

# Music Curriculum Overview - KS3

<p>In Year 9 pupils will aim to be confident performers that can perform from notation/memory accurately and with expression using notation and lead sheets. They will develop ensemble skills by playing in bands to be able to develop instrumental techniques as well as performance skills. They will study and listen with increasing discrimination to a variety of songs from 1960 to today. They will develop their music technology skills to compose and arrange music. They will develop their ensemble skills within the band unit to be able to select appropriate repertoire to challenge their abilities and give them the skills to continue to study music in the future. Pupils will also develop their own style and develop their musical ideas drawing on the skills they have learnt in key stage 3.</p>						
Intent	Year 9 - AF	Pop History		Band **	Music Technology	The Music Industry & Song Writing
	Year 9 - OR	Pop History		Music Technology	Band **	The Music Industry & Song Writing
Implementation	Assessment Type	<p><b>Band - Assessed - Band group performance.</b> During this unit pupils will develop their ability to perform confidently in an ensemble using notation, chords and Tabs. They will have an assessment performing Stand By Me. They then will explore different pieces of music from each decade analysing the style and genre as well as historical events that influence the music.</p>		<p><b>Band - Assessed - Band group performance.</b> Pupils will now use the skills they've learnt in the musical futures units to create their own performance in bands. They will choose appropriate material and work as an ensemble to produce a musical, fluent and accurate performance.</p>	<p><b>Music Technology - Assessed - Composition.</b> Pupils in this unit will identify and use musical devices to compose using music technology.</p>	<p><b>Composition - Assessed.</b> Pupils will use their experience of performing a variety of songs to write their own songs. They will compose chord structures, riffs, rhythmic ideas and lyrics. During this unit also pupils will learn about different job roles in the Music Industry. For example what job roles would be involved in you wanting to sell your song to a performer or how would you get copyright?</p>
	Homework	✓ (Research)	✓ (Listening Task)			✓ (Job roles)
Impact	Tracking Points	Review 1: T1, Wk7 - T2, Wk1			Review 2: T4, Wk2	Review 3: T5, Wk4
	Careers in the Curriculum	Album Artist / Music Journalist (Blogger) / Session Musician / Vocalist (Backing Singer)		Album Artist / Session Musician / Vocalist (Backing Singer)	Music Producer / Studio Engineer / Studio Manager / Record Producer	Album Artist / Composer / Lyricist / Session Musician / Song Writer / Vocalist (Backing Singer) / Music Distributor / Music Retailer / Promoter
How it's used	<p>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 assessments. 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 achieve bands, but there is more of a focus on using feedback from self, peer and teacher to improve.</p>					

Key:

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Unit which does not involve bookwork - booklets?