

My Music Journey



Cleeve
Park
School

Careers in Music

- Musician / Performer
- Composer / Songwriter
- Classroom Teacher
- Peripatetic Teacher
- Music Therapist
- Music Journalist
- Producer
- Sound engineer
- Artist manager / Agent / A & R

University / Employment

KS5
A Level / BTEC
Music Performance
Music Technology



How do we know our curriculum is broad and balanced?

- Our curriculum focuses on the 4 N.C. strands: Performing, Composing and Listening & Appraising.
- Throughout KS3 and 4, students are introduced to a wide range of music including classical, folk, world and pop. At KS3, world music is introduced in each year group (Year 7 - Gamelan, Year 8 - Indian and African, Year 9 - Blues). Popular music styles include Pop/Rock, Reggae and Dance music. We also include projects which place music in the context of the world of work e.g. Film Music, Advertising and Cartoon Music.
- Listening skills are applied in each unit of work. Musical examples are drawn from a wide repertoire of great composers/musicians.
- Students are taught how to use music technology: keyboards and music sequencing software to record their own performances and compositions as well as using ukuleles, african drums and pitched percussion..
- Singing activities are included in each unit.

Intent:

- A curriculum that equips all students with the key musical skills of listening, performing and composing
- A curriculum that broadens students' musical horizons introducing a diverse range of music from the western classical tradition, world music and popular styles.
- A curriculum that teaches students to show respect for the views and beliefs of others.

Implementation:

- A combination of practical performing, composing and listening activities fostering creativity and problem solving skills.

Impact:

- Pupils who are able to join higher education or the workforce with creative skills, independence, and the ability to work with and lead others
- Pupils who can appreciate and understand different cultures and how music has evolved
- Confident pupils who are resilient and able to break through challenges

What skills/knowledge are focused on?

Performing	Composing	Listening
Instrumental techniques, finger technique, posture, co-ordination, strumming, drumming techniques	Creating melodies using a variety of scales, keys and development techniques such as sequence, call and response, variation, lyrics, motif	Recognising instruments
Singing techniques, projection, tuning, tone and harmony	Creating and developing chord sequences, in block and broken forms and a variety of rhythms / styles	Recognising tonality
Performing and singing in time	Using dynamics, tempo, duration, keys, texture and timbre to create moods and atmosphere, composing to a brief	Identifying and understanding musical structure
Playing at a steady / appropriate tempo	Creating beats / rhythm patterns	Comparing musical styles
Using dynamics and creating a balanced ensemble performance	Creating basslines / Riffs / Loops, Modulation / Dissonance	Comparing and contrasting musical elements
Improvisation skills	Use of sequencing software (Logic Pro X)	Identifying textures
Stylistic features in different music	Recording, manipulating and multi-tracking sounds.	Identifying vocal and instrumental techniques
Music reading / notation skills	Creating original arrangements of musical material	Identifying musical features of a genre

How are KS3 pupils assessed?

Pupils are assessed 6 times a year through musical performance or composition tasks and listening assessments. Pupils track their progress throughout the year in folders.

WWW / EBI. Verbal feedback is continuous in lessons and written teacher feedback given at the end of each unit. Progress data is reported and analysed 3 times a year. KS3 targets are set for pupils scores linking to KS3 minimum targets and GCSE outcomes.

7	Assessment Objectives	Term 1 Orchestra	Term 2 ABA	Term 3 The Planets	Term 4 Cartoons	Term 5 Gamelan
c	Chant or rap in time with a beat	✓				
e	Sing in tune		✓			
p	Clap on/off beats in time with pulse	✓				
r	Perform a melody fluently on a keyboard or other instrument		✓			
m	Perform major/minor chords on a keyboard			✓		
t	Perform from musical notation					
c	Control the musical elements to create a desired mood (e.g. pitch, dynamics, tempo, timbre)			✓		
m	Compose music with a sense of rhythm and beat					
i	Improvise melodies using a given scale (e.g. Major / Minor / Blues / Raga / Sledro)					✓
s	Synchronise music and sounds to film				✓	
l	Identify a range of musical instruments (e.g. popular/ world/orchestral)				✓	
i	Identify a range of different structures, devices and techniques used in music				✓	
n	Use a musical vocabulary appropriately when discussing your own and others' music					
d	Identify a range of different musical genres from the British Isles and across the world					✓
w	Show respect for others' musical ideas and be a good audience.					✓
e	Show creativity and originality in your musical ideas					✓
r	Engage in purposeful practice to refine and improve your work					✓
o	Work effectively with others	✓				

By focussing on the 4 assessment objectives of Music GCSE: Performing, Composing and Listening and Appraising, the KS3 scheme of work provides all students with a solid musical foundation that is needed for progression to the Music GCSE course.