

# 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.



## How do we know our curriculum is broad and balanced?

Our curriculum focusses on 3 different main skillsets from the National Curriculum. Performing, composing and listening & appraising.

Our curriculum teaches music from different genres, from western classical to film music. World music in the form 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.

### Intent:

#### To develop learners who can:

- Work well with others
- Work independently to improve skills using hard work and problem solving
- Use creative skills and improvise ideas
- 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 overcome challenges

## What skills/knowledge have we focused on?

### Performing:

- Instrumental techniques
- Playing in time
- Playing at a steady tempo
- Using dynamics
- Improvisation skills
- Reading musical notation

### Composing:

- Composing melodies
- Creating chord sequences
- Using a variety of musical elements
- Composing to a brief

### Listening:

- Recognising instruments
- Recognising how different musical elements are used.

## 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** start in the key of C major and gradually move to more complicated keys.

**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 more complex 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.

**Melodies** in **year 9** use the full range of keys and scales.

**Chords** are based around these keys and more complex chords, such as seventh and diminished chords.

**The musical elements** are explored through composition and listening.

These skills are then developed even further at KS4.

## How are KS3 students assessed?

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

## 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.