in the many and varied extra-curricular musical activities which the music department has on offer.	Pupils complete exploratory exercises in the use of developmental techniques, harmonic progressions and cadences, modulation and idiomatic melodic writing for instruments; this leads to one more substantial composition which is submitted for the January examinations	Pupils study in detail one set work from each area of study; Handel; For Unto us a Child is born (Messiah), Beoga; Prelude Polkas, Eric Coates: the Dambuster's March, Annie Lennox and the eurythmics; Sweet Dreams are made of this and complete listening exercises taken from a wide variety of styles.
Term 2	As in term 1. Solo pieces are changed and ensemble	Pupils commence their first piece of	Set works visited this term are

	groups organised within the class if possible but also drawing on non GCSE music personnel as required	coursework; the free choice option. Staff monitor and advise to keep pupils within the remit of the mark scheme.	Mozart; Horn Concerto No.4, 3 rd Movement, <i>Rondo</i> , Stonewall; Fife Medley John Williams: Superman, Ash; Burn Baby Burn.
Term 3	Pupils are internally assessed in solo and ensemble performance in May/June examinations and encouraged to participate in the school music competitions in June.	Pupils submit their first piece of coursework for internal marking and assessment.	Completion of set work analysis, revision, listening to other related works and past paper question practice in preparation for summer written examinations.

Year 12 GCSE

In Year 12, the pupils revisit all of their set works to enhance and deepen their level of understanding. They compose two pieces of coursework for submission and prepare for their solo and ensemble performance assessment by a visiting examiner in April.

	Performance (Solo and Ensemble)	Composition	Listening and Appraising
Term 1	Pupils rehearse for and present one solo and one ensemble performance in a classroom workshop environment where they can learn from each other. They perform these at the January mock GCSE examination and are encouraged to perform at open morning if time. Regular choral singing is also encouraged and pupils are encouraged to join in the many and varied extra-curricular musical activities which the music department has on offer.	Pupils commence their second piece of coursework based on the pre-release stimulus for submission at January mock examinations. The pre-release stimulus consists of a choice between rhythmic, melodic and chordal ideas.	Pupils study all remaining set works in preparation for January examinations. Berlioz; <i>Symphonie fantastique IV Marche au supplice</i> , Horner: young Peter from the <i>Amazing Spiderman</i> , Florence and the Machines: <i>Cosmic Love</i> .
Term 2	As in term 1. Pieces are changed and ensemble groups reorganised where appropriate and necessary. Final choices of	Pupils explore the genre of Irish traditional music beginning with jigs,	Revision of Musical Arrangements (The Trout Quintet) and

	personnel and repertoire are made and pupils rehearse methodically towards final assessment in April.	reels and slow airs.	Musical traditions of Ireland. (Listening to other musical styles as in term 1)
Term 3	Pupils are externally assessed by visiting assessor in late April/early May and pupils are encouraged to enter the school music competitions in June.	Pupils submit their final folio of two pieces for internal marking at the end of March. These are marked and internally standardised before being uploaded to CCEA for external moderation.	Revision of all set works (pupils come in for extra revision classes as they leave for study leave at beginning of May) in preparation for listening examination in June.

AS/A2 Curriculum

The content of the A2 Level course is fully documented in the syllabus. This document gives a course outline, a teaching schedule for the year, internal assessment methods and teaching strategies.

The course consists of three compulsory assessment units:

- A2 1 Performing: externally assessed, consisting of a solo performance and viva voce
- A2 2 Composing: internally assessed, externally moderated, consisting of
A: Composition Task
Or
B Composition with Technology Task
- A2 3 Responding to Music: test of aural perception & written examination
Both externally assessed.

The table below outlines the **percentage weighting** of each component:

Assessment Unit	Component part	Percentage weighting
A2 1	One piece of free composition/composition with technology And Commentary	16.5%
		3%
Total		19.56
A2 2	Solo performance And Viva Voce	16.5%
		3%
Total		19.5
A2 3	Test of aural perception And Written examination	16.5%
		3%
Total		21

The year is short with much of the third term used in intensive examination preparation and the pupils leave for study leave in May. Therefore, the teaching load falls mainly to terms 1 and 2. Pupils decide on options as early in the term as possible. The following is a rough guide only.

Term 1

Month	Free Composition	Performance	History Topics		Aural Perception Listening and Appraising
			Music for Orchestra in the twentieth Century	Sacred and Secular Vocal Music	
September	Preparatory exercises focussing on modulation and cadences. Decision of which option made after CCEA stimulus arrives. Style, structural outline and resources to be decided.	Regular monitoring of pupil progress through informal performance observation. Discussion with tutors and pupils about possible repertoire for assessment.	Bartok's Concerto for Orchestra, 1 st Movement (HM)	'Libera Me' from Requiem by Faure (HM)	20 th Century styles Revision of concepts such as cadences, keys, modulation, intervals, scales etc. The Renaissance Period A variety of listening exercises / past paper questions ongoing.
October			Debussy's Nuages (PMG)	Handel: I Rage & O Ruddier Than the Cherry from Acis & Galatea	
			Bernstein 'On the Town' Symphonic Suite (HM)		
November			Debussy's Nuages (PMG) contd.		
December					

Term 2

Month	Free Composition	Performance	History topics		Aural Perception Listening and Appraising
			Music for Orchestra in the Twentieth Century	Sacred / Secular Vocal Music	
January	Work ongoing Completion and recording	A mock practical exam.	A full mock experience of papers one and two.		Continuation of listening exercises / past paper questions in preparation for examination focusing on the stylistic features of individual periods.
February		Solo and ensemble performances are refined and rehearsed during and after school	Ravel: Menuet and Rigaudon from Le tombeau de Couperin	Copland: Simple Gifts and I Bought Me a Cat from Old American Songs	
March				Mozart: Requiem Mass, Introit & Kyrie	
April				Byrd: Mass for Five Voices, Kyrie and Agnus Dei	

Term 3

	Performance	History	Aural
May	Practical examinations (externally assessed)	Revision: external revision classes provided after school as pupils on study leave.	
June		Final written paper	Final written paper

