

Music

Key Stage 3

Intent

The aim of Patcham High School's Music department is to develop a lifelong engagement with Music. Our Music department provides high quality Music education both in lessons and in an extra-curricular setting. Our curriculum is designed to develop skills in areas of Performance, Composition and the ability to appraise music by students and established composers. Students develop instrumental, vocal, and music production skills at Key Stage 3 across a variety of different genres, styles and traditions. Pupils have the opportunity to learn instruments in class and learn how music is created through study of the elements of Music: pitch, duration, dynamics, tempo, timbre, texture, structure and Musical notations.

An extremely successful instrumental and vocal lesson recruitment model is run during the first half term in Year 7 which consistently leads to a large uptake of new instrumental and vocal learners with lessons provided by dedicated Peripatetic teachers in the music department during the normal school day. Approximately one in five students are currently taking Instrumental or Singing lessons. Students are encouraged to use their instrumental and vocal skills in a comprehensive extra-curricular programme which lead into extremely successful whole school concerts and productions as well as providing regular performance opportunities in every assembly which begin with a musical performance.

At Key Stage 3 all students receive an hour a week of Music lessons. Pupils work on whole class activities, small groups, paired work or individual tasks.

An outline of our scheme of work is listed below

YEAR 7

Introduction to Rhythm & Pitch: Pupils learn how to read rhythm and pitch notation whilst completing practical performance and compositional activities.

Activities include; Rhythmic Ostinato Composition, African Drumming, Basic Keyboard skills & performance.

Introduction to Music Technology (Remixes): Pupils learn about the history of recording. Pupils are introduced to Music Sequencing software (Logic Pro X) and shown how to edit and mix music professionally. All pupils complete a remix of a well known song and export an MP3 of their work.

Introduction To The Ukulele: Pupils learn how to play the Ukulele and perform cover versions of songs in small groups. Pupils learn how to read chord notation for the Ukulele

Introduction to Sequencing: Pupils build on their knowledge from editing Music in Logic to program and record a cover version of a well known song inputting all parts themselves. Pupils mix and export their tracks as MP3's.

Introduction to the Guitar: Pupils build on their knowledge from the Ukulele and convert these skills to develop the ability to start to learn how to play the Guitar. Pupils are taught to read Guitar chords as well as Guitar Tab and attempt to learn how to play a Grade 1 performance piece in 6 weeks.

YEAR 8

The Beatles: Pupils study the history of The Beatles, learning about their Music and why their legacy to the current Popular Music industry. Pupils are then given the task of re-creating A Beatle song with whichever instruments they choose working in groups of four or five. Each group is given their own rehearsal space and have a deadline to deliver their performance by. In this project the pupils are given recordings of the songs and resources necessary to complete this task.

The Blues: Pupils learn about the origin of the blues and its legacy influencing and evolving into just about all of today's modern popular music. Pupils listen to and analyse recordings of classic blues songs before taking part in a class performance of a blues song. Pupils learn some basic

improvisational skills and construct a recording from a 12 bar blues chord pattern, walking bass line, improvisation and write and record their own blues lyrics.

Cover Versions 2: Pupils are now given the task of re-creating a modern popular song in groups of four or five. Each group is given their own rehearsal space and have a deadline to deliver their performance by. In this project the pupils are given recordings of the songs and resources necessary to complete this task.

Film Music: Pupils research the history of Music with Film from the silent era to the present day. Pupils learn about key cinematic film music techniques as well as the orchestra and its role in Film Music. Pupils then create their own soundtrack to a famous piece of film footage with all sound previously having been removed.

Implementation

- Music lessons start with a review of previous learning either through a practical activity to recall learning or through questioning.
- New material is introduced in small layered progressions to allow students to obtain a high success rate
- Staff will use modelling to demonstrate and/or explain how to complete a learning activity
- Learning time is provided for students to practice and master activities whilst receiving teacher or peer feedback to support progress
- Staff will use a range of questioning techniques to both check and develop understanding
- Formative assessment is used in lessons to review learning and plan the next steps in learning at both a class and individual level.
- Summative assessments are conducted at the end of each unit of work (each half term)

Impact

Effective teaching and engaged learning will lead to a good uptake of examinable Music pathways at KS4 (BTEC Music/ GCSE Music) and/or a high uptake in instrumental/Singing lessons and/or numbers of students choosing to participate in extra-curricular activities in Music.

High engagement in extracurricular programme to all students to:

1. Develop interests and talents
2. Benefit from the social and mental well-being regular musical collaboration promotes.

Key Stage 4

Intent

At Key Stage 4 students develop their learning from Key Stage 3 and can choose to study initially BTEC music in years 9 & 10 but also have the option of studying GCSE Music in years 10 & 11. We intend to support each student individually to develop as Musicians and by offering a broad range of

qualifications and all options within these qualifications can provide all learners with the opportunity to excel in this subject. Our curriculum develops independent learning skills as well as confidence and social skills through Musical collaboration.

Our Music Curriculum aims to ensure that all students:

- 1) Develop competence, confidence and enjoyment in activities of their choice
- 2) Are engaged in content as part of their regular experience in Music lessons and the school day as a whole
- 3) Are provided with opportunities for participating in extra-curricular activities through clubs and concerts
- 4) Make informed choices and develop knowledge of the music industry.

Implementation

BTEC:

Students choose different options within the course and will be given a vocational project to deliver for a specific deadline.

Students will be supported to develop knowledge and skills required to deliver these projects

Students will need to develop their independent learning skills and ensure that all tasks are completed to a high standard

In activities being experienced for the first time lessons will:

- New material is introduced in small layered progressions to allow students to obtain a high success rate
- Staff will use modelling to demonstrate and/or explain how to complete a learning activity
- Learning time is provided for students to practice and master activities whilst receiving teacher or peer feedback to support progress
- Staff will use a range of questioning techniques to both check and develop understanding

GCSE:

Students will learn about the areas of study and how these relate to the elements of music

Students will develop knowledge of Music Theory and language necessary for the listening exam.

Students will develop composition and arrangement skills by analysing composers works.

Students will develop performance skills both in and outside the classroom.

In activities being experienced for the first time lessons will:

- New material is introduced in small layered progressions to allow students to obtain a high success rate
- Staff will use modelling to demonstrate and/or explain how to complete a learning activity
- Learning time is provided for students to practice and master activities whilst receiving teacher or peer feedback to support progress
- Staff will use a range of questioning techniques to both check and develop understanding

Impact

Students should arrive in Music enthused to use the lesson as either:

- 1) A vehicle to further develop interest/talent/enjoyment

2) A catharsis within their academic curriculum to support their enjoyment and wellbeing at school

A successful Music Education Curriculum will mean that students leave school engaging in Music as a pathway for lifelong participation.