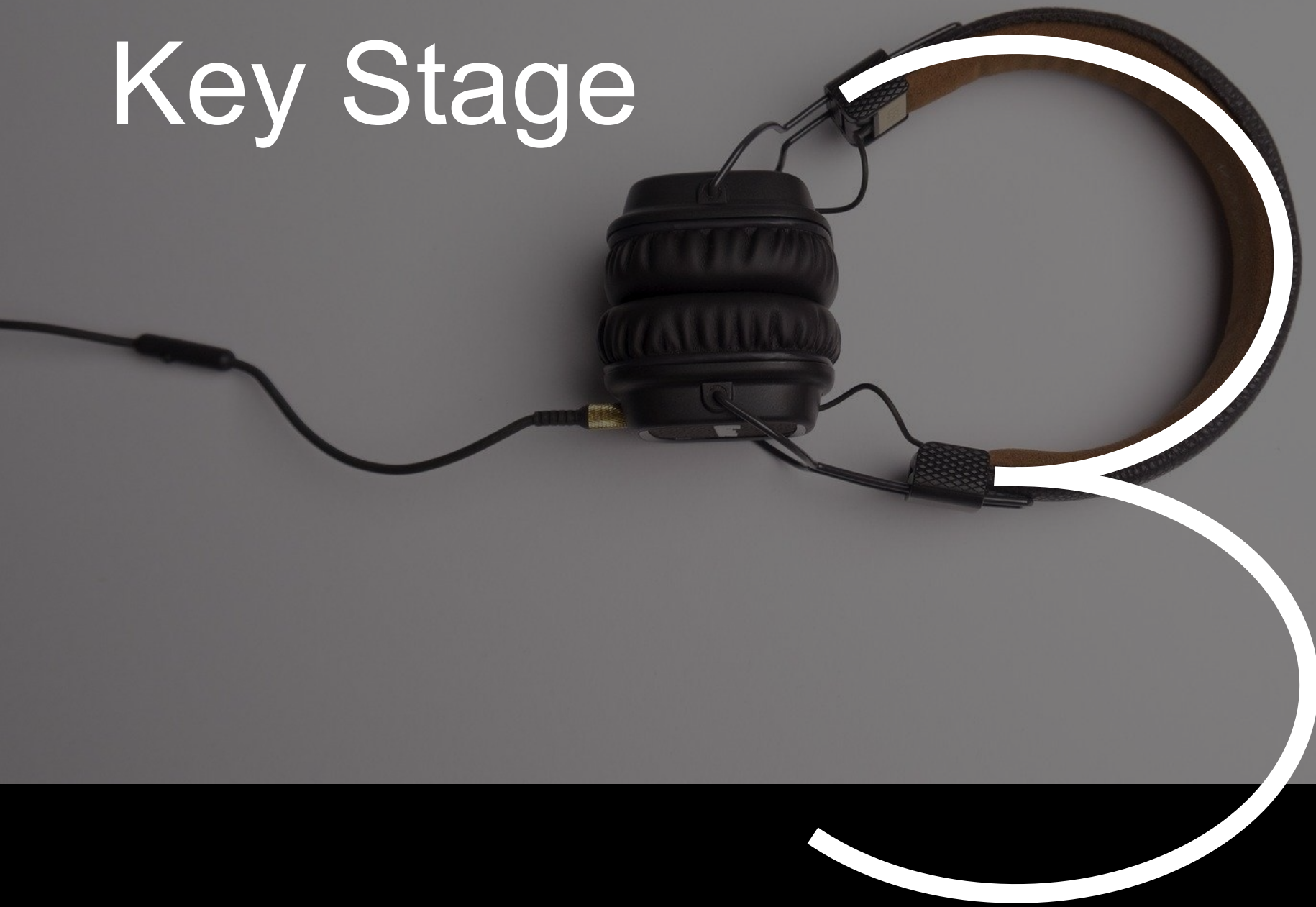
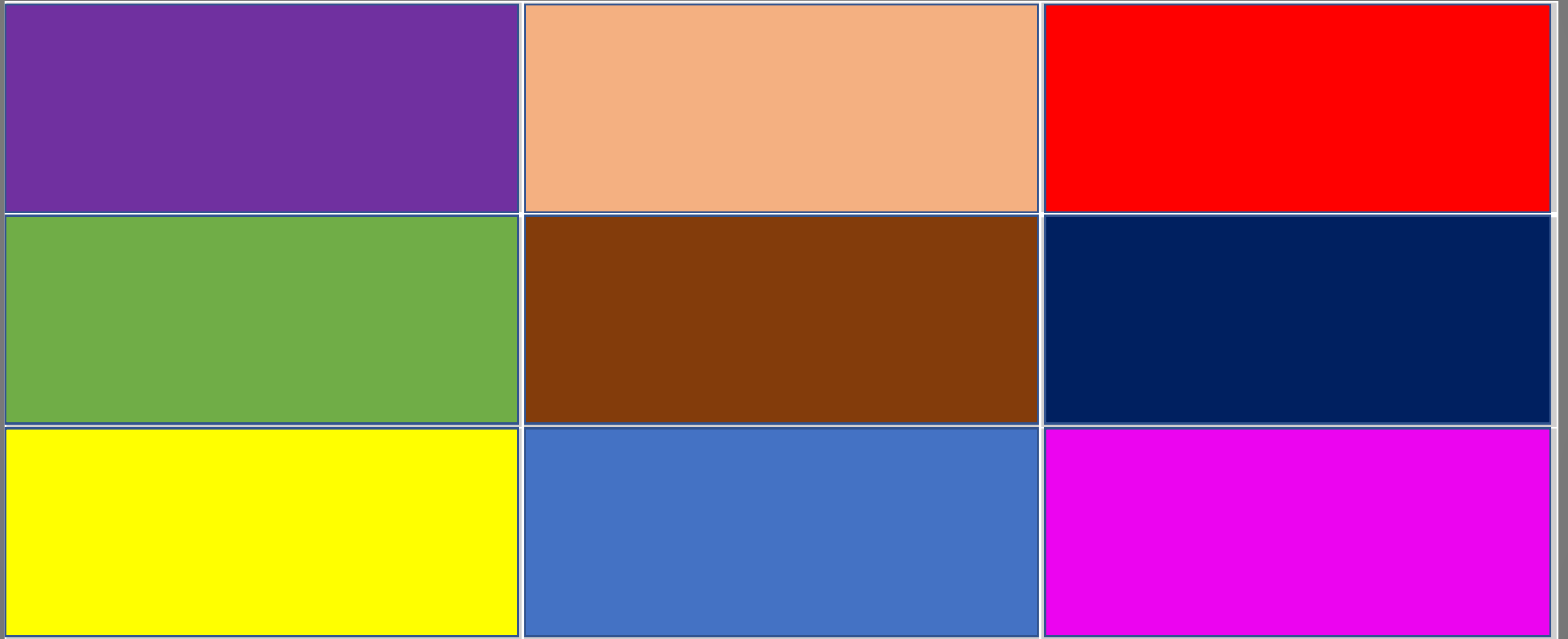


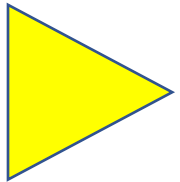
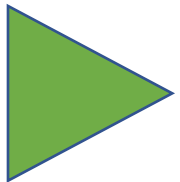
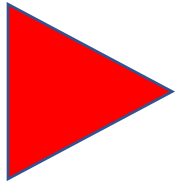
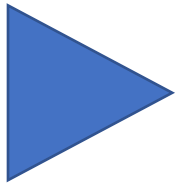
Key Stage



Topic-led curriculum model



Competence-led curriculum model



Key Stage 3 MMC



- Singing

- There is no God given reason that singing won't get worse, particularly given the combination of increased self-consciousness with reduced range.
- The MMC sees regular singing, so regular that it never stops being part of normal life, as necessary to keep pupils making progress in their ability to sing.

- Instrumental Playing

- The MMC was written bearing in mind that translating musical intentions into appealing sounds is hard and that too many changes of instrument make it difficult to make progress.
- Key Stage 3 in the MMC proposes greater focus on fewer instruments, with the examples of the keyboard or brass band, to reduce the technical barriers to musical performance and creative improvisation/composition.

Key Stage 3 MMC

- Composition

- There are three main strands in key stage three and the intention is that one of the three should be chosen and followed. As with much of the MMC the constraints of working memory were in play in setting out this strand:
 - Working memory is limited...
 - So if pupils need to access prior learning in long-term memory.
 - Given how little time we have and how hard it is to learn anything...
 - The MMC focuses on building knowledge and skill in long-term memory within particular areas.

Key Stage 3 MMC

- Listening
 - Examples
 - Elements
 - Notation
 - Examples over principles
 - See page 44
 - Further reading
 - Stanislas Dehaene – How We Learn
 - Attention, Active Engagement, Error Feedback, Consolidation
- 