## 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 National Curriculum Level Grading system (1-9) so students can make comparisons with other subjects. Grades are shared at the start of every unit and students are encouraged to respond and set targets to improve next time. Each unit is named after a career in the Music Industry. Spritual, Moral, Social and Cultural development is also considered by students during self assessment at the end of each unit.

## 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.

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

## Year 7

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