**MUSIC**

**Key Stage 3**

**Curriculum Implementation Plan**

In year 7 and 8 students complete four units or work every academic year, working from booklets. Each unit lasts for approximately ten lessons. Units may run in different sequences due to the availability of rooms and equipment.

**Assessments**

Students are assessed formally using a mixture of writing work in booklets and practical music projects. The booklets for each unit give each student opportunity to demonstrate their individual progress using a progress checklist. Homework is set at least once every unit and this is counted towards a final grade. Each unit finishes with either a live performance, or submission of a piece of music for assessment.

There is also opportunity for each student to self and peer assess. Students are taught to offer constructive criticism to others and how to evaluate their own performance. Work is graded using the Rockschool grading system to prepare students for their potential entry into GCSE Music in Year 9. Grades are shared at the start of every unit and students are encouraged to respond and set targets to improve next time.

**Accessibility**

All students are able to access the same curriculum as the department makes use of differentiated materials and tasks. Each unit of work also has a literacy task built into the work booklets to help our students improve their literacy.

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| **YEAR 7** | **First Lesson** |  | **Block 1 – Music Performance** |  | **Block 2 – Music Production** |
| **Baseline Test** | **Ukuleles** | **Pop Bands** | **Music Concrete** | **Pachelbel Remix** |
| - Dept rules and safety- Baseline test on previous knowledge- How to use booklets | - History of ukulele- Reading chord charts- Playing basic chords (A, Am, C, G, F and D)- Basic lyric writing- Chord structures- Ensemble performance- Use of basic notation- Listen to and analyse music | - History of pop- Reading and playing chords on different instruments- Playing basic drumbeats- Timing and song structure- Ensemble performance- Giving effective feedback- Use of basic notation- Listen to and analyse music | - History of Avant Garde- How to use a DAW (Garageband + MIDI Keyboard)- Recording sound using a device- Sampling and sequencing- Exporting and giving feedback- Use of basic notation- Listen to and analyse music | - History of J Pachelbel- Remixing- Sight reading notation- Programming and editing in Garageband- Use of instrument patches and samples- Exporting and feedback- Use of basic notation- Listen to and analyse music |
| **Links to prior learning** | Students are given a baseline test in dept to identify previous learning. Links to KS2 include listening with attention and understanding notation. Results are used to aid planning and seating plans |  | Links to KS2 learning:- Play and perform (Ensemble)- Compose music using dimensions-Listen with attention- Use of various notation- Understanding of music history- Lyric writing - literacy | Builds from previous unit:- Play and perform (ensemble) with increased accuracy, fluency, control and expression- Use staff and other relevant notation (tab, chord charts)- Deeper understanding of music history- Use inter-related dimensions of music expressively |  | Links to KS2 learning:- Play and perform (solo)- Use of various music notation- Listen with attention- Understanding of music history- Improvise and compose music with confidence and control- Using basic rhythms- Basic use of music technology | Builds from previous unit:- Play and perform (solo) with increased accuracy, fluency, control and expression- Use more advanced staff notation- Deeper understanding of music History and great composers- More confident use of music technology- More compositional techniques |

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| **YEAR 8** | **Block 1 – Music Performance** |  | **Block 2 – Music Production** |
| **Hip Hop** | **Indian Music** | **Blues Music** | **Film Music** |
| - History of Hip Hop- Using KB settings- Composing melodies and bass lines- Advanced lyric writing- Song structure- Ensemble performance- Advanced staff notation- Listen to and analyse music | - History of Indian music- Improvising using a scale, rhythm and musical dimensions- Recognising notes on the stave and sight reading- Playing multiple instruments using various musical score- Performance (ensemble or solo)- Advanced staff notation- Listen to and analyse music | - History of the Blues and its importance- The 12 bar structure- Sight reading and recording music notation- Editing note values- Advanced use of instrument patches- Improvising a solo- Using rhythm to play chords- Solo performance- Advanced staff notation- Listen to and analyse music | - History of film music- Representing emotion through music scales- Compose music for images- Advanced features of Garageband- Composition of multiple melodies and chord structures- Using samples and sound effects- Solo performance- Advanced staff notation- Listen to and analyse music |
| **Links to prior learning** | Student will use previous learning in ukulele topic to write more advanced lyrics. More emphasis on melody, rather that harmony. Students expected to compose all parts and write down staff notation on the stave. Opportunity for performances to be expressive and make use of their knowledge of musical dimensions. More understanding of great composers and music History | As the final KS3 performance topic, students are given the opportunity to plan a performance using all previous compositional and performance techniques. This serves as an opportunity to show what they have learnt over the period of the two-year course regarding practical musicianship. Further understanding of worldwide music history and great composers |  | Students will use previous knowledge learnt in Year 7 and build their skills in Garageband. This will include more advance editing of note values, sight reading and recording staff notation, use of instrument patches, and song structure in Garageband. They will also learn how to improvise a Blues solo using a scale. Blues history will be covered and linked to all popular music, as well as general historical context and more great composers will be listened to and analysed. | As the final KS3 technology topic, students are given the opportunity to create a piece using all previous compositional techniques learnt on Garageband. This serves as an opportunity to show what they have learnt over the period of the 2-year course regarding technology and its uses. Further understanding of worldwide music history and great composers will also be included and students are expected know to have a good understanding of music notation. |

**Key Stage 4**

From Year 9 students will follow the Rockschool Level 2 Certificates for Performance/Technology and Composition for Music Practitioners. Student will choose either our performance, or technology route at the start of the course.

**Assessments**

Students are expected to work towards completion of 2 internal and one externally assessed units provided by Rock school:

MUSPRA 204ta – Instrumental Study (Internal)

MUSPRA 201a – Music Knowledge (Internal – Core Unit)

MUSPRA 202ta – Live Music Performance (External Core Unit for Performance route only)

MUSPRA 203ta – Music Sequencing and Production (External Core Unit for Technology Route only)

The curriculum plan is designed to contribute towards the assessment criteria of the units. The work is split into half termly ‘projects’ which will either form part of the coursework submitted to Rockschool, build the students skills and knowledge towards a final exam, or assessed presentation or performance. Therefore, students work is regularly assessed at the end of each project using the Rockschool assessment criteria.

 Detailed feedback is then given to students so this can be used to improve during the next project. Feedback is provided both as a written document alongside the Rockschool assessment criteria for the unit in questions, or as regular verbal feedback. Students are also taught to regularly self and peer assess in lesson and exemplars are provided, when possible, from previous cohort’s work.

 Additionally, students will attend instrumental peripatetic lessons. Students will be entered for graded music exams yearly (calendar permitting). Their achievement in these exams can be counted towards MUSPRA 204ta and give students skills to improve during the projects set.

**Accessibility**

All students are able to access the same curriculum as the department makes use of differentiated materials and tasks. We make use of a number of department-designed booklets and help guides to help students build literacy skills and access more difficult written and verbal tasks.

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| **YEAR 9** | **Perf** | **HT1** | **HT2** | **HT3** | **HT4** | **HT5** | **HT6** |
| - Baseline unit- Perform a song of your choice (solo)- Evaluation-Theory test- Health and safety and set up- Target setting | - Introduction to booklets- Rehearsal techniques- History of Pop- Pop Performance Brief (Ensemble)- Evaluation | - History of the Blues- Blues Performance Brief (ensemble)- Introduce planning- Evaluation | - Research a genre- Short presentation- Perform 1 song from that genre (solo)- Evaluation | - Music theory exam- Grade exam focus (solo performance)- Practical musicianship- Planning in detail | - Introduction to performance exam- Practical exam using brief (ensemble performance)- Planning and evaluation- Rehearsing over the Summer |
| **Tech** | - Baseline unit- Show/perform song of your choice (solo)- Evaluation-Theory test- Health and safety and set up | - Introduction to booklets- Rehearsal techniques- History of Pop- Pop brief (solo composition)- Evaluation | - History of the Blues- Blues brief (solo composition)- Introduce planning- Evaluation | - Research a genre- Short presentation- Create one song from that genre (solo)- Evaluation | - Music theory exam- Grade exam focus (solo performance)- Practical musicianship- Planning in detail | - Introduction to technology exam- Practice exam using brief (solo composition)- Planning and evaluation- Rehearsing over the Summer |
| **Links to Prior Learning** | Links back to KS3 learning- Use of staff notation- Play and perform confidently with musicality, fluency, accuracy and expression- Check up on skill set learnt | This project links back to Year 7 Pop Bands unit. Students are shown how to find notation and lyrics for songs, rather than being given them. We also revisit KS3 feedback techniques, and build on them | This project links back to Year 8 Blues unit. Student old projects are revisited, evaluated and improved upon. Performance/ sequencing skills are enhanced and built upon. | Links back to KS3 and use of listening books:- Listening and analysing Music discussing tonalities, lyrical content, and production values- Gaining a deeper understanding of famous composers and history of music | Students at this stage have had peripatetic lessons for two and a half years. This is an opportunity to gain a qualification from knowledge gained. We also improve the planning process, and add in more detail | Students are encouraged to reflect on all performances/ compositions they have done and use learning to deliver their best yet under mock exam conditions.  |

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| **YEAR 10** | **Perf** | **HT1** | **HT2** | **HT3** | **HT4** | **HT5** | **HT6** |
| - Introduction to video diary- Setting up to perform- Instrumental handbook- Advanced health and safety | - History of Xmas No. ones- Christmas covers brief (ensemble – Reggae/Swing)- Planning- Evaluation | - Basic song writing skills- Write one song (ensemble)- Performance- Evaluation- Improved performance | - Music knowledge mock- Research a genre- Revisit genre researched last year- Presentation | - How to decide a setlist- Planning- Rehearse 3 songs based on brief- Performance (ensemble)- Evaluation | - Live performance mock- Introduction to brief- Preparation- Planning exam- Rehearsal and performance exam (ensemble or solo)- Evaluation exam |
| **Tech** | - Introduction to video diary- Setting up to perform- Instrumental handbook- Advanced health and safety | - History of Christmas No. ones- Christmas remix brief (solo)- Planning- Evaluation | - Basic song writing skills- Create one song (solo)- Listening party- Evaluation- Improve piece | - Music knowledge mock- Research a genre- Revisit genre researched last year- Presentation | - Listening to mash ups- Tempo matching- Mash up brief- Planning- Listening- Evaluation | - Music sampling and sequencing mock- Introduction to brief- Preparation- Planning exam- Creation of song (solo)- Evaluation exam |
| **Links to Prior Learning** | This unit is designed to improve a student’s rehearsal process, encouraging regular self-reflection rather than just end of projects. It also builds students’ knowledge of their own instruments with an aim to achieve mastery.  | Building student knowledge of music history and deeper understanding of how to work to a set brief. Also, an opportunity to improve from Year 9 mock feedback | Adding, and enhancing students’ ability to compose music. Linking back to songs listened to previously and what ideas could be used in your own work. Also building on how students can use feedback to improve their work. | This links back to Year 9 HT4 and adds another genre. Students revisit their Year 9 work, improve on it and add in additional content. | Students are encouraged to think back to all songs they have learnt/composed / performed over the last three and half years and how they can apply this knowledge to work to a more complex brief. For technology students, the brief encourages students to utilise all the skills they have learnt on DAW.  | Students are encouraged to improve of their work in HT6 in Year 9. This project is a culmination of all skills learnt through the course so far, with the addition of exam conditions.  |

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| **YEAR 11** | **Perf** | **HT1** | **HT2** | **HT3** | **HT4** | **HT5** | **HT6** |
| - Music knowledge exam- Improving previous work- Delivery of presentation- Listening and analysing music- Declaration signing | - Instrumental study- Focus on graded exams- Analysis and improvement of skill set- Preparation for final exam- Opportunity for mock performance | Live performance exam (20 hours)- Cont. Preparation- Planning – 6 hours- Performance – 12 hours- Evaluation – 2 hours- Signing declaration and submission- Reflection and evaluation | Completion of instrumental study- Create final portfolio- Submit video diaries- Plan for on-going development- Sign declaration and submit- Improve/catch up on work missed | Catch up/ resit window | Exam leave |
| **Tech** | - Music knowledge exam- Improving previous work- Delivery of presentation- Listening and analysing music- Declaration signing | - Instrumental study- Focus on graded exams- Analysis and improvement of skill set- Preparation for final exam- Opportunity for mock exam | Music Sampling and Sequencing Exam (20 hours)- Cont. Preparation- Planning – 6 hours- Creation – 12 hours- Evaluation – 2 hours- Signing declaration and submission- Reflection and evaluation | Completion of instrumental study- Create final portfolio- Submit video diaries- Plan for on-going development- Sign declaration and submit- Improve/catch up on work missed | Catch up/resit window | Exam leave |
| **Links to Prior Learning** |  Students with revisit their work in Year 9 (HT4) and Year 10 (HT4) and use previous feedback and marking to create their final work for MUSPRA 201a. | Using all previous feedback students will improve their instrumental/technological knowledge. Previous work in these areas will aid students to achieve a music grade.  | The exam is a culmination of all work, but focus will be put on the two previous mocks in Years 9 and 10. Feedback and marking from these projects will be revisited and students will be able to improve from this before the exam begins | All recorded work that the students have completed will be revisited here to create a portfolio to meet the criteria of MUSPRA 204ta. Students will complete a final reflection and watch / listen to previous work to create their plan for on-going development | If a student has failed any part of the unit, there will be an opportunity to revisit this work and improve it using marking and feedback |  |