



KS3 Curriculum Overview

Music

Curriculum Intent

By the end of Year 9 students will have developed an aural knowledge of some of the great musical outputs from human civilisation. They will be able to creatively improvise and compose music as a result of a grounded understanding of the elements of music. Students will also be able to read music notation with fluency to help create a lifelong passion for music making. Students will also be familiar with different instruments and styles of music.

How does the KS3 curriculum build on that from KS2?

At KS2 pupils are introduced to singing, listening, composing and performing. Our KS3 curriculum builds on each of these four areas and applies them to different contexts. This allows students to develop the core skills of musicianship while experiencing a broad music curriculum. KS3 continues to build and promote a love of group singing and begins to introduce the skill of singing in harmony. Students continue to listen out for features of music but now considering the music's purpose and intent. Students experience composition through improvisation and should find their own compositional voice by the end of KS3. Students begin to compose using primary chords and embellish these with bass lines, melodies and rhythmic accompaniment. Students will constantly be performing in whole class and small group ensembles as proficiency on and instrument is a great route to musical success.

What do students *do* with this knowledge or these skills?

Students will:

- Sing in small groups and whole class groups.
- Perform as a class and in smaller group ensembles.
- Find personal links to music and develop opinions on works.
- Listen to songs and analyse the compositional features used.
- Learn to improvise over grooves or chord patterns.
- Compose songs in a variety of genres with varying stimuli
- Play and perform different styles of music on a range of different instruments.

How does the KS3 curriculum align to the National Curriculum?

Our music curriculum teaches students all the skills that the national curriculum requires in terms of singing, listening, composing and performing. This includes things such as reading music notation, group music making and appraising particular works. Our music curriculum takes these core skills and allows students to develop them through a wide range musical contexts. Students explore music through time and from around the world, as well as learning in different styles such as by rote, notation, and via technology.

What new knowledge or skills are students taught?

Term	Year 7	Year 8	Year 9
Autumn	<p>Pachelbel's Canon</p> <ul style="list-style-type: none"> • Students learn to read music notation and consider form and texture. • Basics of ensemble singing and playing • Time signatures and time values introduced. • Recognising key musical features in a song. <p>Bach Remix</p> <ul style="list-style-type: none"> • Students to use GarageBand to download samples of Bach's Toccata and Fugue. • Students to then use these samples to create a modern day remix. • Students consider dynamics. • Singing continued. 	<p>Music through time</p> <ul style="list-style-type: none"> • Students to understand the features of different musical periods. • Students become aware of the origins of music. • Students develop their listening skills by identifying beats in a bar. • Students explore works by Bach, Beethoven and Wagner. • Students are shown and can play the instruments of the orchestra. <p>Reggae</p> <ul style="list-style-type: none"> • Students to learn the features of reggae music and perform in the style of. • Students begin to comment on instrumentation used in music and how it's used. 	<p>Cover Songs</p> <ul style="list-style-type: none"> • Students to cover a pop song in ensembles. • Singing and listening skills developed. • Students to create a good understanding of verse-chorus form. • Teaching of independent music learning. <p>Music Production</p> <ul style="list-style-type: none"> • Students to record their pop songs into GarageBand and produce a track. • Singing and listening skills developed.
Spring	<p>Mozart's Twinkle Twinkle</p> <ul style="list-style-type: none"> • Students to develop their keyboard skills further now using both hands. • Continuation of reading music notation with bass clef now introduced. • Students begin to envision the concept of music developing through time having just learnt about the Baroque period and now thinking about the Classical period. • Students to begin to play and recognise primary chords. <p>Irish Improvisation</p> <ul style="list-style-type: none"> • Students to learn features of Irish music and begin to improvise in this style. • Students to write their improvisation down in music notation and grow as composers. • When composing students are thinking about chord sequences, melodies and bass lines • A new time signature of $\frac{3}{4}$ time is introduced as are semi quavers in their lessons. • Students also begin to recognise modal music. 	<p>12 bar blues improvisation</p> <ul style="list-style-type: none"> • Students to learn the history and features of blues music. • Students will improvise using the 12 bar blues. • Students will write down their improvisations using music notation which becomes composition. • Students introduced to the key of G major. • Students introduced to staccato and legato playing to make their playing more interesting. • Students improvise over a groove and create unexpected musical moments in their compositions. <p>Layers and Loops</p> <ul style="list-style-type: none"> • Students to compose using the iPads. • Students use their knowledge of the elements of music to make these compositions musically interesting. • Students will now be singing in 3 part harmony. 	<p>Writing your own pop song</p> <ul style="list-style-type: none"> • Students to compose their own 4 chord pop song. • Students use their understanding of compose from across KS3 to write their own song. <p>Music for film and TV</p> <ul style="list-style-type: none"> • Students to analyse features of music for film and TV. • Time signature of 6/8. • Slurs are now introduced. • Students are composing in Ternary and understand the use of letters to show form i.e ABACADA • Students are able to harmonise melodies.

<p style="text-align: center;">Summer</p>	<p>Cuban Salsa: Havana</p> <ul style="list-style-type: none"> • Students to develop their concept of music's purpose. • Experience of playing music from around the globe. • Ensemble work. • Students to being including accidentals in their playing by playing music in the key of A minor as opposed to C major. • Students will learn what syncopated rhythms are. • Consonant and dissonant will become a part of their musical vocabulary. <p>Soundscapes</p> <ul style="list-style-type: none"> • Students to use their iPads to create soundscapes considering the elements of music. • Students to have an aware of atonal music. • Students build on their knowledge of texture and form. 	<p>Game Music</p> <ul style="list-style-type: none"> • Students to compose a short piece of music on either GarageBand or MuseScore to suit a game idea. • Students will learn what a leitmotif is. • Students will start working in the key of E minor. • Students will use tempo changes in their work. • Composing will now include writing chord sequences, percussive sounds and structural ideas. <p>Music and the media</p> <ul style="list-style-type: none"> • Students will cover different topics relevant to music in the media. • Students will use the elements of music in their work for example concert reviewing and planning. 	<p>Final KS3 performance</p> <ul style="list-style-type: none"> • Students to work on a final performance for the end of KS3. <p>Final KS3 Composition</p> <ul style="list-style-type: none"> • Students to have composed a song for the end of KS3.
<p style="text-align: center;">Rationale for this sequencing</p>	<p>With this curriculum students are constantly developing their singing, listening, composing and performing skills. The application of this through these topics means that many different interests of the students are met as well as exposing students to styles they aren't yet aware of. The sequencing of these topics help create a strong foundation of understanding for Year 8 to build from.</p>	<p>All prior skills taught in Year 7 are now re-applied through the year 8 music curriculum. These are consolidated and built on to ensure students have a thorough understanding of music. Particular topics have been selected to show progression from Year 7 to 8, for example 'Music Through Time' ties together the learning of the Pachelbel, Bach and Mozart that students study in year 7. Likewise, reggae and blues in Year 8 takes the Year 7 learning of Cuban salsa and Irish improvisation further.</p>	<p>In Year 9 students are bringing together the skills learnt in Year 7 and 8 to attentively and accurately appraise music. They will also have the necessary instrumental skills to continue with performing and composition beyond the classroom.</p>