

# Music

## (Creative & Performing Arts)



### KS3 Curriculum Breakdown



Summary of learning: The aim of the KS3 schemes of work is to provide students with a solid foundation for the BTEC Music course at KS4. Throughout Years 7-9, students will receive a variety of performance, composition and listening opportunities which will be embedded and developed throughout each year group.

Link to KS4/5 exam: There will be a number of opportunities for students to develop their music performance, composition and listening & appraising skills as well begin to understand important roles in the music industry and utilize industry based software. This links with the Unit 1: Music Industry exam unit on the BTEC Music course.

Year 7	Half Term 1	Half Term 2	Half Term 3	Half Term 4	Half Term 5	Half Term 6
Learning Content	<b>Keyboards</b> Students will complete practical exercises and learn how to play the keyboard. Basic playing techniques as well as performing with both hands will be included in this topic. Students	<b>Ukulele and Elements of Music</b> Students will be introduced to Ukuleles and develop their understanding of the elements of music. This follows on from Keyboards in HT1 where performance	<b>Samba</b> The topic introduces students to music from a different country (Brazil). Students will explore the names of different Samba instruments and traditions. Students will develop their ensemble	<b>Theme Tunes</b> Theme Tunes will provide students with the opportunity to compose their own theme tune using the keyboards. Students will also have the opportunity to listen to	<b>Axis of Awesome 1</b> This topic enables students to pursue their ensemble skills (following on from HT3) and put together a performance of a popular song using band instruments. Whilst completing this topic,	<b>Axis of Awesome 2</b> Students will continue to develop their ensemble skills using band instruments and will maintain their written logs (targets and reviews) started

	will learn how to perform and understand different note values and rhythms as well as how to find and play different pitches.	skills and listening skills will be embedded through a number of performance and listening opportunities.	skills throughout this topic and will put on a Samba ensemble performance at the end.	various theme tunes and develop their ability to listen holistically to pieces of music and respond to given briefs appropriately.	students will set themselves targets (lesson by lesson) and goals (by end of half term) to be achieved. As a result, students will reflect upon progress made in each lesson. From this, students will complete a listening assessment based on skills learnt in this topic.	in HT5. At the end of this topic, students will perform for their final Y7 assessment as an ensemble incorporating the skills learnt throughout the term.
Assessment Date	October	December	February	March/April	May	July
Assessment Type (standardised test, topic test, mock exam, coursework)	<b>Keyboard Performance assessment</b>  Students will perform their final keyboard piece applying all the techniques they have learnt in the topic. Performances will be recorded and moderated against Emerging, Secure, Mastered Performance descriptors.	<b>Performing assessment</b>  Students will perform in groups of 3-5 one of the pieces which they have learnt as a whole class through the topic. Students will be recorded and moderated against Emerging, Secure and Mastered descriptors.	<b>Samba Performance assessment</b>  Students will perform their Samba piece in small groups incorporating different samba instruments and rhythms as well as displaying their ensemble and leadership skills. Performances will be recorded and moderated against Emerging, Secure, Mastered Performance descriptors.	<b>Keyboard Composition assessment</b>  Compositions will be recorded and moderated against Emerging, Secure, Mastered Composition descriptors. The composition assessment will relate to a brief that will be given to students at the beginning of the topic.	<b>Listening assessment</b>  Students will complete a listening & appraising styled assessment which will be based around answering questions relating to the key aspects of four chord pop songs.	<b>Ensemble Performance assessment</b>  Students will produce a final performance on their instrument as part of an ensemble to the song Demons by Imagine Dragons (4 chords). Performances will be recorded and moderated against Emerging, Secure, Mastered Performance descriptors. Students will be assessed on how

						they perform as part of an ensemble in this assessment.
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Year 8	Half Term 1	Half Term 2	Half Term 3	Half Term 4	Half Term 5	Half Term 6
Learning Content	<p><b>Samba</b></p> <p>The topic introduces students to music from a different country (Brazil). Students will explore the names of different Samba instruments and traditions. Students will develop their ensemble skills throughout this topic and will put on a Samba ensemble performance at the end.</p>	<p><b>Jazz and Blues</b></p> <p>Students will be introduced to Jazz and The Blues through a variety of listening, performance and composition activities. The final assessment for this topic will involve students completing their own Blues composition based around the notes of the Blues scale on the keyboards.</p>	<p><b>Ukulele and Elements of Music</b></p> <p>Students will be introduced to Ukuleles and develop their understanding of the elements of music. This follows on from Keyboards in HT1 where performance skills and listening skills will be embedded through a number of performance and listening opportunities.</p>	<p><b>Axis of Awesome</b></p> <p>This topic enables students to pursue their ensemble skills (following on from HT1) and put together a performance of a popular song using band instruments. Whilst completing this topic, students will set themselves targets (lesson by lesson) and goals (by end of half term) to be achieved. As a result, students will reflect upon progress made in each lesson. From this, students will create a final performance on their instrument as part of an ensemble.</p>	<p><b>Reggae</b></p> <p>Throughout the Reggae topic, students will explore different listening and performance activities on the keyboards. Students will learn about the history and context of Reggae music whilst developing their performance skills and learning how to perform a famous Reggae piece.</p>	<p><b>Musical Futures</b></p> <p>This topic enables students to pursue their ensemble skills further and put together a final topic performance of a popular song or piece using skills honed throughout the full year. Whilst completing this, students will learn to work independently, set themselves targets and goals to be achieved, resulting in creating a final graded performance on their instrument as part of an ensemble. Topics can vary through all genres dependent on previous experience</p>

						in their learning and also with guidance from teachers from the start of the project.
Assessment Date	October	December	February	March/April	May	July
Assessment Type (standardised test, topic test, mock exam, coursework)	<b>Samba Performance assessment</b>  Students will perform their Samba piece in small groups or as a class incorporating different samba instruments and rhythms as well as displaying their ensemble and leadership skills. Performances will be recorded and moderated against Emerging, Secure, Mastered Performance descriptors.	<b>Composition assessment</b>  Students are to compose their own piece of music using the notes of the Blues scale. Student compositions to be recorded and moderated using Emerging, Secure and Mastered Composition descriptors.	<b>Performing assessment</b>  Students will perform in groups of 3-5 one of the pieces which they have learnt as a whole class through the topic. Students will be recorded and moderated against Emerging, Secure and Mastered descriptors.	<b>Ensemble Performance assessment</b>  Students will produce a final performance on their instrument as part of an ensemble to the song Demons by Imagine Dragons (4 chords). Performances will be recorded and moderated against Emerging, Secure, Mastered Performance descriptors. Students will be assessed on how they perform as part of an ensemble in this assessment.	<b>Three Little Birds (Keyboard) Performance assessment</b>  Students will rehearse and perform Three Little Birds for their final assessment in this topic. The task will allow for students to not only perform the melody, but to go onto performing with two hands and adding other components to their performances. Performances will be recorded and moderated against Emerging, Secure, Mastered Performance descriptors.	<b>Ensemble Performance assessment</b>

Year 9	Unit 1 (8 lessons- 4 x 2 lessons per week)	Unit 2 (8 lessons- 4 x 2 lessons per week)	Unit 3 (10 lessons- 5 x 2 lessons per week)
Learning Content	<b>Reggae</b>  Throughout the Reggae topic, students will explore different listening and performance	<b>Axis of Awesome</b>  This topic enables students to pursue their ensemble skills (following on from HT3) and put	<b>Film Music</b>  Exploring key aspects of musical techniques used in film music. This unit will focus on composition in which

	activities on the keyboards. Students will learn about the history and context of Reggae music whilst developing their performance skills and learning how to perform a famous Reggae piece.	together a performance of a popular song using band instruments. Whilst completing this topic, students will set themselves targets (lesson by lesson) and goals (by end of half term) to be achieved. As a result, students will reflect upon progress made in each lesson. From this, students will complete a listening assessment based on skills learnt in this topic.	students will learn motifs and themes from well-known film scores and then adapt and apply these to composition to fit with a scene from a film. The elements of music will be development to create music for a specific purpose.
Assessment Date	(Week 3 of Rotation)	(Week 8 of Rotation)	(Week 13 of Rotation)
Assessment Type (standardised test, topic test, mock exam, coursework)	<b>Three Little Birds (Keyboard) Performance assessment</b> Students will rehearse and perform Three Little Birds for their final assessment in this topic. The task will allow for students to not only perform the chords, bassline and riff alongside the vocals, but to go onto performing with two hands and adding other components to their performances. Performances will be recorded and moderated against Emerging, Secure, Mastered Performance descriptors	<b>Ensemble Performance assessment</b> Students will produce a final performance on their instrument as part of an ensemble to the song Demons by Imagine Dragons (4 chords). Performances will be recorded and moderated against Emerging, Secure, Mastered Performance descriptors. Students will be assessed on how they perform as part of an ensemble in this assessment.	<b>Composition/Listening</b> Students will produce a final music product (composition) for a given brief. They will present their ideas and end product to the class. This will be recorded and students will be assessed against the Emerging, Secure, Mastered Composition descriptors. Students will also be assessed on their role/contribution to the planning/production of the music product. Listening tasks will be integrated into learning to encourage reflection and evaluation of different styles of film music scores.

Opportunities for Assessment: Students will be assessed half termly throughout the academic year on each topic. Assessments will take the forms of either a listening, performance or composing nature enabling students to develop their skills in each year and as a result, across the full key stage.

Links to extended learning/extra-curricular learning: Students will be provided with extended learning tasks throughout each topic that will both prepare and consolidate their knowledge of each topic.

Development of literacy: Students will be encouraged to use subject specific vocabulary and understand its context and meaning and how to apply them to their practical and listening work.

Development of numeracy/ ICT opportunities

Students will become familiar with the concept of timing, sequences and patterns within the musical projects that they will be taking part in. Students will be exposed to ICT and sequencing software throughout the key stage.

Opportunity for SMSC/ BV:

All pupils will understand the importance of playing in time with another person or part, and how parts fit together and working collaboratively.

All pupils will discover music from other cultures or traditions and appreciate the cultural differences that exist.

Development of lesson fundamentals:

All of the lesson fundamentals

Location of teaching and learning resources:

Staff Sharepoint- Shared folder