

KS3 Curriculum Intent:

In Years 7-9, we seek to establish a firm grounding in students' knowledge and understanding of staff notation and the elements of music (rhythm, melody, dynamics, tempo, structure, texture, sonority, harmony). Students listen to, analyse and evaluate music across a range of historical periods, genres, styles and traditions. Students develop instrument-specific techniques on a least three different types of instruments and where possible, music technology enhances learning. Students understand and explore how music is created, produced and communicated. In addition, students develop many vital transferable skills including teamwork, communication, problem solving, leadership and self-reflection. Our curriculum is designed to offer students the best possible experience of music, enabling everyone to have the potential to continue this subject at a higher level regardless of their starting point.

Music Year 7 Curriculum:

There are six main skill areas in Music: Singing, Playing, Improvising, Composing, Listening & Appraising and Social. For each unit of work there is a specific assessment criterion linking to one or more of the Year 7 performance standards as outlined below. By meeting the criteria of the individual units students will achieve in all 11 performance standards.

Autumn Term**Unit 1 – Rhythm and Pulse - Performance standards 4, 8, 9, 10, 11**

Introduction to rhythm notation including dotted notes and rests
Time signatures and bar lines theory
Performing on percussion instruments
Individual and group composition and performance project using 4 bar rhythms and percussion instruments

Unit 2 – Pitch & Keyboard - Performance standards 1, 2, 3, 4, 7, 10

Treble clef theory and further understanding of rhythm notation
Performing on keyboards – instrument-specific techniques for one finger melodies
Whole class and solo performance of *Ode to Joy* melody

In addition, all of Year 7 will be learning 'You've Got a Friend in Me' to sing in the end of term assembly.

Autumn Term Assessment Criteria - students:**Unit 1 – Rhythm and Pulse**

Know the names and values of the different rhythm notes
Play a basic rhythm in time with others, maintaining a steady pulse
Notate a rhythm accurately using bars and a time signature
Work well in a group with others and independently
Describe the dynamics and textures in pieces of music accurately

Unit 2 – Pitch and Keyboard

Know the different rhythm note values and where notes are on the treble clef
Find treble clef notes on the keyboard
Perform a melody fluently with my right hand only, maintaining a steady pulse
Develop and improve their work
Sing as part of a whole class performance with mostly accurate tuning and clear diction

Spring Term**WCIT (Whole Class Instrumental Tuition) 3, 4, 5, 9, 10, 11**

Learn about brass instruments, the physics behind sound production and the development of the instruments
Revise treble clef notation and read melodies with increased confidence
Learn instrument-specific on either trumpet or trombone
Perform a variety of melodies in whole class ensembles
Learn about improvisation and develop skills through solo playing

Unit 3 – Baroque Period (1600-1750) - Performance standards 3, 7, 9, 10

Study of Baroque Period, history and key composers within Western Classical Tradition
Learn about the formation of the orchestra and key instruments
Melody composition – learning melody writing techniques and apply it practically

Spring Term Assessment Criteria – students:**WCIT (Whole Class Instrumental Tuition)**

Be able to play a melody with accurate time in a whole class ensemble
Recognise brass instruments and explain the physics behind their sound production
Be able to perform a basic improvisation as a solo player
Be able to change pitch on a brass instrument and play at least 5 different notes with accuracy

Unit 3 – Baroque Period (1600-1750)

Confidently identify notes in the treble clef including sharps and flats
Play a melody with dotted notes accurately, with one hand, maintaining a steady pulse
Recognise the instruments in a Baroque orchestra aurally
Rehearse effectively

Summer Term**Unit 4 – Medieval Music - Performance standards 2, 5, 6, 8, 9, 10, 11**

Culture, instruments, characteristic features of Medieval Music including fanfares
Learning sharps and flats and perform using them
Group performance on keyboards demonstrating understanding of ensemble playing
Whole class singing project based on Medieval music

Unit 5 – Adverts (in conjunction with the English department) - Performance standards 3, 4, 7, 8, 9, 10, 11

Analysis of adverts and TV theme tunes
Revision and application of treble clef in composing task
Polyphonic and unison textures
Diegetic and non-diegetic music
What makes a successful ringtone
Group project – writing a script, slogan, jingle and background music for chosen product advert

Summer Term Assessment Criteria – students:**Unit 4 – Medieval Music**

Identify Medieval Music instruments and key features aurally
Understand about the medieval period culture
Can identify and perform notes that are sharps and flats
Compose and perform in the Medieval style
Perform in an ensemble showing good communication skills
Sing an ostinato idea in a group

Unit 5 – Ringtones

Perform a melody fluently with my left hand only, maintaining a steady pulse
Compose and notate a basic jingle based on a slogan
Can develop and improve work
Have an understanding of how music is used in various media
Able to use appropriate technology to record work

Key Performance Standards for Year 7 Music (Each statement is linked to one or more of the main skill areas for KS3 Music as listed above)

1. Sing with an appropriate vocal range with clear diction
2. Sing with mostly accurate tuning and appropriate tone
3. Play simple melodies in the treble and bass clef (hands separate)
4. Play rhythms in time with others, maintaining a steady pulse
5. Improvise using the scales
6. Improvise using an ostinato.
7. Compose and notate basic melodies in treble clef and bass clef.
8. Compose and notate basic rhythms including dotted notes.
9. Listen to a wide range of genres, identifying key characteristics such as instruments, structures, textures, etc.
10. Critique own and others' work, offering specific comments and justifying these.
11. Co-operate with others to produce a group performances