

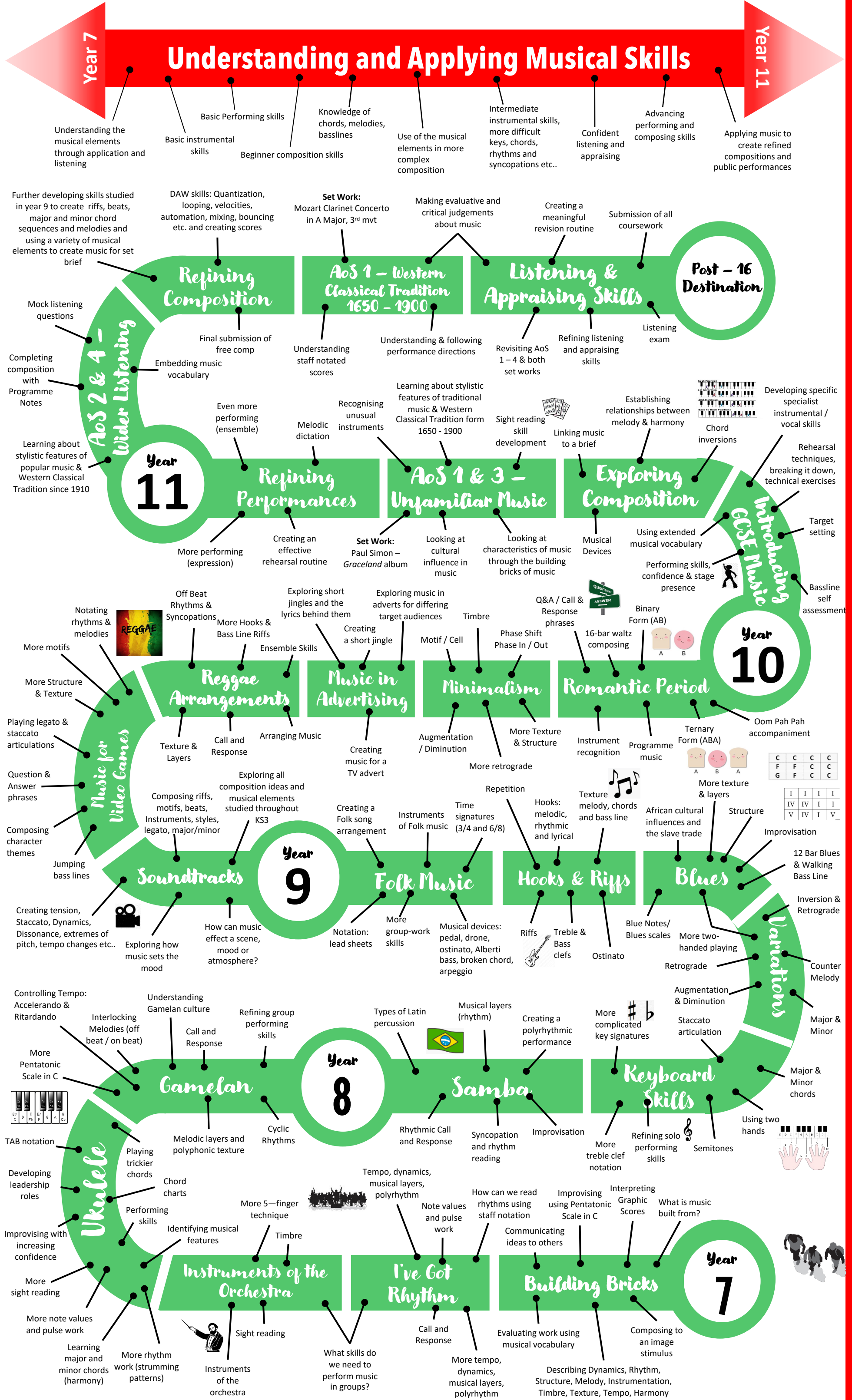
Music Learning Journey



St Cuthbert Mayne

Educating for life in all its fullness

Music at StCM has a strong emphasis on applying knowledge and skills used in practical music making. Students will learn how to listen, create 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 emphasise creativity in performing and composing of music. The applications and implications of what we learn permeate throughout the course content.



Compassion - Integrity - Courage - Creativity

How do we know our curriculum is broad and balanced?

Our curriculum focusses on 3 different main skillsets from the National Curriculum:

- Performing
- Composing
- Listening & Appraising.

Our Curriculum teaches music from different genres, classical music in the form of Theme and variation and western classical. World music in the form of Reggae, Samba drumming and Gamelan music as well as Blues music. Popular music styles including Film music, Pop/Rock and Video Game music.

Time is spent on a variety of instruments, with the use of music technology being developed in KS3 and 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 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

What skills/knowledge have you focused on?

Performing	Composing	Listening
Instrumental techniques, finger technique, posture, co-ordination, strumming, drumming 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	Composing with specific timbres	Hearing vocal and instrumental techniques
Music reading skills	Riffs, loops, modulation, dissonance etc..	Hearing the use of the main musical elements

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 with simple key signatures (1 flat or sharp).

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

Bass lines are relatively simple in terms or rhythm, length or key.

Building Bricks of Music are explored through improvisation on rhythm in percussive music.

Melodies in year 8 use more chromatic notes as in the blues scale or keys like E and D major.

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

Bass lines are harder than year 7 in terms or rhythm, length or key.

Building Bricks of Music are explored through improvisation on pitch in blues music and melodic improvisation in blues music.

Lyric writing is based on Blues and requires rhyming schemes and structure.

Melodies in year 9 use more chromatic notes as in the chromatic scale, harmonies, and more complex rhythm.

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

Bass lines are composed in year 9 and beats explored are more complex leading to ks4 composition.

Building Bricks of Music are explored through complete compositional ideas that create a scene, mood or atmosphere.

Lyric writing is based on popular song styles and therefore pitch and rhythm requires fitting melody to harmony.

All these skills are then developed further at KS4.

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 modules in higher level courses.

How are KS3 students assessed?

Students are assessed each half term through musical performance or composition tasks interspersed with low stakes listening and appraising tasks with a broken-down version of ks4 criteria. The skills assessed are the same.