



Key Stage 3

Year group:	Topics covered:
KS3 Curriculum	<p>How do we know our curriculum is broad and balanced?</p> <p><i>Music at Key Stage 3 continues the journey towards building a universal foundation of musical understanding. It is expected that pupils will arrive at Key Stage 3 having had experience of performing, composing and listening and will be able to read a simple melody as demonstrated through the Years 6–7 Transition Project. Music Technology is likely to play an increasingly important role in the delivery of the Key Stage 3 curriculum, particularly given its importance in opening routes to further study. The form that this technology will take may vary hugely from school to school, including differing hardware and software solutions now that cloud-based Digital Audio Workstations can be accessed widely. By the end of Key Stage 3 (Year 9), pupils will have:</i></p> <ul style="list-style-type: none"> • gained an aural knowledge of some of the great musical output of human civilisation • engaged with creative processes through improvisation and composition • built an understanding of how musical elements work and discussed how these interact with subjective and objective models of musical meaning • developed knowledge of a wider range of notes and improved their fluency in music notation. Notation can grant access to a lifelong passion for music making if this skill is nurtured. DfE Model Music Curriculum Issued March 2021 <p>Our curriculum focusses on 4 different skillsets following the guidelines of the DfE’s Model Music Curriculum – Performing, Composing, Singing and Listening & Appraising. Our curriculum teaches music from different genres, classical music 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 9 units of work (3 per year), each drawing on the core skills of listening, singing, 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>



We aim to develop learners who can:

- Work well with others
- Work independently to improve skills and improvise ideas on the spot
- Appreciate a wide range of musical styles

Implementation

- 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.



	<p>LYRIC WRITING – Creating Vocal hooks as well as composing lyrics for songs that are based around either a Major or Minor key.</p>		
	<p>MELODIES in year 9 use more chromatic notes as in the chromatic scale, counter melody popular in disco and more complex rhythm.</p> <p>CHORDS are based around these keys therefore use more chromatic (black keys) and introduce harder chords and broken chords.</p> <p>BASSLINES are composed in year 9 and beats explored are more complex leading to KS4 composition on music technology.</p> <p>THE MUSICAL ELEMENTS are explored through complete compositional ideas that create a scene, mood or atmosphere.</p> <p>LYRIC WRITING is based on popular song and therefore pitch and rhythm requires fitting melody to harmony.</p>		
	<ul style="list-style-type: none"> • 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>		
<p>Year 7</p>	<p>Autumn Term – Building Bricks <i>Exploring the Elements of Music, Descriptive & Programme Music, Graphic Notation & Graphic Scores.</i></p>	<p>Spring Term – I’ve Got Rhythm / Keyboard Skills <i>Exploring effective Keyboard Performance, Technique, Treble Clef Stave notation, Sharps and Flats and Chords.</i></p>	<p>Summer Term – Instruments of the Orchestra <i>Exploring Instruments of the Orchestra, the Conductor, Beating Time and Performing as an Ensemble.</i></p>



Knowledge	Pitch, Tempo, Dynamics (pp, p, mp, mf, f, ff, cresc., dim.), Duration, Texture, Timbre, Articulation, Silence, Notation, Staff Notation, Stave, Graphic Notation, Graphic Score	Layout of a Piano/Keyboard, Treble Clef, Treble Clef Staff Notation, Stave, Staff, Lines, Spaces, Black Notes, Sharps, Flats, Scale, Left Hand (LH), Right Hand (RH), Melody, Keyboard Functions, Fingering (1-5), Keyboard Chords, Octave, Warm-Up, "Middle C.	Strings, Woodwind, Brass, Percussion, Tuned Percussion, Untuned Percussion, Orchestra, Ensemble, Section/Family, Conductor, Pitch, Timbre, Sonority, Arco, Pizzicato, Bow, Fanfare, Harmonic Series.
Skills	<ul style="list-style-type: none"> • Understand and recognise the Elements of Music: PITCH, TEMPO, DYNAMICS, DURATION, TEXTURE, TIMBRE, ARTICULATION, & SILENCE. • Draw on the Elements of Music as a resource when composing, creating and improvising and use the Elements of Music effectively when performing and singing. • Recognise the Elements of Music when listening to and appraising music from different times and different places 	<ul style="list-style-type: none"> • Understand how the classroom keyboard is used and played • Practicing pieces of keyboard music to build skills and understanding of reading music and playing an instrument using correct posture, fingering and accuracy of pitch and rhythm • Understand the importance of "warming-up" before playing a keyboard or piano and the concept of piano fingering (1-5) • Explore different keyboard instruments from different times and places. 	<ul style="list-style-type: none"> • Learn about the layout and structure of the symphony orchestra. • Develop an understanding of musical instruments and how they are played, the families/sections, construction, different sound production methods and characteristic timbres/sonorities. • Perform on orchestral instruments (where possible) or use orchestral tones/voices/sounds from keyboards as part of a 'class orchestra' with an awareness of the experience of 'performing together' as an ensemble and the roles of different instrumental parts and textural layers on the music as a whole. • Learn about the origins and uses of fanfares.
Assessment	<p>Formative Assessment: Verbal teacher feedback throughout.</p> <p>Focused Summative Assessment: Baseline Assessment Test</p>	<p>Formative Assessment: Verbal teacher feedback throughout.</p> <p>Focused Summative Assessment: Performance assessment - performance based on levels of 'score' difficulty</p>	<p>Formative Assessment: Verbal teacher feedback throughout.</p> <p>Focused Summative Assessment: Listening assessment based on the Instruments of the Orchestra,</p>
Year 8			
	<p>Autumn Term – Hooks & Riffs <i>Exploring Repeated Musical Patterns, Hooks and Riffs through Western Classical and Popular Music. Exploring ways to Develop Musical Ideas through Changing and Adding to a Theme.</i></p>	<p>Spring Term – Variations <i>Exploring ways to develop musical ideas</i></p>	<p>Summer Term – All About the Bass <i>Exploring Bass Clef Reading and Notation, Bass Clef Instruments and Bass Line Patterns: Riffs, Walking Bass, Pedals etc. Performing as an Ensemble.</i></p>
Knowledge	Repeat, Repetition, Repeat Symbol : , Hook, Melodic Hook, Rhythmic Hook, Verbal Hook,	Melody, Theme, Variation, Variation Form, Canon/Round, Ground Bass, Pitch, Tempo,	Bass Line, Bass Clef, Bass Clef Staff Notation, Stave, Staff, Lines/Spaces, Pitch, Musical



	Riff, Ostinato, Treble Clef, Bass Clef, Bass Line, Melody, Chords.	Dynamics, Texture, Counter Melody, Timbre and Sonority, Articulation (Legato and Staccato), Inversion, Retrograde, Retrograde Inversion, Pedal (Pedal Note, Pedal Point), Drone, Melodic Decoration, Ostinato, Tonality, Major, Minor.	Instruments that use the Bass Clef, The Bass Guitar, Chords: Root, Third, Fifth, Passing Notes, Bass Line Patterns: Walking Bass, Bass Line Riffs, Alberti Bass, Broken Chords, Arpeggios, Pedal.
Skills	<ul style="list-style-type: none"> • Understand how music is based on Repeated Musical Patterns. • Understand and distinguish between Hooks, Riffs and Ostinatos. • Perform, create and listen to and appraise a range of music from different times and places based on Repeated Musical Patterns. 	<ul style="list-style-type: none"> • To develop a knowledge and understanding of how the Elements of Music can be used and manipulated as a basic form of musical variation to an existing theme or melody. • Know, understand, and use other musical devices that can be changed or added to, to provide musical variation to an existing theme or melody. • Understand Variation Form as a type of musical Form and Structure. 	<ul style="list-style-type: none"> • Understand how the Bass Clef is used as a form of musical notation. • Identify musical instruments and voices which use the Bass Clef. • Know and understand the construction of commonly used Bass Line Patterns, using these when performing and creating music. • Understand the importance of a Bass Line in terms of texture and harmony within a song or piece of music.
Assessment	<p>Formative Assessment: Verbal teacher feedback throughout.</p> <p>Focused Summative Assessment Performance assessment based on various hooks and riffs of varying difficulty.</p>	<p>Formative Assessment: Verbal teacher feedback throughout.</p> <p>Focused Summative Assessment: Composition based assessment – using the elements of music to vary an existing theme or melody.</p>	<p>Formative Assessment: Verbal teacher feedback throughout.</p> <p>Focused Summative Assessment: Performance assessment based on the Bass Clef – using chords in a graded performance.</p>
Year 9			
	<p>Autumn Term – Film & Video Game Music <i>Exploring Film Music, Leitmotifs, The James Bond Film Music Project, Sequencing & Motifs, Mood and Sound Effects.</i></p> <p><i>Exploring Character Themes & Development, Ground Themes and Sound Effects in Computer and Video Game Music.</i></p>	<p>Spring Term - What Makes a Good Song? <i>Exploring Popular Songs and Musical Arrangements</i></p>	<p>Summer Term – Samba/Rhythms of the World <i>Exploring Rhythms and Performing as an Ensemble</i></p>
Knowledge	Leitmotif, Soundtrack, Theme Song, Mickey-Mousing, Concord/Discord, (Chromatic) Sequencing, Storyboard, 'Borrowed' Music, Music-Spotting, Interval of a 5th, Click Tracks/Timing, Theme, Sound Effects, Motif,	Popular Song Structure: Introduction (intro), Verse(s), Strophic, Link, Pre-Chorus, Chorus, Bridge/Middle 8, Coda (outro); Lyrics, Hook, Riff, Melody, Counter-Melody, Texture, Chords, Accompaniment, Bass Line, Lead Sheet, Arrangement, Cover Version, Melodic Motion:	Call and Response, Cyclic Rhythm, Improvisation, Ostinato, Percussion, Polyrhythm, Polyrhythmic Texture, Pulse, Rhythm, Syncopation, Sambista, Intro, Groove, Break, Mid-Section, Coda, Instruments of Samba: Surdo, Repinique, Tamborim, Chocolo,



	Timbre/Sonority, Musical Clichés, Diegetic and Non-Diegetic Music.	Conjunct, Disjunct, Range; Instruments, Timbres and Sonorities in Songs.	Reco-Reco, Apito, Agogo Bella, Caixa de Guerreiro.
Skills	<ul style="list-style-type: none"> How music can enhance the visual images and dramatic impact of film/video games and can reflect the emotional and narrative messages of the drama. How timing is a crucial factor in the composition and performance of music for film and video games. How film/video game music can change the viewer's interpretation of a scene or game level. How to create an effective musical narrative for a film/video game scene or level, using appropriate techniques to create an intended effect. 	<ul style="list-style-type: none"> Understand the different textural and structural elements of a song/popular song. Understand and use the different musical information given on a lead sheet in creating a Musical Arrangement of a Popular Song. 	<ul style="list-style-type: none"> Understand how instruments, structures and textures are used in Samba. <ul style="list-style-type: none"> Perform as part of a larger ensemble understanding key roles of performers and different instruments and the relationship between these and the effect this has on the music. Use rhythmic features such as ostinato, cyclic rhythms, polyrhythms, call and response and syncopation when performing and improvising.
Assessment	<p>Formative Assessment: Verbal teacher feedback throughout.</p> <p>Focused Summative Assessment: Compose a piece of music for a character in a new computer game using digital effects.</p>	<p>Formative Assessment: Verbal teacher feedback throughout.</p> <p>Focused Summative Assessment: Compose a short song – lyrics and music using the structural elements of a popular song.</p>	<p>Formative Assessment: Verbal teacher feedback throughout.</p> <p>Focused Summative Assessment: Compose rhythmic phrases using ostinato, polyrhythms and syncopation – perform using Samba drums and percussion.</p>
Assessment:	How Will I be assessed at Key Stage 3?		
	<p>Formative (Every Lesson): 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. This allows students to make the quickest progress. This is vital in immediately supporting weaker students, improving confidence and challenging the more able. 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>Summative (Every half term): Students will be assessed in at least one of the four key areas of Music: performance, composition, listening 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. So that students understand and keep track of their progress PLC sheets are at the front of exercise books.</p>		