Music Curriculum Overview - KS3

KS3 Music Curriculum Overview	Intent	We want pupils to be inspired by the curriculum to fulfil their potential and excel in music. We want our pupils to know and understand the meaning of music across the world and time. We want pupils to be confident performers with opportunities of a range instrumental and vocal skills that allow progress. We want pupils to be able to perform solos and it ensembles, developing, enhancing and refining their ability to control sound fluently, accurately and with expression. We want students to be able to listen with awareness and attention to detail to a wide range of styles of music from different composers and eras. We want students to improvise and compose music developing and enhancing their musi ideas. They will develop, enhance and refine their knowledge of structures, styles, notation, traditions, tonalities and a variety of musical devices. We want them to have the knowledge and skills to be able to continue their love of music for the future!						ble to perform solos and in ten with awareness and an
		Timeline	Term 1 - 7 Weeks	Term 2 - 7 Weeks	Term 3 - 7 Weeks	Term 4 - 6 Weeks	Term 5 - 5 Weeks	Term 6 - 6 Weeks
	Implementation (Year 7)	Year 7 Overview	In Year 7 pupils will begin by developing their knowledge of the elements of music and confidence when performing. They will do this by singing in an ensemble and using the keyboard to compose and perform pieces using a selection of notes. They will gain knowledge of different styles of music, the elements of music and structure of popular song through listening, performing and composing. In terms 2 and 3 pupils will develop their knowledge of reading rhythms and notation. They will learn correct technique when playing the keyboard, be challenged to perform Ode To Joy with two hands and gain knowledge of chords. In the Ukulele unit they will further develop performance skills and knowledge of chords. In term 5 pupils discover music from Japan and further develop their keyboard and note reading ability by performing the Sakura as a duet. Finally pupils will be developing their composition skills by composing for adverts.					
		sow	Exploring your voice and musical knowledge. Black Note	Rhythm and Notation Developing Performance skills - keyboards skills.		Ukulele	Sakura Developing performance	Composing for Gaming Music
		Assessment Type & Unit Focus	their knowledge of the elements of music. They will listen to a variety of music some examples taken from the music model curriculum. Assessment - Pupils	Piano Skills - Assessed - Performance & Technique. Pupils will develop their keyboard skills by learning a variety of keyboard/piano pieces. This is then followed by an assessment of Ode To Joy accompanied by chords in the left hand. They will be encouraged to use the correct technique. They will be confident reading rhythms and notation. They will also be introduced to score reading, instruments of the orchestra and musical structures through various listening tasks.		Performance. Developing knowledge and technique of performance and chords. Pupils will play and perform in ensemble and solo a song on the ukulele. They will have an understanding of tuning, chords, strumming. Pupils will also enhance their singing skills by singing a variety of songs whilst	Duets - Assessed - Performance & Technique. Pupils will develop their knowledge of world music and keyboard skills by Japanese folk song as a duet on the leyboard. They will analyse and review the music of Japan. They will also focus on ensemble skills and reinforcing keyboard skills and knowledge of rhythm and notation. Introducing ensemble skills.	Composing for Gaming - Peer/Self Assessment - Pupils will listen and analyse a variety of music used in adverts. They will then compose a 30sec radio advert to promote a product.
		Homework		Listening Task			Research Task	Analysis of Gaming Music
	Impact (Year 7)	Tracking Points	RP1: T1, Wk6-T2, Wk4			RP2: T4, Wk2-4		RP3: T6, Wk2-5
		Careers in the Curriculum	Conductor / Orchestral Musician / Vocalist (Backing Singer) /	Orchestral Musician		Album Artist / Session Musician	Conductor / Album Artist / Session Musician	Composer
	dwl	How it's used	In Summative Assessments, students are given a Band which contributes to their formal tracking points. Each tracking point will be an average grade, combining all formal assessents. At this point, students use feedback to identify their own targets which are shared with parents. The other performances are Formative Assessments. Here students are aware of what they need to acheive bands, but there is more of a focus on using feedback from self, peer and teacher to improve.					