



Music

Intent

In Music, the intent for KS3 is inspiring an interest that can become not only a stepping stone to GCSE Music, especially to students who might have no specialist experience of music, but for students to contribute to the school community and for music to become a lifelong passion. As well as developing instrumental skill and a knowledge base of theory it is also very important for our KS3 learners to have an understanding of and appreciation for various cultures and traditions outside of their own. Pupils learn to respect one another through the introduction of performance/audience etiquette and develop transferable skills such as teamwork, problem solving and presenting ideas. The range of students' experience when they arrive with us at KS3 is wide ranging: some students will have had very little musical education while others may already play an instrument to a high level. A key part of the Year 7 curriculum is getting to know our students and ensuring each is supported, stretched and challenged at a level that is appropriate for them. Each unit of work is taught in a way which combines the 3 disciplines of performing (singing and playing), composing, listening and appraising giving students the opportunity to see how the 3 disciplines are interconnected.

Year 7	Unit 1 Classical Traditions Sep - Dec	Unit 2 World Traditions Jan – Apr	Unit 3 Popular Traditions Apr - July
Knowledge (facts, information, concepts and key terminology)	<ul style="list-style-type: none"> Notes on the treble clef Basic notes values: Semibreve, minim, crotchet, quaver Basic simple time signatures Notes on a keyboard 3 classical music periods: Baroque, Classical & Romantic 	<ul style="list-style-type: none"> Reinforcing notes of the treble clef Introduction of semiquavers Cyclical patterns used in music 	<ul style="list-style-type: none"> Reinforcing notes of the treble clef Recapping on simple time signatures Recapping on all rhythmic values Introducing chords and bass clef Rock and Roll music and its roots in the 12 bar blues Reading chord charts
Understanding (ability to connect and synthesise knowledge within a context)	<ul style="list-style-type: none"> How music from different periods use different instruments Locating notes on a keyboard Pupils can explain the musical alphabet 	<ul style="list-style-type: none"> How different cultures use cyclical patterns and structures Examples of how music is used for different types of communication in different cultures The role of music in different cultures How music from different cultures influence other genres of music 	<ul style="list-style-type: none"> Differences between melody and harmony Rock and Roll sparked the beginning of a youth movement
Skills (successful application of knowledge and understanding to a specific task)	<ul style="list-style-type: none"> 5 finger melodies playing using the correct technique on the keyboard Correct singing technique 	<ul style="list-style-type: none"> Performing as an ensemble Performing different parts as part of an ensemble Rhythm sight reading Composing a simple cyclical melody or drum part in parts 	<ul style="list-style-type: none"> Playing chords on the keyboard and ukulele as part of an ensemble
Formal Assessments (those done by all/vast majority of the cohort)	<ul style="list-style-type: none"> Baseline assessment Performance of 'In the Hall of the Mountain King' 	<ul style="list-style-type: none"> Composition of a cyclical piece as part of an ensemble 	<ul style="list-style-type: none"> End of year listening assessment Knowledge of treble clef, note values and simple time signatures Recognition of instruments Making judgements on music

By the end of the year students on course for at least a grade 5 will perform a melody and chords on a keyboard using the correct technique; compose simple, repetitive ideas; recognise the sounds of the instruments of the orchestra; describe the dynamics, tempo and mood of music using correct terminology; be able to read the notes of the treble clef.