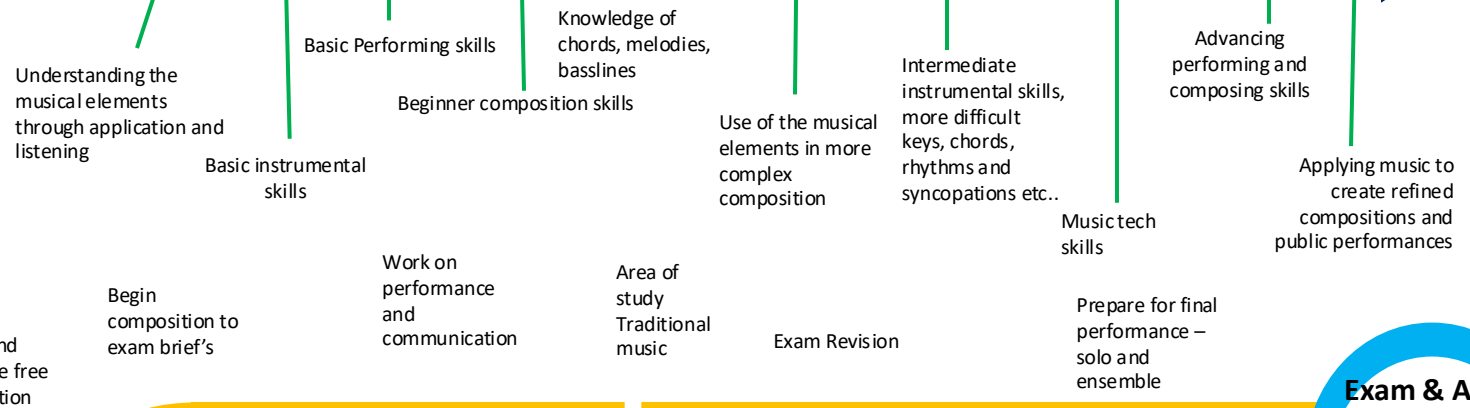
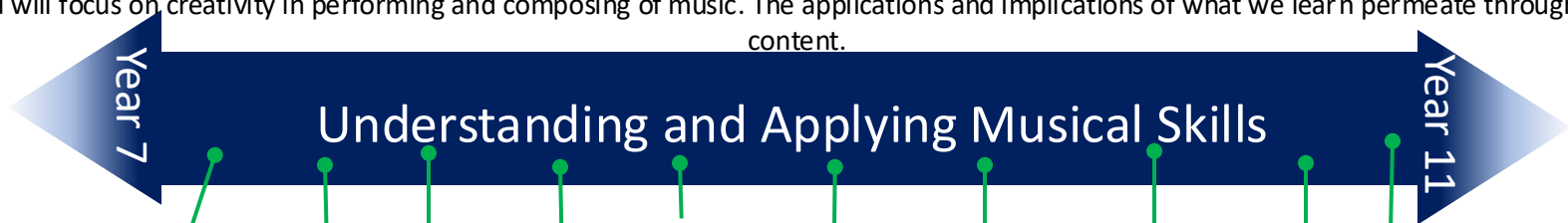
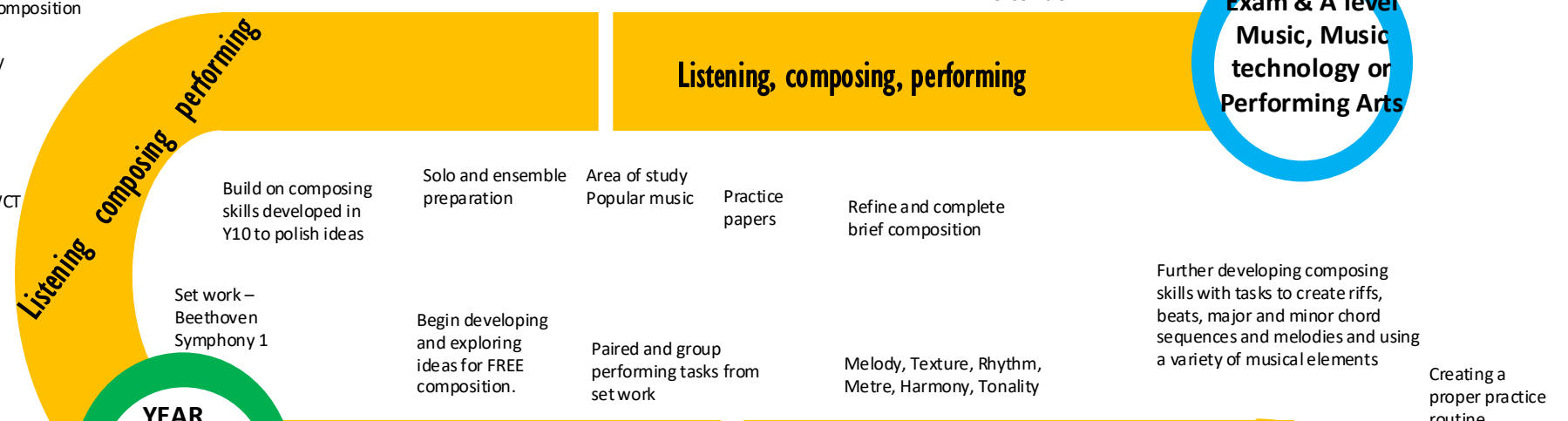


Music at St Aidan's Learning Journey

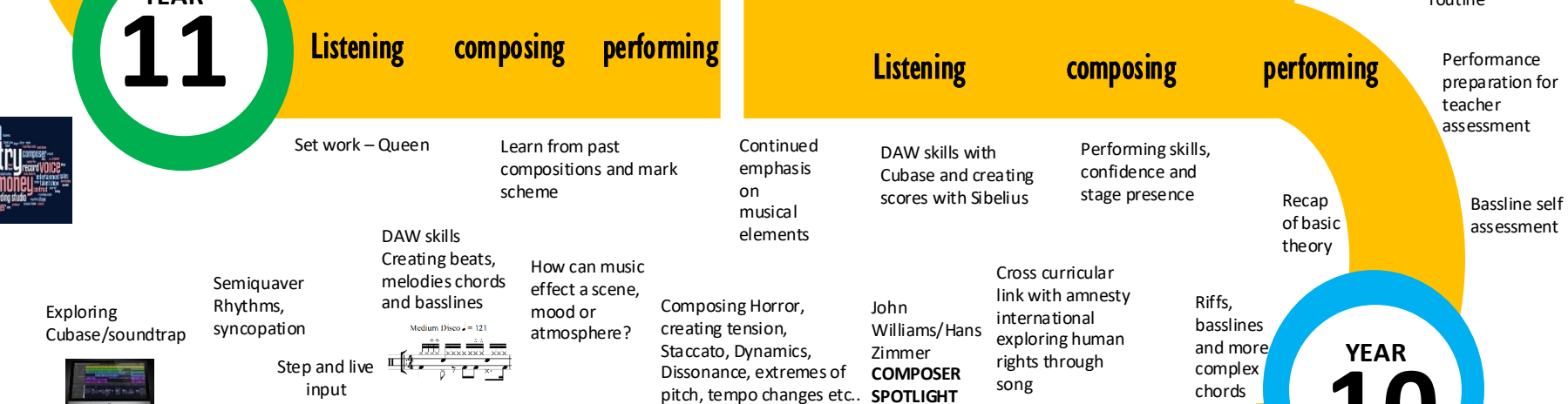
Music at St Aidan's has a strong emphasis on applying knowledge and skills used in practical music making. Students will learn how to listen to music, create music and perform music, in a wide range of styles from classical, popular and world music traditions. Focus will be on harmony, melody, rhythm, 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.



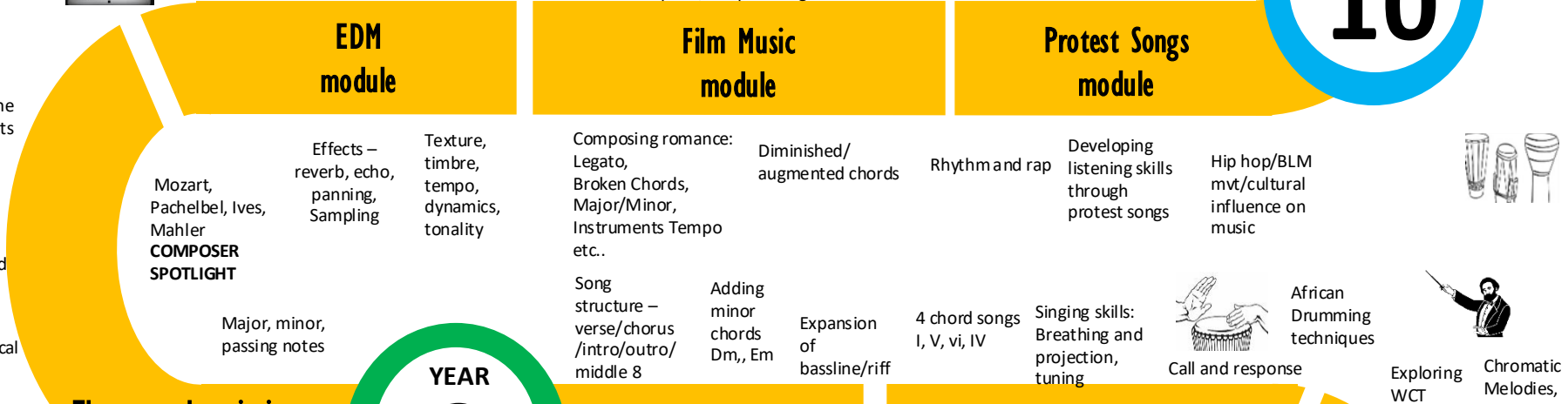
Exam & A level Music, Music technology or Performing Arts



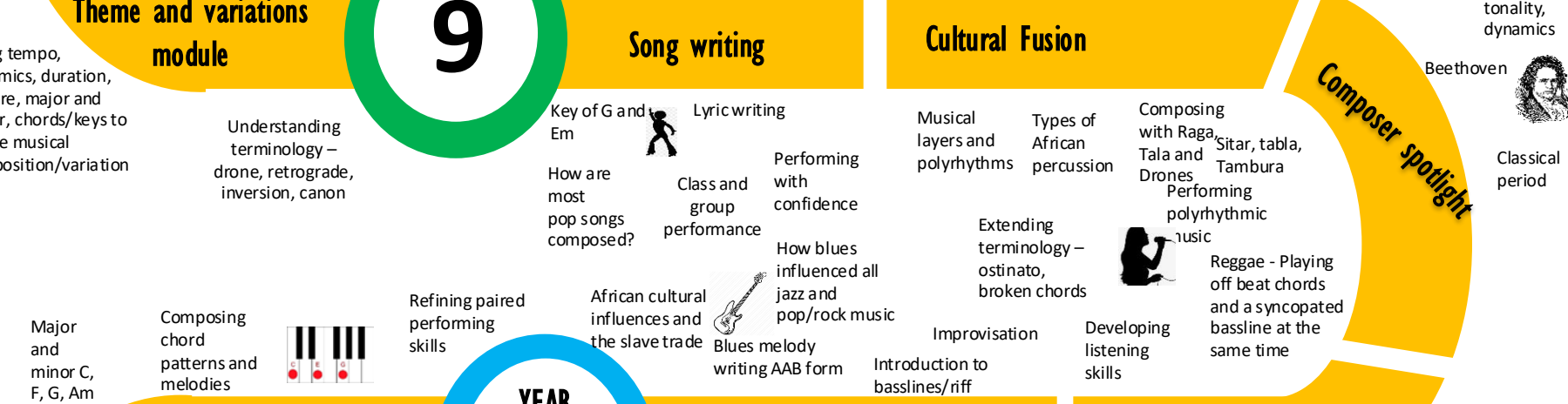
YEAR 11



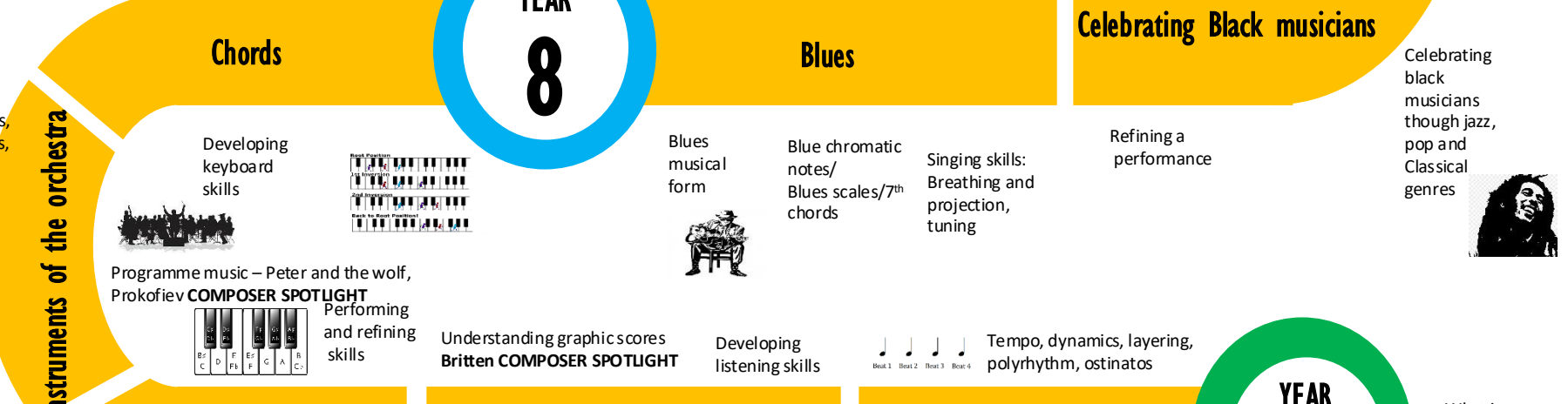
YEAR 10



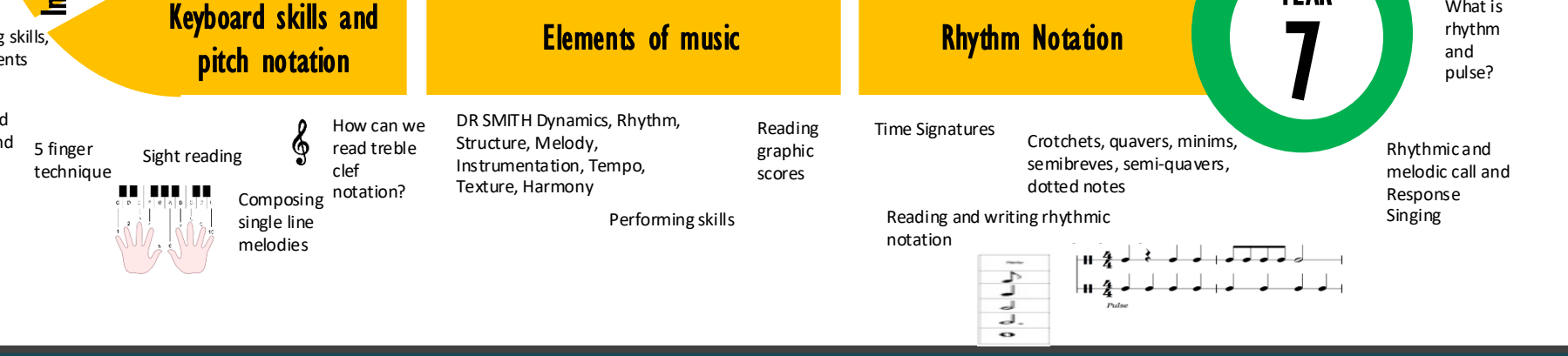
YEAR 9



YEAR 8



YEAR 7



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 form of programme music, theme and variation and BBC 10 pieces; World music in the form of Reggae, African drumming, Indian music and Blues music; Popular music styles including Pop, film, musical theatre and Hip Hop/Rap.

Time is spent developing keyboard and instrumental skills. We incorporate singing tasks and music technology where appropriate. Listening skills are applied in every scheme of work.

What skills/knowledge have you focused on?

Performing	Composing	Listening
Keyboard and Instrumental techniques, finger technique, posture, co-ordination, etc...	Creating melodies using a variety of scales, keys and development techniques such as sequence, call and response, countermelody	Recognizing instruments and their families/ensemble
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 and with confidence	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 rhythmic ideas and layering	Comparing musical styles
Using dynamics for balanced ensemble performance	Creating riffs and basslines	Comparing and contrasting musical elements
Improvisation skills	Scoring using traditional and graphic notation	Hearing layers of sound
Stylistic features in different music	Techniques required using ICT, Cubase and Sibelius	Hearing vocal and instrumental techniques
Music reading skills	Riffs, loops, effects, 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 modules in higher level courses.

How are KS3 students assessed?

Students are assessed at the end of every unit by musical performance/composition tasks with specific criteria and a listening/theory test.

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
- 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 and world music styles
- A practical based curriculum, focusing on group, paired and individual skills

Impact:

- Students who have developed 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 simple keys such as C Major and G Major.

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

The musical elements are explored through graphic scores and programme music.

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

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

The musical elements are explored through improvisation on pitch in blues music, melodic improvisation in blues music as well as rhythmic improvisation in African music.

Lyric writing is based on popular song/musical theatre and is an intro to how pitch and rhythm requires fitting melody to harmony.

Melodies in **year 9** use more chromatic notes as in the chromatic scale, counter melody in variations and more complex rhythms.

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

Basslines are composed in year 9 and beats explored are more complex leading to ks4 composition on music technology.

The musical elements are explored through complete compositional ideas that create a scene, mood or atmosphere.

Lyric writing is more sophisticated and is used in protest raps

All these skills are then developed even further at KS4.