

Music Learning Journey

Music at Newman has a strong emphasis on applying knowledge and skills used in practical music making. Students will learn how to listen to music, create music and perform music, in a wide range of styles from classical, popular and world music traditions. Focus will be on harmony, melody, rhythm, the musical elements and will focus on creativity in performing and composing of music. The applications and implications of what we learn permeate throughout the course content.



Understanding the musical elements through application and listening

Basic instrumental skills

Basic Performing skills

Beginner composition skills

Knowledge of chords, melodies, basslines

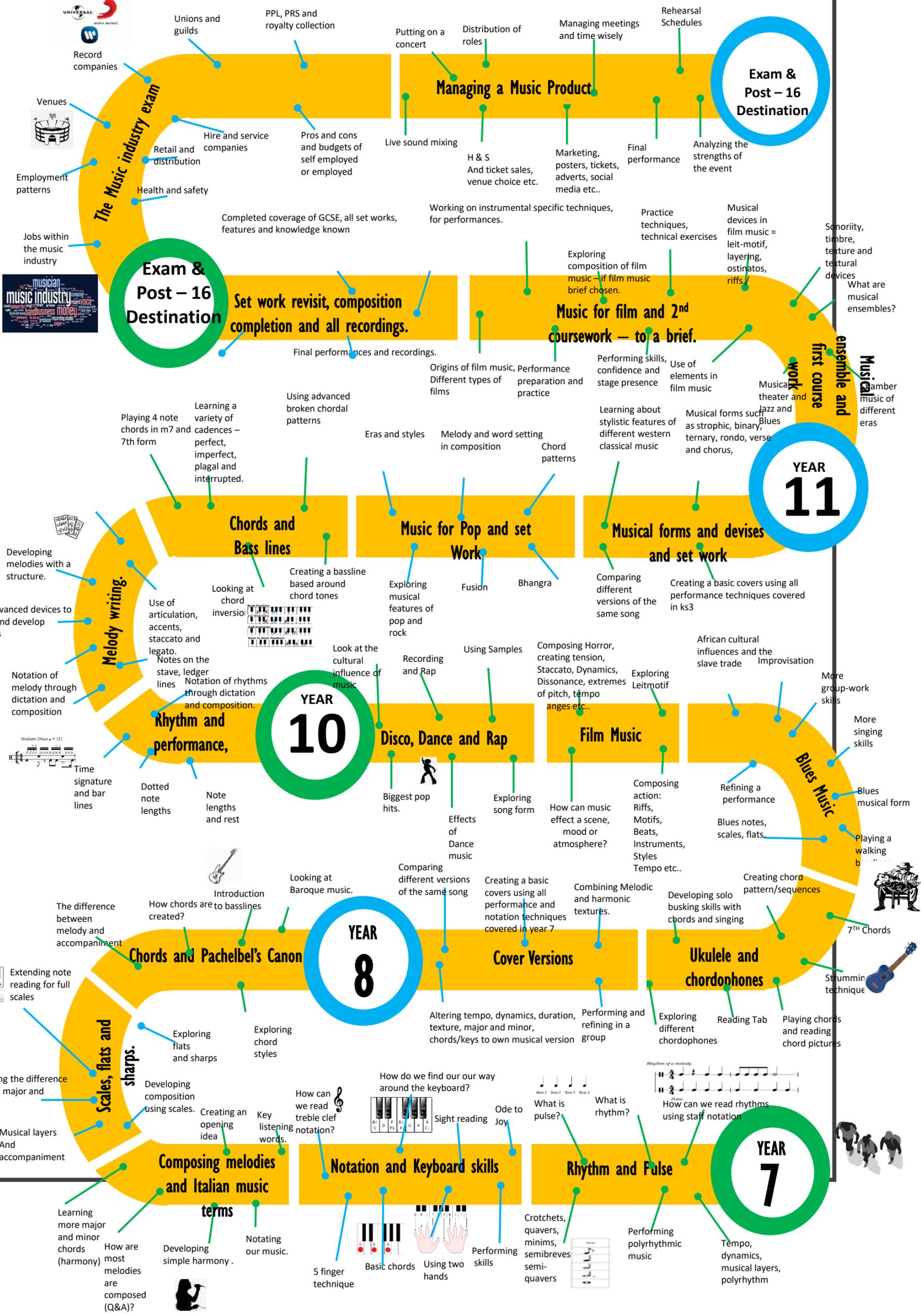
Use of the musical elements in more complex composition

Intermediate instrumental skills, more difficult keys, chords, rhythms and syncopations etc..

Music tech skills

Advancing performing and composing skills

Applying music to create refined compositions and public performances



How do we know our curriculum is broad and balanced?

Our curriculum focusses on 3 different main skillsets from the N.C.

Performing, composing and Listening & Appraising.

Our Curriculum teaches music from different genres, classical music in the Pachelbel's canon and western classical to film music. World music in the form of drumming and Blues music. Popular music styles including Disco/dance, Pop/Rock

Time is spent on a variety of instruments, we have many singing tasks and music technology is used extensively in KS4 music too. Listening skills are applied in every scheme of work.

What skills/knowledge have you focused on?

Performing	Composing	Listening
Instrumental techniques, finger technique, posture, co-ordination, strumming, drumming striking techniques etc...	Creating melodies using a variety of scales, keys and development techniques such as sequence, call and response, countermelody	Recognizing instruments
Singing techniques, projection, tuning, tone and harmony	Creating and developing chord sequences, in block, inversion and a variety of broken forms	Recognizing tonality
Playing in time	Using dynamics, tempo, duration, keys, texture and timbre to create moods and atmosphere, composing to a brief	Hearing and understanding musical structure
Playing at a steady tempo	Creating beats	Comparing musical styles
Using Dynamics and creating a dynamically balanced ensemble performance	Creating basslines	Comparing and contrasting musical elements
Improvisation skills	Scoring	Hearing layers of sound
Stylistic features in different music	Developing music which sets a scene and explaining how.	Hearing vocal and instrumental techniques
Music reading skills	Riffs, loops, modulation, dissonance etc..	Hearing the use of the main musical elements

How does KS3 prepare students for KS4?

All schemes of work in ks3 teach the skills required at KS4 and build skills, knowledge and confidence needed to complete the composition and performance components in higher level courses.

How are KS3 students assessed?

Students are assessed 6 times a year through a musical performance or composition tasks. Pupil's will also complete an end of unit theory and listening test in a GCSE style exam.

Intent:

To develop learners who can:

- Work well with others
- Work independently to improve skills via hard work and problem solving
- Use creative skills and improvise ideas on the spot
- Appreciate a wide range of diverse musical styles

Implementation:

- A curriculum which implements the key skills of listening, performing and composing
- A curriculum that gives students a wide range of experiences that covers, popular, classical, jazz and world music styles
- A practical based curriculum, focusing on group and individual skills

Impact:

- Students who are able to join the workforce with creative skills, independence, and the ability to work with and lead others
- Confident students who are resilient and able to break through challenges

How do we know our curriculum interleaves and builds skills?

Focussing on a range of practical skills that repeat throughout KS3 but at a more advanced level each year.

For example:

Melodies in **year 7** are in the keys of C Major and C Minor

Chords are based around these keys therefore use non chromatic (white notes).

Basslines are relatively simple in terms of rhythm, length or key – mirroring the chord.

The musical elements are explored through describing a range of music, how it is used and how it creates effects.

Melodies in **year 8** use more chromatic notes as in the blues scale or keys like F and G major and A minor.

Chords are based around these keys therefore use more chromatic (black keys) and introduce harder chords, broken chord patterns/arpeggios.

Basslines are harder than year 7 in terms of rhythm, length, key and independence of hands.

The musical elements are explored through improvisation on pitch in blues music and melodic improvisation in blues music.

Lyric writing is based on RAP/MC so does not require fitting melody with harmony in Dance music.

All these skills are then developed even further at KS4.