

Music development plan summary: New Mills School – September 2024

Overview

| Detail | Information |
|------------------------------------------------------------------------------------|----------------------|
| Academic year that this summary covers | 2024 - 2025 |
| Date this summary was published | September 2024 |
| Date this summary will be reviewed | September 2025 |
| Name of the school music lead | Kay Littlewood |
| Name of school leadership team member with responsibility for music (if different) | David Harbord |
| Name of local music hub | Derbyshire Music Hub |
| Name of other music education organisation(s) (if partnership in place) | N/A |

Part A: Curriculum music

KS3

At New Mills School students are exposed to continuous opportunities to perform, compose and listen to music in a number of styles. All of our curriculum plans contain the component and composite knowledge to help students strengthen their skills in at least one of these core areas. They are challenged to constantly use vocabulary related to the musical elements in all the work they do, and to be as creative as possible with their work in all Medium Term Plans. They use a very wide variety of methods to produce music, including voices, instruments and music technology, and are encouraged at all times to do so with technical accuracy, fluency and expression appropriate to the style.

Appropriate musical notations are used to help students express their creative intentions. Students study music from around the world, from a variety of time periods and composers, and will analyse these both practically and theoretically using skills and routines that are developed within Music lessons. Students deepen their knowledge and understanding of a wide variety of music from different cultures, and the historical and social contexts of that music. Students compose and improvise within a range of musical structures to further their understanding of the genre they are studying, and to help prepare them for further musical study.

KS3 Curriculum Sequencing

All KS3 curriculum plans are sequenced to ensure that component and composite knowledge is scaffolded to develop key understanding of musical technique and

knowledge. This knowledge is retrieved, revisited and built upon at regular intervals until the end of year 9. All year 7 students start their KS3 Music journey with a baseline assessment and an introduction to vocal performance, which feeds into their first main topic of Musical Elements and Notation. During the Elements of Music Medium Term Plan, year 7 students are introduced to the eight key elements that underpin the rest of their musical learning and analysis throughout their time at New Mills School. This continues up until the end of their KS3 journey where they can opt to continue their Music development within KS4 and BTEC Music. Further detail about the curriculum can be found on the long term plan.

Year 7 Curriculum:

- **Baseline and Vocal Skills** – All students start with a number of baseline assessment tasks, that allow the department to assess prior knowledge of listening, performance and music theory knowledge as students start their music journey into KS3. After this this, students complete a short sequence of lessons bases on vocalisation and vocal skills including: acapella, unison, canon, round, harmony and part singing.
- 1. **Music Elements and Notation** – Students develop their understanding of the fundamental elements of music that affect sound. They will also start to develop an understanding of standard notation in treble clef and bass clef.
- 2. **Keyboard Skills** – In term 2 students will continue to develop their understanding of standard notation through practical application of knowledge within keyboard performances. Students will develop finger positioning skills and start to apply two handed technique to a range of scaffolded keyboard performance pieces.
- **Introduction to Music Technology** – In the current music industry, having an understanding of Digital Audio Workstations (DAW) are key to both technical and performance roles within many career choices. Therefore, students gain experiences of using music technology within each year of the music journey. In year 7 students start by understanding how to navigate music software as well as key techniques that are valuable in music such as timing, understanding of rhythm and beat, song structure in order to develop their own musical compositions.
- 3. **Introduction to Band Skills** – In Term 3 students are encouraged to think musically and perform on a range of popular musical instruments. This reinforces all the skills and knowledge that they have developed so far into a final band performance where they will follow musical parts to demonstrate that they can rehearse and perform a well-structured, ensemble piece, on a range of instruments with clear timing and consistency.

Year 8 Curriculum:

- **Hooks and Riffs** – In term 1 students learn about what makes a song memorable and how a catchy hook can make a hit song. Students listen to a range of iconic pop/ rock songs that contain hooks and riffs to identify the key components of a

successful. Students then work together as an ensemble to perform 'Eye of the Tiger' on a range of popular instruments.

1. **12 Bar Blues** – students understand the cultural and historical context of Blues music in America as well as the impact that it has had on the modern music industry. Students then have an option to either compose their own Blues composition or perform a blues piece that include key features of a 12 Bar Blues including; 12 bar chord structure, improvisation, walking basslines and call and response between vocals and instruments.
 - **Music in the Media** – In Term 2, students continue to develop their knowledge of music sequencing software (DAW) and its function within the media industry. Students will use Soundtrap to compose pieces of music for advertising purpose, exploring product marketing strategies and music genres. Students will also continue to develop key skills within the software such as processing loops, recording audio, midi instruments and adding appropriate effects to a project.
 - **Theme and Variation** – it is imperative that students experience music from different time periods and cultures and appreciate compositional masterpieces throughout history. Theme and variation is a gateway topic that allows students to listen to classical masterpieces and relate them to popular, modern songs that have either sampled or created a variation of an existing song. Students listen to a range of original pieces and variations within pop music and are encouraged to create their own modern variation of Pachelbel's Canon in D.
 - **Popular Music (Band Carousel)** – Term 3 allows students to have some creative control of the music that they perform whilst learning about and understanding the links between different styles of music throughout history. Students listen to and analyse instrumentation and key features of several styles of music and can choose to perform a piece of music as an ensemble.

Year 9 Curriculum:

1. **Caribbean Music** – In year 9 students are encouraged to start preparing for their KS4 journey. With that in mind, students are encouraged to think more analytically about the music they are listening to and how the key features directly affect the overall sound of a genre of music. Students focus on Reggae Music, however they are encouraged to listen to a variety of styles within Caribbean traditions and understand the context that makes each style so distinctively different. They are then asked to perform a Reggae piece demonstrating that they understand and can replicate the appropriate key features within that genre of music.
2. **Write me a hit (song-writing)** – Composition is an important skill and a key component within BTEC Music Practice. Students develop their knowledge of structure, timing, chord sequences, lyrical development to compose a song within a style of their choosing within a band situation, taking inspiration from prior knowledge and key concepts taught in year 8.

3. **Music Production and Film Music** – In term 3 students will consolidate all the skills and knowledge they have developed whilst using DAW software, to develop a piece of music for a specific movie genre. Students will develop their knowledge of Horror, Action, sci-fi and adventure genres and how music is used as an emotive tool to compliment the action on the school. Whether the music is used to scare or excite an audience, students will use that knowledge of instrumentation and musical elements to compose a piece to support an action sequence within one of the main movie genres that have been explored.

KS4

Students are offered Pearson BTEC Tech Award in Music Practice at KS4. Skills necessary to succeed within the BTEC Music Practice qualification are embedded continually throughout our KS3 curriculum. All students at KS4 are strongly encouraged to have instrumental and/or vocal lessons to help them with the practical requirements. These are not currently subsidised by the school; however this is monitored and exceptions are considered on an individual basis. Costs are covered fully for Pupil Premium students. Students are encouraged to use the facilities within the department at lunch time and after school, and during break time to practice. Students also have dedicated intervention time to support with performance composition and mixing/editing work.

Part B: Co-curricular music

At New Mills School we offer a wide range of musical experiences that students can get involved in and inclusivity is important, therefore if students opt not to take up an instrumental lesson, they can still get involved in music through a range of extra-curricular activities. We offer a variety of affordable 1:1 instrumental lessons that are charged directly by the peripatetic staff and PP/ LAC students are offered subsidised lessons on an individual basis. Lessons include: Brass, Strings, Woodwind, Drums, Guitar and Piano. Below is a table which outlines some of the activities that are available to students.

| | Monday | Tuesday | Wednesday | Thursday | Friday |
|---------------|-------------------------------------------------------------------------------------|--------------------------------|-------------------------------------|---------------------------------------|-------------------------------------|
| During school | Keyboard/ Piano Lessons Practice 2 Brass Lessons Music 1 | Drum Lessons Music 1 | Violin Lessons Practice 2 | Woodwind Lessons Practice 2 | Guitar Lessons Practice 2 |

| | | | | | |
|--------------------------------|---------------------------------|-------------------------------------------------------|---------------------------------|-------------------------------------------------------|--|
| Lunch time: 1:20 – 1:55pm | KS3 Pop Choir Music 1 | KS3 Open Practice/ Rehearsal time Music 1-3 | KS3 Rock band Music 1 | KS4 Open Practice/ Rehearsal time Music 1-3 | |
| After school: 3:05 – 4:30pm | | Musical Production Rehearsals Hall | | Musical Production Rehearsals Hall | |

Part C: Musical experiences

At New Mills School, we are committed to the belief that learning does not just happen in the classroom. With that in mind we strive to offer students a range of wider musical experiences, bringing performances to life and making musical experiences accessible and relevant to the students and their learning. Below are some of the events that we hold/take part in throughout a typical year;

Term 1

| | |
|---------------------------------------------------------------|-----|
| Christmas Concert at St Georges Parish Church | HT2 |
| Live music performances - Winter Celebration student showcase | HT2 |

Term 2

| | |
|----------------------------------------|-----|
| Live performances - Rewards Assemblies | HT3 |
| Y9 British Music Experience Trip | HT3 |
| KS4 Musical theatre Trip | HT4 |

Term 3

| | |
|----------------------------------------------|-----|
| Transition day performances | HT |
| Summer Production – Annual School Production | HT6 |

In the future

At New Mills School, we are always striving to improve, and we are always looking to the future and what we can introduce to make musical experiences more meaningful for our students. We are looking to extend the current music provision in school by offering more musical ensembles such as a Jazz Band led by the woodwind instrumental staff, a string quartet and a staff band/choir.

In addition to the `in-house` provision, we are developing plans to offer every student, creative experiences outside the classroom in the form of musical theatre trips, college theatre trips, valuable music experiences such as the British Music experience for every year group and opportunity for students to participate in student showcases twice a year.