

# MUSIC STATEMENT OF AIMS

## THE AIM OF THE KS3 CURRICULUM IS TO DEVELOP...

### SUCCESSFUL LEARNERS

KS3 Music is an opportunity for learners from all starting points to develop their ability in Performing Music, Composing Music and Understanding Music. Students will progress through the curriculum studying music from a range of historical periods, genres, styles and traditions. This includes music from the Western Classical Tradition, Popular Music and Traditional music which links with the Areas of Study at GCSE along with the 3 pillars of progression; technical, constructive and expressive. Studying Music will enable pupils to develop soft skills such as listening, teamwork, analysis and coordination.

### CONFIDENT, INSPIRED INDIVIDUALS

Students are encouraged to improve their confidence and resilience by participating in class, solo and ensembles Performing Music, completing self and peer assessments and setting SMART targets for improvement during DIRT time. Students have the opportunity to participate in extra-curricular activities to develop their love of subject beyond the classroom. Students have a wide range of opportunities to develop skills in public performances, including showcase evenings, end of year musicals, presentation evenings and Open Evenings. Pupils can really focus on confidence building and must learn how to manage their practice time effectively.

### ASPIRING, RESPONSIBLE CITIZENS

The collaborative learning within the classroom helps students to develop essential, transferable soft skills such as team work, resilience, dedication, perseverance and determination, which they can take into the workplace. Students also have the opportunity to see how music fits in with cross curricular themes by exploring music's historical and social contexts.

## CURRICULUM MAP KS3

	AUTUMN 1	AUTUMN 2	SPRING 1	SPRING 2	SUMMER 1	SUMMER 2
<b>Y7</b>	<b>Introduction to the Orchestra 1 (7 lessons)</b>	<b>Singing (7 lessons)</b>	<b>Classical Music - Beethoven (7)</b>	<b>Programme Music (6 lessons)</b>	<b>World Music - (5)</b>	<b>Performance skills (7 lessons)</b>
<b>ASSESSMENT</b>	Identifying instrument sounds, instrument specific techniques (timbre) introduction to Italian terms for dynamics and tempos.  Perform orchestral pieces on the keyboard. (listening, performing)	Types of voices, SATB, vocal cords and techniques, canons/ rounds - understanding pitch, and texture and developing leadership through conducting. Christmas pieces, pop, simple melody. (listening, performing)	Performing Moonlight Sonata, Fur Elise. Introducing flats and sharps, basic notation and symbols. Improving dexterity, technique and control. (listening, performing)	Performing, Introducing octaves, staccatos, repeat signs, note values. Tempo and dynamics cont. Builds on knowledge of orchestral instruments and develops listening skills. (listening, performing)	Cultural influences, composing and writing music on the staff, sight reading and note values contd. Rhythm and note values. Instruments used. (listening, performing)	Performing songs, preparing timing, rhythm, tempo and dynamics. Applying the terms learned throughout the year. Teamwork and leadership as well as improving confidence. (listening, performing)
<b>Y8</b>	<b>Blues Music (7 lessons)</b>	<b>Ukulele (7 lessons)</b>	<b>Rock Music 60's-70's (7 lessons)</b>	<b>Music in the Media (6 lessons)</b>	<b>Romantic Music (5 lessons)</b>	<b>Samba (7 lessons)</b>
<b>ASSESSMENT</b>	12 bar blues, chords, progressions, walking basslines, melodies, 7th and 9th notes, improvisation. Common instruments and famous players. Singing. Influences and features. (listening, performing)	Develop knowledge of 4 chords, how to read tab, strumming patterns, changing in time, chord progressions when performing different songs, major/minor, singing in harmony. (listening, performing)	Bass tab. Features of music from the decade. Artist-The Kinks, songs, utilising chords from previous topics, singing, texture. (listening, performing)	Leit motifs, Analysing film music  Pitch, duration, developing listening skills, Tonalties and how they create mood/ atmosphere. (listening, performing, composing)	Features, influences, famous composers, links to elements of music. Analysis through listening and performing. Learning what life was like and how this impacted music at this time. (listening, performing)	Ostinatos, bi-rhythms, polyrhythms, cultural capital links to Brazilian music. New instruments. Use of elements: dynamics, tempo, rhythm. Group performances. (listening, performing, composing)
<b>Y9</b>	<b>Baroque (6)</b>	<b>Popular Music (7)</b>	<b>Musicals (7)</b>	<b>Rock Music 70's-80's (6)</b>	<b>Performance (5)</b>	<b>Rap (6)</b>
<b>ASSESSMENT</b>	Ornaments, terraced dynamics, use of strings, harpsichords, organ, melodic movement, sequencing, cadences. (listening, performing)	Technology advances, influences, common features, chord progressions. Melody and accompaniment/ arpeggios/ostinatos, using elements and singing. (listening, performing, composing)	Analyse elements of musical theatre, what makes a catchy musical song, key changes/transposition. Different voices - SATB, backgrounds. Singing. (listening, performing)	Ozzy Osbourne The Iron Man Composing riffs/ ostinatos, exploring chords and melodies, (listening, performing)	Tonality, Harmony, Melodic movement. Singing and playing as a group. Analyse performances from all genres/decades. Identify time signatures. (listening, performing)	Riffs, ostinatos, composing melodies, use of staff notation, sharps/flats, tonalties, features of rap and hip hop and what influences these features. (listening, performing, composing)