



KS3 Curriculum Overview

Music

Curriculum Intent

By the end of Year 9 students will have developed an understanding 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 context. 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>Keyboard Skills 1: Beethoven</p> <ul style="list-style-type: none"> Students will learn to use their right hand correctly at the piano. Students will learn to read the treble clef. Students will learn how to read and play basic rhythm values. Students will learn to play in time to a metronome. <p>Keyboard Skills 2: Mozart</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 to begin to play and recognise primary chords. 	<p>Appraising Skills 1: MAD TT SHIRT</p> <ul style="list-style-type: none"> Students to work on their aural and appraising skills. Exploring the elements through musical games and practical activities. <p>Performance Skills 2: Rock and Roll</p> <ul style="list-style-type: none"> Students to understand the historical context of Rock and Roll music. Students to start playing longer pieces in ensembles. Students to explore verse-chorus form. 	<p>Performance Skills 4: BBC Live Lounge</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>Garage Band Skills 3: Recording Studios</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.
Spring	<p>Guitar/Ukuele Skills 1: Harry Potter</p> <ul style="list-style-type: none"> Students will learn how to read TAB. Students will work on their guitar technique. Students will learn how to read, count and play dotted rhythms using a $\frac{3}{4}$ time signature. <p>Guitar/Ukulele Skills 2: The Beatles</p> <ul style="list-style-type: none"> Students to learn to play Chord on the guitars. Students to recognise and understand the differences between major and minor. Students to play to a drumbeat. 	<p>Appraising Skills 2: The story of the orchestra</p> <ul style="list-style-type: none"> Further aural and appraising Skills Students to understand the differences between the three main classical periods of music. <p>Music Notation Skills 1: The Elements of Music</p> <ul style="list-style-type: none"> Students to learn basic theory skills as a foundation to composing using music notation. Students to become familiar with notation software. 	<p>Appraising Skills 3: Film Music</p> <ul style="list-style-type: none"> Students to analyse musical features of film and TV music. Students to think about using the elements of music for purpose. They will learn about the emotional effect of using the elements in particular ways. <p>Music notation skills 3: Creature Rhythms</p> <ul style="list-style-type: none"> Students to develop their notation skills further in this topic.

<p>Summer</p>	<p>Garage Band Skills 1: Marshmallow</p> <ul style="list-style-type: none"> • Students will learn what the elements of music are and how we can use this when composing. • Students will begin to learn how to use Garage Band on their iPads to compose. • Students will compose to a set brief. <p>Performance Skills 1: Bob Marley</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>Garage Band Skills 2: Music Concrete</p> <ul style="list-style-type: none"> • Improving Garage Band skills and in particular developing recording techniques. • Students to use rhythm creatively for compositional purposes. • Students to explore how technology can be used to manipulate sound. <p>Performance Skills 3: 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. 	<p>Music Notation Skills 3: 20th Century</p> <ul style="list-style-type: none"> • Students to learn about minimalist techniques through guided composition. • Students to develop a deeper knowledge of accidentals, time signatures and rhythm. • <p>Appraising Skills 4: 20th Century</p> <ul style="list-style-type: none"> • Students to learn how the elements of music are used in the 20th Century • Students to explore Minimalism and Expressionism in music
<p>Rationale for this sequencing</p>	<p>The aim of Year 7 music is to teach students the basic skills required to play piano and guitar. At the end of Year 7 students can read music notation and play the piano with both hands. They can also read guitar TAB and chord charts so that they can learn guitar pieces. Throughout the year students will be working towards being able to play competently in music ensembles. They will also begin to develop Garage Band Skills to compose their own music using a DAW.</p>	<p>In Year 8 students will have the opportunity to focus on their preferred instrument for performance topics. They will build on their ensemble and composing skills learnt previously in Year 7.</p> <p>Year 8 students will begin to develop their appraising skills and analyse how the elements of music are used by composers. They will also explore larger ensembles such as the orchestra and gain an understanding of how it has developed through time. As well as building on their DAW compositional skills, students will now begin to compose using music notation software.</p>	<p>Performing, composing and appraising skills are improved even further in Year 9. Having previously learnt about the conventional uses of the music elements throughout history, students now explore how these are questioned during the 20th Century and therefore expanding their musical vocabulary.</p> <p>Students continue to improve their performance skills with more independent band tasks to encourage a passion for group music making. Students will be competent at using music notation software and DAW software and will be creating interesting and thoughtful pieces of music. They will be reflecting on the elements of music and now thinking about why they are used in particular ways and their effect.</p>

Additional support at home

<p>Additional reading for enjoyment, enhancement and extension</p>	<ul style="list-style-type: none"> • For keyboard beginners • For guitar beginners • For drums beginners • For those interested in reading music • For how music works •
<p>Online resources to practice, consolidate and revise</p>	<ul style="list-style-type: none"> • For music theory • For more information on the orchestra

Workbooks & revision guides

to practice, consolidate and revise

- <https://www.musictheory.net/>