

Music

Rationale

At Newbridge the design and choice of styles and genres have been selected to encourage a positive relationship for our pupils with music, something they can connect with and use beyond the classroom and beyond their time at secondary school. This has been developed with Wigan Music Hub.

Based on recent Ofsted research the curriculum is designed to:

Provide opportunities for pupils to return to and consolidate their short-term learning, with repetition of key curricular content and gradual introduction of new ideas, methods and concepts. Curricular scope that includes enabling pupils to develop technical control over the sound they are producing through the voice or instrument. Extensive listening opportunities to help develop pupils' musical understanding. This is a key element also for those who are struggling to learn an instrument for differing reasons, sensitivities, learning needs, frustration or confidence.

Space and time for pupils to explore the constructive components that build musical compositions and use these effectively to compose their own music.

High levels of guidance for beginners, remembering that pupils in every key stage are sometimes novices, with increasing freedom as pupils gain greater competence.

Intent

Music at Newbridge follows the National Curriculum for music at KS3, where pupils develop knowledge and skills in music through performing, creating and reflecting. Pupils improve their skills and knowledge in either vocal or instrumental technique or both, through solo and ensemble work and explore a range of topics in KS3 that allow pupils to learn and understand historical and cultural aspects of music.

Pupils are given opportunities to use their voice and to learn a variety of instruments in different genres and traditions. They are taught to apply elements of music through playing and composing and to understand how to identify elements of music and composition devices through critical listening.

By the end of Year 7 pupils will know some basic elements of music, pitch, rhythm and notation. They will begin to play with confidence and expression, increasing accuracy and start to perform as part of a group and understand the importance of listening. They will begin to identify mood and be introduced to composing. Year 7 topics are Basic elements of music, Learning to play as an ensemble, Rhythm, Keyboard skills and Film genre.

By the end of year 8 pupils will have built on their knowledge of elements and notation and explored structure and form applying their knowledge to composing, combining and manipulating sound and performing. They will gain insights into the working practice of musicians whilst developing their instrumental skills. Topics for year 8 are Notation, Structure and Form, Music genres, Music technology, Working practice and Instrument skills.

By the end of year 9 pupils will have built on prior knowledge and understanding of elements of music and structure and form, developing chord progression skills and applying their knowledge and instrumental skills to composing and playing different styles of music. They will be able to apply their understanding of features of different types of music and justify opinions and choices and understand their relevance to music today. Year 9 topics are based around Composition, Chord progression, Blues, Rock n' Roll, Performance skills, Technology and Composition.

At KS4 pupils can access NCFE Level 1/2 Technical Award in Music Technology which provides a vocational and practical introduction to the music technology industry. It is designed for students aged 14-16 as a technical equivalent to a GCSE.

Implementation

Music is delivered at KS3 to each Y7 ,8 and 9 cohort for 45 mins a week and is delivered by a specialist Music tutor. At KS4 those who take Music Technology as an option access 3 x 45 mins sessions.

We recognise that some pupils may have had some experience of playing a musical instrument at KS2 however many will have had no experience of playing any instrument. The curriculum is adapted to suit our learners who all have SEMH. Learning is differentiated and all classes have a Teaching Assistant to support pupils. It is designed so that all pupils can access the music curriculum building skills and is inclusive of and accessible to all pupils, with adjustments where needed. It embraces cultural diversity and encourages pupils to bring their own individual experiences to their musical learning.

Pupils develop core knowledge of the elements and devices of music. As a result, the curriculum is designed to be sequential and cumulative across the three areas of discipline: listening, performance, and composition. In each topic taught, pupils are given the opportunity to listen to music and identify the elements and devices of music used in each unit taught from year 7 through to 9.

This is done at a starter level at year 7, then gradually increases through to year 9. Knowledge of structure, organisation of pitch, melody and rhythm are taught in different styles of music and students build on prior knowledge. To build confidence in performance, students are taught technical skills on an instrument as well as using music technology. They perform in the styles of music they are studying. And

composition skills are taught in a range of styles from different music genres in Y7 and Y9 and in binary and ternary form in Y8.

Assessment is on-going and verbal feedback is constant. The nature of performance is that it exists within the moment, so verbal feedback is key for development and progression in skills.

For pupils with barriers to performing with voice or a musical instrument, music technology provides them with learning and composition opportunities and listening develops pupils' understanding.

Impact

Pupils enjoy Music and can achieve and gain skills in their preferred instrument of performance and develop an understanding of the music that they perform and to which they listen and its history. Pupils will have learnt to play an instrument or sing to varying levels. Listening to and watching performances and gaining an understanding of different forms of music contributes to their Cultural Capital going forward beyond school.

At Key Stage 3 all learners will follow individual pathways from year 7 to year 9

Pupils can explore and develop a hidden talent or passion. For a lot of pupils, their interest and understanding of music and performing will go on to be part of their life and interests beyond school and into adult life. The curriculum develops confidence and more ways of expressing themselves and encourages working closely with others.

At KS4 Pupils achieve Level 1 / 2 NCFE in Music Technology developing significant personal and vocational skills that can be transferred to further study or employment. Pupils develop enhanced practical skills, technical understanding and are prepared for further study or employment or apprenticeships.

The project-based, creative nature of the course motivates learners and allows them to discover personal strengths, fostering self-confidence and self-reflection

Pupils will have learnt to play an instrument or sing to varying levels. Listening to and watching performances and gaining an understanding of different forms of music contributes to their Cultural Capital going forward beyond school. Music contributes to well-being and enjoyment, it fosters enthusiasm; confidence; satisfaction and technical ability through practical involvement.

Pupils can achieve grades with Rock School Debut, RSL's Performance Arts Awards group graded exams and Rockschool Graded Music Exams carry UCAS points at 6, 7 & 8.