

## Music Ethos and Teaching

**Subject Lead:** Mr Paul McConnachie

### Intent:

We aim to create the very best musicians. We challenge students to think, act and speak like those working in the field. We do this through quality first teaching which challenges our students to not only understand different styles and genres of music but requires them to explore, discuss and demonstrate this understanding in creative ways. They are challenged in all lessons to be able to demonstrate understanding and creativity through performance, composition, through collaboration with their peers and through evaluation of their own work. Our curriculum at Kilgarth goes far beyond what is taught in lessons, for whilst we want students to achieve the very best examination results possible, we believe our curriculum goes beyond what is examinable. As a department we offer a wide range of extra-curricular opportunities for those students who want to develop their musical skills and abilities beyond a classroom curriculum. Individual instrumental lessons are available to all students throughout the school. Our curriculum in Music forms a backbone to our ethos statement. Examples of how our curriculum supports the ethos statement are by providing opportunity for creativity throughout the KS3 and into the KS4 curriculum if students choose to explore the subject further. The whole of the KS3 curriculum requires students to be able to develop their musical ideas whilst being mindful to the opinions and abilities of others. Developing the confidence of our students is another vital part of our curriculum and students are frequently challenged to perform their ideas to each other whilst being encouraged to evaluate the success of what they can do.

### Implementation Programme of Study:

**Key Stage 3** – Pupils follow the national curriculum programme of study in years KS3 and with increased focus on technological aspects of music in Year 9.

	Autumn	Spring	Summer
<b>Year 7</b>	<b>Music in media</b> Pupils will learn about how and why songs picked / composed to be in certain films / scenes / games / programmes etc. Through this pupils will analyse matching of genre with theme, key / pitch with mood. Specifically, pupils will build knowledge of Minor and Major keys through performance and composition activities. Pupils will appreciate and analyse OSTs for popular films	<b>Finding my instrument</b> Explore musical vocabulary and terms through experimenting with the available instruments /resources in the classroom. Pupils will be encouraged to find an instrument which is most appealing to each individual in order to fuel their enthusiasm for the subject. Pupils will set themselves development targets after choosing an instrument to focus	<b>Introduction to music technology</b> Pupils will learn about how music is produced in the modern day through looking at a brief history of technology in music. This unit will give pupils a chance to experiment and familiarise with musical software and hardware (such as synthesizers, sequencers, drum pads, DAWs). Pupils will evaluate how music can be / has been produced using music technology.

	<p>and discuss why songs / soundtracks have been chosen.</p> <p><b>Exploring music themes and genres:</b> Lessons will be dedicated to appreciating various genres of music (based on pupils emerging interests as well as exploring cultures outside of pupils existing knowledge), pupils will listen to various composers / artists to grasp key differences between influential genres of contemporary music such as Ground Bass, Minimalistic, Electronic, Reggae, Latin (south American), Classical, Country, with reference to the instruments involved.</p> <p>Throughout these units tasks, discussions and learning activities will be consistently contextualised within and using the language of the musical elements.</p>	<p>on to help them refine their skills.</p> <p><b>Graphic Scores and sheet music</b> Pupils will begin to understand the need to notate music and further developing understanding of the elements of music using musical performance and composition as a driving force. They will create and perform from a Graphic Score through a range of different forms such as drum sequencers and graphic score software / websites. Pupils will familiarise with the musical staff and the basic skills of reading notation from treble clef.</p> <p>Throughout these units tasks, discussions and learning activities will be consistently contextualised within and using the language of the musical elements.</p>	<p><b>Keyboard / synthesizer Skills</b> Pupils will develop their skills on the keyboard, including use of chords, and begin to learn about notation and note values. In particular pupils will learn about the chord counting method which will provide them with a basis of how chords work and are classed.</p> <p>Throughout these units tasks, discussions and learning activities will be consistently contextualised within and using the language of the musical elements.</p>
<b>Year 8</b>	<p><b>Out of this world</b> Pupils will develop listening, performing and composing skills, using their chosen instrument as a focus along with Maschine, <b>Stimuli:</b> “The Planets” by Gustav Holst and Star Wars soundtrack (John Williams) as a stimulus and comparing with electronic styles and contemporary music.</p> <p><b>In an Off-beat!</b> Pupils will learn about Music of the Caribbean (including heritage, origins, influences throughout the genre and on modern music), through an integration of listening, performing and composing activities. Pupils will also develop their performance skills through paired and group work. <b>Stimuli</b> – Bob Marley, The Merryman, Toots and the Maytals,</p>	<p><b>The Blues</b> Pupils will develop an understanding of the history of the blues and its influence and relationship to music of today. Pupils will also develop keyboard, guitar, drum and sequencing skills in performing and composing tasks, utilising the use of the 12 bar blues. <b>Stimuli</b> – BB King, Howlin’ Wolf, Stevie Ray Vaughn</p> <p><b>School of Rock / music of the 20<sup>th</sup> century</b> Pupils will learn about instruments in a typical rock band, as well as how popular music has evolved over the last century and the influences of rock music on modern music. There is a specific focus on the development of collaborative forms of music through a band style project, allowing pupils the opportunity to cover or compose a song to perform in a group.</p>	<p><b>Samba!</b> Pupils will develop an understanding and awareness of the music and culture of Brazil (exploring forms of percussion led samba as well as bossa nova jazz styles). Pupils will also develop an understanding of rhythm and timing, as well as developing performing and ensemble skills with specific focus on syncopation and drum sequencing. <b>Stimuli</b> – Basement Jaxx, Brazilica festival, <a href="http://www.batalaliverpool.com/">http://www.batalaliverpool.com/</a>, Brouhaha festival, Brazil world Cup Ceremony, Rio Carnival.</p> <p><b>World Music</b> Pupils will learn about music and cultures from Asian and African continents, while developing their understanding of how to use music to tell a story and learn about the pentatonic scale and different rhythms and traditions.</p>

	<p>Throughout these units tasks, discussions and learning activities will be consistently contextualised within and using the language of the musical elements.</p>	<p><b>Stimuli</b> – School of rock, stimuli led by pupils specific interests in modern music, artists, Bon Jovi, Led Zeppelin, Little Richard, Jimi Hendrix</p> <p>Throughout these units tasks, discussions and learning activities will be consistently contextualised within and using the language of the musical elements.</p>	<p><b>Stimuli</b> – Africa Oye festival, Pentatonic scale, Sakura, Balalaika, Kalimba etc.</p> <p>Throughout these units tasks, discussions and learning activities will be consistently contextualised within and using the language of the musical elements.</p>
<b>Year 9</b>	<p><b>Minimalism and electronic music</b> Pupils will learn about Minimalist music through performance and composition activities. They will learn about the techniques composers have used as well as how it has been adopted by dance and electronic music.</p> <p><b>Stimuli</b> –Mike Oldfield (tubular bells), popcorn song AL Webber. Electro, house, drum and bass.</p> <p><b>Performance and composition</b> Based on pupils common and specific interests pupils will set and develop specific development targets in the areas of performance and composition with their own specific musical interests at heart. Pupils will develop a recording of a performance using a chosen instrument as well as composing in their chosen genre, researching cultures and heritage associated. Pupils will be required to peer and self-assess in order to develop their performance skills.</p> <p><b>Stimuli</b> – common and individual interests of pupils – themes, genres, instrumentation, artists, producers.</p> <p>Throughout these units tasks, discussions and learning</p>	<p><b>Soundtracks</b> Pupils will learn about the musical conventions associated with Music in visual media, developing an understanding of the significance of music in setting a mood / tone. Pupils will develop their performance skills and composition skills, within Film, game and advertising contexts, using videos as a stimulus and understanding how harmony and motif can be used to develop compositions.</p> <p><b>Stimuli</b> – Star Wars, Fast and furious series, Elder Scrolls, contemporary advertising, historical advertising</p> <p>Throughout these units tasks, discussions and learning activities will be consistently contextualised within and using the language of the musical elements.</p>	<p><b>Music technology</b> <b>Introduction to music technology</b> Pupils will learn about how music is produced in the modern day through looking at a brief history of technology in music. This unit will give pupils a chance to experiment and familiarise with musical software and hardware (such as synthesizers, sequencers, drum pads, DAWs, Audio and MIDI sequencing). Pupils will evaluate how music can be / has been produced using music technology in order to develop original and detailed compositions.</p> <p><b>Stimuli</b> – Garageband, FL Studio, Maschine, Ableton Live, MIDI controllers, MIDI remixing, sampling, equipment.</p> <p>Throughout these units tasks, discussions and learning activities will be consistently contextualised within and using the language of the musical elements.</p>

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#### **Key Stage 4**

At Key Stage 4, pupils can study NCFE Level 1 in Music Technology preparing them for a world of work and a variety of educational and career progression routes.

<b>NCFE Music Technology Level 1 course components</b>			
<b>Unit 1 Multitrack sequencing software (Core Unit)</b>	<b>Unit 2 Music and sound</b>	<b>Unit 3 Microphones in music technology</b>	<b>Unit 4 Digital audio effects processors</b>
Internally assessed coursework tasks	Internally assessed coursework tasks	Internally assessed coursework tasks	Internally assessed coursework tasks
25%	25%	25%	25%

All assignment briefs are completed in the classroom. Pupils will have appropriate guidance (in line with NCFE assessment guidelines) and will have the opportunity to regularly improve their work. The following grades are available:

<b>Qualification Grade</b>	<b>GCSE (9-1) Equivalence</b>
PASS	equivalent to GCSE grades 1-3

#### **Impact:**

At Kilgarth School, we support all of our pupils to overcome barriers to learning, work towards their ambitions and realise their potential by offering them a caring, compassionate and carefully structured pathway through their secondary education. All pupils who attend Kilgarth School have additional needs which are supported by individual EHCPs with regularly reviewed target setting for behaviour and learning. Our team works beyond the call of duty to ensure that all of our pupils achieve to the best of their abilities, explore cultures and excel. Our aim is to provide pupils with a rich education of music through the realms of music appreciation, performance, composition, technology and celebration of cultural diversity.

We recognise the important link between mental well-being, creativity, expression and music. Pupils are encouraged to develop and use their passion for music and other topics to help them express themselves in original and progressive ways to help promote positive mental well-being. We understand that music is a topical vehicle and we use it to fuel progression of crucial Literacy and Numeracy skills through carefully contextualised learning experiences, better preparing pupils for GCSEs and post 16 education.

**Resources available for Music:**

Apple MACs  
iPads  
Ableton Push controllers  
GarageBand (Apple)  
FL Studio  
Midi controllers  
Computers

**Instruments in the Studio:**

Electric guitars (both dexterities)  
Acoustic guitars (both dexterities)  
Bass guitars (both dexterities)  
Electric organ  
A wide range of keyboards  
Acoustic drum kit  
Electric drum kit  
Xylophones  
Samba drums  
Recorders  
Various hand held percussion instruments