

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. Spiritual, 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.

Year 7

	First Lesson	Block 1 – Music Performance		Block 2 – Music Production	
	Baseline Test	Songwriter	Performer	Sound Recorder	Producer
YEAR 7	<ul style="list-style-type: none"> - Dept rules and safety - Baseline test on previous knowledge - How to use booklets 	<ul style="list-style-type: none"> - 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 	<ul style="list-style-type: none"> - History of pop - Reading and playing chords on different instruments - Playing basic drum beats - Timing and song structure - Ensemble performance - Giving effective feedback - Use of basic notation - Listen to and analyse music 	<ul style="list-style-type: none"> - 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 	<ul style="list-style-type: none"> - 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	<p>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</p>	<p>Links to KS2 learning:</p> <ul style="list-style-type: none"> - Play and perform (Ensemble) - Compose music using dimensions - Listen with attention - Use of various notation - Understanding of music history - Lyric writing - literacy 	<p>Builds from previous unit:</p> <ul style="list-style-type: none"> - 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 	<p>Links to KS2 learning:</p> <ul style="list-style-type: none"> - 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 	<p>Builds from previous unit:</p> <ul style="list-style-type: none"> - 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

Year 8

	Block 1 – Music Performance		Block 2 – Music Production	
	Freelance Rapper	Session Musician	Studio Engineer	Film Composer
YEAR 8	<ul style="list-style-type: none"> - 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 	<ul style="list-style-type: none"> - 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 	<ul style="list-style-type: none"> - 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 	<ul style="list-style-type: none"> - 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	<p>Student will use previous learning in ukulele topic to write more advanced lyrics. More emphasis on melody, rather than 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</p>	<p>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</p>	<p>Students will use previous knowledge learnt in Year 7 and build their skills in Garageband. This will include more advanced 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.</p>	<p>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 to have a good understanding of music notation.</p>