



Key Stage 3

Year group:	Topics covered:
KS3 Curriculum	<p>How do we know our curriculum is broad and balanced?</p> <p>Our curriculum focusses on 3 different skillsets from the National Curriculum - Performing, Composing and Listening & Appraising. Our curriculum teaches music from different genres, classical music in the Pachelbel's Canon and western classical to film music. World music in the form of drumming and Blues Music, Popular music styles including Disco/Dance, Pop/Rock to traditional British Folk Music.</p> <p>Time is spent on a variety of instruments, we have many singing tasks and music technology is used extensively in KS4 music too. Listening skills are applied in every scheme of work.</p> <p>Intent</p> <p>In KS3 students complete 6 units of work, each drawing on the core skills of listening, performance and composition. Each unit looks at key areas of musical development and aims to provide students with a firm-grounding in musical theory, notation, composition and listening to unfamiliar music.</p> <p>Students are challenged to work hard and although many will not go on to study at music at GCSE, we aim to reinforce skills and provide topics which stimulate and engage.</p> <p>Music hits a number of cross-curricular links with other subjects, from the direct links with other subjects in the creative arts to the discrete links across the curriculum. We touch on aspects of Science when talking about instrumental design and sound waves, English when writing and analysing lyrics and text and Maths in the fractions and numbers used in music. Music obviously shares a close link with History and the contextual learning about composers and pieces.</p> <p>Each unit is closely linked and the intention of supporting the next. Through this, we ensure that students are ready to move on to the next unit and have the required skills to be able to succeed.</p> <p>We aim to develop learners who can:</p> <ul style="list-style-type: none"> • Work well with others • Work independently to improve skills and improvise ideas on the spot • Appreciate a wide range of musical styles • <p>Implementation</p> <ul style="list-style-type: none"> • A curriculum which implements the key skills of listening, performing and composing • A curriculum that gives students a wide range of experiences that covers popular, classical, jazz and world music styles



- A practical based curriculum, focussing on group and individual skills.

Impact:

How do we know our curriculum interleaves and builds skills?

Focussing on a range of practical skills that repeat throughout KS3 but at a more advanced level each year.

For example:

MELODIES in year 7 are in the keys of C Major and D Minor (1 flat).

CHORDS are based around these keys therefore use non chromatic (white notes).

BASSLINES are relatively simple in terms of rhythm, length or key.

THE MUSICAL ELEMENTS are explored through improvisation on rhythm in percussion music.

LYRIC WRITING - Creating extra verses for traditional folk songs

MELODIES in year 8 use more chromatic notes as in the blues scale or keys like E and D major.

CHORDS are based around these keys therefore use more chromatic (black keys) and introduce harder chords and broken chord patterns.

BASSLINES are harder than year 7 in terms of rhythm, length or key.

THE MUSICAL ELEMENTS are explored through improvisation on pitch in blues music and melodic improvisation in blues music.

LYRIC WRITING - Creating Vocal hooks as well as composing lyrics for songs that are based around either a Major or Minor key.

MELODIES in year 9 use more chromatic notes as in the chromatic scale, counter melody popular in disco and more complex rhythm.

CHORDS are based around these keys therefore use more chromatic (black keys) and introduce harder chords and broken chords.

BASSLINES are composed in year 9 and beats explored are more complex leading to KS4 composition on music technology.

THE MUSICAL ELEMENTS are explored through complete compositional ideas that create a scene, mood or atmosphere.

LYRIC WRITING is based on popular song and therefore pitch and rhythm requires fitting melody to harmony.

- **How can you show how well students are learning the content in your curriculum?**



	<p>Through our assessments, verbal and written feedback, student voice etc</p> <ul style="list-style-type: none"> • How can you show you have removed barriers? <p>Through pupil engagement in lessons and extra-curricular take up. Many students who may have barriers in front of them achieve highly in music and study musical instruments outside of lessons.</p> <ul style="list-style-type: none"> • How can you show that students are enthusiastic and engaged in your subject area? <p>Verbal and written feedback, pupil voice, learning walks, observations and informal reviews of topics.</p> <p><u>How does KS3 prepare Students for KS4?</u></p> <p>All schemes of work in KS3 teach the skills required at KS4 and build skills, knowledge and confidence needed to complete the composition and performance modules in higher level courses.</p>					
Year 7						
	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Knowledge	Building Bricks	Keyboard Skills	I've Got Rhythm	Form & Structure	Sonority City	Folk Music
Skills	Exploring the Elements of Music, Descriptive & Programme Music, Graphic Notation & Graphic Scores.	Exploring effective Keyboard Performance, Technique, Treble Clef Stave notation, Sharps and Flats and Chords.	Exploring Pulse & Beat, Rhythm, Ostinato and Polyrhythms, Note Durations and Rhythm Grid Notation.	Exploring Musical Structures: Question & Answer Phrases, Binary Form, Ternary Form and Rondo Form.	Exploring Instruments of the Orchestra, the Conductor, Beating Time and Performing as an Ensemble.	Exploring the Folk Tradition and Harmony & Accompaniments: Pedal Drone, Ostinato and Chord Patterns.
Year 8						
	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Knowledge	Hooks and Riffs	Offbeat	Variations	All That Jazz	All About the Bass	Saharan Sounds
Skills	Exploring Repeated Musical Patterns, Hooks and Riffs through Western Classical and Popular Music.	Exploring Reggae, Syncopation, Texture, Chords, Reggae Song Lyrics and creating a Reggae Arrangement.	Exploring ways to Develop Musical Ideas through Changing and Adding to a Theme and Ground Bass Variations.	Exploring Chord and Chord Patterns, Improvisation, the 12-Bar Blues, the Blues Scale, Swing and Big Band Jazz.	Exploring Bass Clef Reading and Notation, Bass Clef Instruments and Bass Line Patterns: Riffs, Walking Bass, Pedals etc.	Exploring African Drumming, Polyrhythms, Syncopation, Call & Response, Cyclic Rhythms and Rhythm Grid Notation.
Year 9						
	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2



Knowledge	Dance Music	Soundtracks	Video Game Music	New Directions	Samba	What Makes a Good Song
Skills	Exploring Rhythms, Metre and Chords in Dance Music from Different Times and places.	Exploring Film Music, Leitmotifs, The James Bond Film Music Project, Sequencing & Motifs, Mood and Sound Effects.	Exploring Character Themes and Development, Ground Themes and Sound Effects in Computer and Video Game Music.	Exploring Ways to Develop Music from Small Ideas in Twentieth Century Music - Minimalism, Serialism.	Exploring Latin-American Rhythms, Ostinato, Call & Response and Improvisation through ensemble Samba.	Exploring Popular Songs: Hooks & Riffs, Lyrics, Structure & Melody and Musical Arrangements.
Assessment:	How Will I be assessed at Key Stage 3?					
	<p>Most lessons: As the majority of lesson activities in Music are practical, teachers give constant feedback regarding successes and next steps in practical work to aid the rehearsal/music making process. Lessons will often culminate in performances of work where pupils will often peer-assess each other's work and suggest how it could be improved.</p> <p>Each half term: Students will be assessed in at least one of the three key areas of Music: performance, composition and appraisal. Feedback for performances is given with explicit reference to assessment level criteria, as well as personalised successes and next steps. Both practical and written compositions are assessed in a similar way. Assessment criteria is shared with pupils as they prepare for their assessment so they are able to see what they need to do to achieve each level. Appraisal usually takes place as written work (listening tests, evaluations of practical work, analysis of music) and this is given written feedback, again making use of assessment criteria and providing successes and next steps. Every assessment of written work will include reference to literacy, including spelling - particularly of key musical vocabulary - punctuation and grammar.</p>					