

# Music at Barton Manor School

## Facilities

Music is housed in a sound-proofed corridor, and contains 2 main teaching rooms and 5 practice rooms. On the same floor is the sound booth which provides sound/lighting to the hall, as well as the facility to record from the 'band room'. Classrooms are equipped with SmartBoards, and practice rooms have either a piano or keyboard. The main practical teaching room has 15 keyboards and an array of percussion instruments (including African percussion and Gamelan), whereas the second teaching room is equipped mainly as a music technology suite with 16 computers and midi keyboards. Software available for student use includes Musescore, Sibelius, Ableton and BandLab.

## Key Stage: 3

### Aims:

By the end of KS3 a music learner will learn to:

- Develop an interest in a variety of difficult musical styles
- Be able to perform/compose short pieces that demonstrate an understanding of the musical elements, basic musical structures and simple and compound time, as soloists or in small groups
- Be able to describe how the elements of music are used within given pieces using basic musical terms
- Be able to read treble clef notation (with or without scaffolding), or notation that is linked to their instrument (if applicable)
- Be able to place music in the context in which it is written, linking to key musical characteristics
- Be able to identify different instruments aurally and the families that they belong to
- Be able to identify if a piece is major or minor
- Use music technology effectively, to replicate given styles or to capture mood and/or character

## Key Stage: 4

By the end of KS4, a music learner will have completed the OCR GCSE Music. This course ensures that music lessons remain 'musical' and allows staff to weave performing, composing and appraising skills through each lesson. The topic-based approach to appraising also gives staff the freedom to select the repertoire that students are exposed to within an area of study meaning that students will be encounter a wide variety of genres and cultures. The units taken also relate directly to the KS3 curriculum, ensuring a spiral approach not only to appraising but also to the acquiring of practical musical skills. The NEA portfolios also allow students to pursue performance and composition projects that link to their area of interest/specialty. KS4 students are also expected to participate in an annual roster of events, including showcases, performances for open evening(s) and the annual school production.

The main focus is on four areas of equal importance, which cover the:

- development of key skills that prove learners' aptitude in music, such as responding to a musical brief using musical skills and techniques
- processes that underpin effective ways of working in the music sector, such as the development of musical ideas, and using skills and techniques for rehearsal, creation, production and performance to respond to a music brief
- attitudes that are considered most important in the music sector, including personal
- management and communication
- knowledge that underpins effective use of skills, processes and attitudes in the sector, such as musical skills and styles.

## Staffing

There is one main classroom teacher and there are 4 additional music instructors who teach a range of instruments to students. Staff work closely with the music department at Barton Court Grammar School.