

# KS3 Music

## Curriculum Overview 2020-2021

### Core intent of the subject at key stage 3

From the moment we are born we are in a musical world. International research shows that from the very early months of a child's life there is a human propensity to respond and engage with music. With music, students can immerse themselves intellectually, emotionally, physically and kinaesthetically in the learning experience. Music performance and composition are collaborative and interpersonal activities, where social skills are developed through the sharing of ideas, skills, or instruments.

Music can provide an environment for the student which creates resilience; where they are safe to explore, experiment and be allowed to take creative risks. At Brine Leas Students will access a broad and balanced curriculum which is fit for purpose and develops breadth and depth of musical knowledge. They will do this through studying through studying a wide variety of musical genres, a range of musical instruments and different musical learning platforms.

They will be given challenging opportunities which can involve students in learning that engages, inspires, challenges, provokes, exhilarates, and liberates. In lessons, students are encouraged to collaborate in the formation of ideas and the presentation of these ideas and to critically reflect on their work and the work of others. Through listening to the music of others, and incorporating this into their own ideas, students learn how musical works are created. Through understanding how to evaluate and critique the works of others, students learn to be self-reflective and improve on their own musical creations.

As a creative endeavour, music can facilitate the development of imaginative and exploratory experiences, where individuality and personality are provided with the opportunity to grow and be given a voice. The study of music offers lifelong opportunities to develop the imagination in unique ways, through listening to familiar and unfamiliar works, coming to know and understand sounds internally, creating sound pictures or stories and expressing feelings and emotions in sound.

Learning music is intrinsically motivating, meaningful and a rewarding activity for young people because it is hands-on; fully engaging the students in activities that relate to and have a connection with the world experienced by them outside the classroom. Music fosters both the specific skills related to the subject, and a range of transferable skills that may apply to other individual and collaborative endeavours. Through movement, sound, symbol and image, engaging with music can transform people's creative ideas into expressive works that communicate feelings, meanings and interpretations to a wider audience.

Successful participation in music develops pupils' self-esteem, confidence and motivation. It promotes teamwork, turn-taking, sense of leadership and independence and allows cross-curricular learning. It is an effective medium for self-expression, engenders enjoyment, enhances co-operative working and promotes a sense of community. Extra-curricular activities that are on offer, encourage students to develop these further and offer opportunities such as community involvement. Above all, pupils should gain passion, enjoyment, satisfaction

and a love of music by becoming involved in its language and literature, through performance, composition, listening, analysing and appraising and by developing sensitivity and critical faculties, equipping them to engage in life-long learning.

Through engaging with an array of music activities, we can ensure that we continue to develop future citizens that are culturally engaged, aware and connected, preparing students for adult life. Being culturally aware heightens student understanding of both national and international cultural identities. With an increasingly diverse population, this understanding of others through a cultural lens will encourage and inspire students to develop as responsible and ethical citizens.

Music is a source of understanding history, reflecting the social and cultural context and the era of its creation. Music can portray the cultural identity of a country, the mood of the people or the thoughts of the individuals who live there. Music education brings the young person to an awareness and appreciation of their own unique cultural environment and ethos. In engaging students with the rich background of their native musical traditions as well as other musical genres, music education contributes to the students' knowledge, respect and understanding of others, their times, their cultures and traditions.

Students will have many opportunities to engage in the provision and availability of enrichment and extension provision within the wider curriculum. In addition to music lessons, students will have the opportunity to develop and enhance their musical journey through activities such as choirs, instrumental ensembles, theory clubs, school productions and Music tours abroad. These opportunities will give students the chance to develop all the skills and experiences that music can offer alongside the enhancement of all the personal and emotional wellbeing benefits that are gained from being part of a musical community

It would not be fair or true to say that learning Music is easy; It is a language in it's own right, which takes time, effort and dedication to master. The acquisition of music theory knowledge is critical, but the impact this will have on your musical and personal development is vast. It will make you a better musician, allowing you to achieve in all areas of the art. Employers and universities recognise that gaining a music qualification shows resilience, tenacity and the ability to be creative and they will respect and value you for this. The ability to succeed in becoming an accomplished musician as a performer, composer or musicologist takes an immense amount of commitment and perseverance. The dividend for meticulously practising your instrument, refining your compositions or researching your music, tweaking and improving your work, will come when you can tackle any piece or essay question with ease and confidence. You will be able to develop resilience that will help you in the future.

### **Assessment**

Assessment and feedback at KS3 is mainly verbal with a written assessment given at the end of every unit of work. Students are assessed using the words 'emerging, developing, securing and mastering'. Verbal feedback is given every lesson. See assessment and feedback policy for more detailed information.

### **Homework**

Homework is delivered through home learning projects.

## Clubs and/or intervention

Clubs available are: Choir, band, a cappella choir, jazz band, flute choir, guitar club, boy's choir, theory club individual instrumental lessons (at an additional cost) bi-annual school production, bi-annual choir and band tour, concerts and events throughout the year encouraging community involvement.

## Parental/Carer support

Contact with parents and carers is made when necessary for praise or concern through phone conversations and emails. Parents evenings take place for each year group once every academic year. Parents are invited to concerts and an instrumental evening is held every September with information about instrumental lessons and extra-curricular activities.

## Helpful sources of information

Each year group have a specifically designed listening diary that they complete at the beginning of the lesson. These feature key listening from the GCSE and A Level Specifications and questions which get progressively harder as the move throughout KS3.

## Year 7 Overview

Term	Knowledge	Assessment	Connections to learning	Connections to future pathways
	<b>Find Your Voice &amp; Musical Elements</b> Transition unit from primary. Ensuring students are comfortable performing with their voice within their new class and re-emphasising/teaching the key Musical Elements			
Autumn	<ul style="list-style-type: none"> <li>➤ To develop knowledge and understanding of how to use your voice safely for singing, including techniques and exercises.</li> </ul>	<ul style="list-style-type: none"> <li>➤ Practical group vocal assessments.</li> <li>➤ Listening questions on different aspects vocal music</li> </ul>	<ul style="list-style-type: none"> <li>➤ Links to primary school knowledge</li> <li>➤ Allows for teacher's assessment on pupils previous knowledge and plan for their pathway appropriately</li> </ul>	<ul style="list-style-type: none"> <li>➤ Links to GCSE and A Level – Performance Skills</li> <li>➤ Performance Degree</li> </ul> Careers: <ul style="list-style-type: none"> <li>➤ Singer</li> <li>➤ Session Musician</li> </ul>

	<ul style="list-style-type: none"> <li>➤ To develop knowledge of musical elements through singing</li> </ul>			<ul style="list-style-type: none"> <li>➤ Backing vocalist</li> <li>➤ Musical director</li> </ul>
<p><b>Theory Skills (Treble &amp; Bass Clef)</b></p> <p>Teaching basic theory skills such as the treble and bass clef as well as note lengths so that students can begin their journey into reading music</p>				
	<ul style="list-style-type: none"> <li>➤ To develop knowledge and understanding of basic theory skills such as note reading and applying this knowledge to practical work.</li> </ul>	<ul style="list-style-type: none"> <li>➤ Theory and notation tests and quizzes.</li> <li>➤ Practical assessments on note reading using keyboards</li> </ul>	<ul style="list-style-type: none"> <li>➤ Building on or giving knowledge to students from their previous theory knowledge either from instrumental lessons or primary school</li> </ul>	<ul style="list-style-type: none"> <li>➤ Links to GCSE and A Level - Theory Skills and Performance Skills</li> <li>➤ BMus</li> <li>➤ BA Music</li> </ul> <p>Careers:</p> <ul style="list-style-type: none"> <li>➤ Composer</li> <li>➤ Performer</li> </ul>
<p><b>Keyboard Skills Beginner</b></p> <p>Combining the skills learnt above in a practical way. Students learn how to play the keyboard with the correct hand position. Leading the way for those students who haven't experienced instrumental lessons to develop their solo playing skills.</p>				
<b>Spring</b>	<ul style="list-style-type: none"> <li>➤ To develop knowledge and understanding of keyboard skills and implementing the theory learned into a practical situation.</li> </ul>	<ul style="list-style-type: none"> <li>➤ Practical solo keyboard assessment.</li> <li>➤ Theory and notation quizzes.</li> </ul>	<ul style="list-style-type: none"> <li>➤ Theory skills from above unit put into practice</li> </ul>	<ul style="list-style-type: none"> <li>➤ Links to GCSE and A Level performance Skills</li> </ul> <p>Careers:</p> <ul style="list-style-type: none"> <li>➤ Instrumentalist</li> <li>➤ Piano tuner</li> <li>➤ Music Teacher</li> <li>➤ Instrument Repair</li> </ul>

				➤ Musical instrument designer
	<b>Western Classical Music – Orchestral Focus</b>			
	Students learn about the key instrumental families and the instruments they consist off in the Orchestra. They learn why they belong to each family, how the look and sound. Linked to GCSE SoW			
	➤ To develop knowledge and understanding of the orchestra and the instruments in the orchestra including ranges, techniques and timbres.	➤ Aural tests, written quizzes. ➤ Listening questions on different aspects of orchestral music	➤ Linking theory skills with how they work practically with different instruments	➤ Links to GCSE and A Level – Western Classical Music  Careers: ➤ Musicologist ➤ Music Critic ➤ Music researcher ➤ Conductor ➤ Composer
	<b>Composition Skills – Theme and Variations</b>			
	Combining their theory and keyboard skills the students now develop an understanding of musical structures and have to compose within the constraints of the Classical Period Theme and Variations.			
<b>Summer</b>	➤ To consolidate and develop knowledge on theory, keyboard skills and instrumentation. ➤ To develop knowledge and understanding of musical structures and features of the classical period.	➤ Theory quizzes ➤ Practical keyboard assessments ➤ Listening questions on different aspects classical music	➤ Combining their theory and keyboard skills the students now develop an understanding of musical structures and have to compose within the constraints of the Western Classical Period Theme and Variations.	➤ Links to GCSE and A Level – Composition and Performance Skills ➤ Composition Degree  Careers: ➤ Composer ➤ Production Music Writer
	<b>Fusions</b>			

<p>Taking this compositional skill further students explore what a Fusion is. And use these new found skills to alter and develop their Theme and Variation composition into a work of Fusion. Linked to Fusions from the GCSE Spec.</p>			
<ul style="list-style-type: none"> <li>➤ To develop understanding and knowledge of fusion music including music from a variety of cultures</li> <li>➤ To develop the knowledge on composition skills and understand how to apply fusing music from different cultures to this.</li> </ul>	<ul style="list-style-type: none"> <li>➤ Practical composition assessment.</li> <li>➤ Listening questions on different aspects fusion music</li> </ul>	<ul style="list-style-type: none"> <li>➤ Further development of Theory skills above</li> <li>➤ Development of composition skills</li> <li>➤ Development of Keyboard skills</li> <li>➤ New knowledge on world music and fusions</li> </ul>	<ul style="list-style-type: none"> <li>➤ Links to GCSE Anthology – Fusions</li> </ul> <p>Careers:</p> <ul style="list-style-type: none"> <li>➤ Ethnomusicologist</li> <li>➤ Composer</li> <li>➤ DJ</li> <li>➤ Dubbing Mixer</li> <li>➤ Music researcher</li> <li>➤ Arranger</li> </ul>

## Year 8 Overview

Term	Knowledge	Assessment	Connections to learning	Connections to future pathways
<p><b>Accompany Your Voice</b></p> <p>Further to the year 7 unit students go back to using their voice. But this time acquire the keyboard/ukulele skills to accompany their own voice</p>				
	<ul style="list-style-type: none"> <li>➤ To continue to develop knowledge and understanding of how to use your voice safely for singing, including techniques and exercises.</li> </ul>	<ul style="list-style-type: none"> <li>➤ Practical group vocal assessments.</li> <li>➤ Listening questions on different aspects vocal music</li> </ul>	<ul style="list-style-type: none"> <li>➤ Development from yr 7 Autumn term 1</li> <li>➤ Progression of vocal performance skills</li> <li>➤ Development of keyboard skills – Linked with Yr 7 Spring Term 1</li> <li>➤ Development of Ukulele skills</li> </ul>	<ul style="list-style-type: none"> <li>➤ Links to GCSE and A Level Performance Skills</li> <li>➤ Performance Degree</li> </ul> <p>Careers:</p> <ul style="list-style-type: none"> <li>➤ Singer</li> <li>➤ Session Musician</li> <li>➤ Backing vocalist</li> <li>➤ Musical director</li> </ul>

	<ul style="list-style-type: none"> <li>➤ To continue to develop knowledge of musical elements through singing</li> <li>➤ Develop knowledge and understanding of how to play the ukulele</li> </ul>			
<p><b>Compose for your voice</b></p> <p>With the knowledge gained above student now compose a song for their voice. Writing the lyrics, chords and melody line</p>				
	<ul style="list-style-type: none"> <li>➤ To develop knowledge and understanding of composition skills with particular reference to vocal techniques.</li> <li>➤ Develop understanding of different voice types</li> <li>➤ Develop understanding of text setting and how a song is structured</li> </ul>	<ul style="list-style-type: none"> <li>➤ Practical group assessments.</li> <li>➤ Listening questions on different aspects of vocal music</li> </ul>	<ul style="list-style-type: none"> <li>➤ Development of 1 Composition skills – link Yr 7 Summer Term 1</li> <li>➤ Development of Vocal &amp; Performance Skills Link Yr 8 Autumn Term 1</li> </ul>	<ul style="list-style-type: none"> <li>➤ Links to GCSE and A Level – Composition and Performance Skills</li> <li>➤ Performance Degree</li> </ul> <p>Careers:</p> <ul style="list-style-type: none"> <li>➤ Singer</li> <li>➤ Session Musician</li> <li>➤ Backing vocalist</li> <li>➤ Musical director</li> <li>➤ Composition Degree</li> <li>➤ Composer</li> <li>➤ Production Music Writer</li> </ul>
<p><b>Theory Skills (Key Sig &amp; Chords)</b></p> <p>Development to their theory skills students look at understanding key sig, time sig and more complex chords</p>				
<b>Spring</b>	<ul style="list-style-type: none"> <li>➤ Develop understanding and knowledge of more complex theory skills such as key signatures, time signatures and complex chords</li> </ul>	<ul style="list-style-type: none"> <li>➤ Theory and notation tests and quizzes.</li> <li>➤ Practical assessments on theory skills using keyboards</li> </ul>	<ul style="list-style-type: none"> <li>➤ Development of theory skills – Link to Yr 7 Autumn Term 2</li> <li>➤ Link to chords – Yr 8 Autumn term 1</li> </ul>	<ul style="list-style-type: none"> <li>➤ Links to GCSE and A Level Theory and Appraising skills</li> <li>➤ BMus</li> <li>➤ BA Music</li> <li>➤ Composer</li> </ul>

				➤ Performer
<b>Keyboard Skills Intermediate</b>				
Combining the skills learnt above in a practical way. Students learn how to play the keyboard looking at playing with both hands. In the most basic part they will be able to accompany themselves playing a melody line with chords.				
	<ul style="list-style-type: none"> <li>➤ Consolidate theory knowledge from previous unit.</li> <li>➤ Develop knowledge of keyboard and accompaniment skills</li> </ul>	<ul style="list-style-type: none"> <li>➤ Theory and notation tests and quizzes.</li> <li>➤ Practical assessments on theory skills using keyboards</li> </ul>	<ul style="list-style-type: none"> <li>➤ Link to theory skills unit above</li> <li>➤ Link to accompanying unit – Yr 8 Autumn term 1</li> <li>➤ Develop keyboard skills Link Yr 7 – Spring term 1</li> </ul>	<ul style="list-style-type: none"> <li>➤ Links to GCSE &amp; A Level Performance Skills</li> </ul> <p>Careers:</p> <ul style="list-style-type: none"> <li>➤ Instrumentalist</li> <li>➤ Piano tuner</li> <li>➤ Music Teacher</li> <li>➤ Instrument Repair</li> <li>➤ Musical instrument designer</li> </ul>
<b>Composition – Blues</b>				
Students develop a knowledge and understanding of the development of Blues. They learn how to play the 12-bar blues, construct a bassline and write Blues influenced melody lines				
<b>Summer</b>	<ul style="list-style-type: none"> <li>➤ Develop knowledge and understanding of the development and features of Blues music.</li> <li>➤ Develop understanding of how to construct different elements of a piece of Blues music.</li> </ul>	<ul style="list-style-type: none"> <li>➤ Practical assessment</li> <li>➤ Listening questions on different aspects of blues music</li> </ul>	<ul style="list-style-type: none"> <li>➤ Link to theory skills – Yr 8 Spring Term 1</li> <li>➤ Link to keyboard skills – Yr 8 Spring Term 2</li> <li>➤ Link to vocal, composition and performance skills – Yr 8 Autumn term 2</li> </ul>	<ul style="list-style-type: none"> <li>➤ Links to GCSE – Extended chords</li> <li>➤ Performance Degree</li> </ul> <p>Careers:</p> <ul style="list-style-type: none"> <li>➤ Singer</li> <li>➤ Session Musician</li> <li>➤ Backing vocalist</li> <li>➤ Musical director</li> <li>➤ Composition Degree</li> <li>➤ Composer</li> <li>➤ Production Music Writer</li> </ul>

<b>Composition – Jazz → Linked into Fusion</b>			
Developing their knowledge from above students' progress onto the Jazz Era. They look at instrumentation, improvisation and extended chords. This links with the Esperanza Spalding set work at GCSE			
<ul style="list-style-type: none"> <li>➤ Develop knowledge and understanding of the development and features of Blues music and their transition into jazz.</li> <li>➤ Develop understanding of how these features link into jazz pieces</li> </ul>	<ul style="list-style-type: none"> <li>➤ Practical assessment</li> <li>➤ Listening questions on different aspects of jazz music</li> </ul>	<ul style="list-style-type: none"> <li>➤ Link to Blues Topic above</li> <li>➤ Link to Theory Skills – Yr 8 Spring Term 1</li> <li>➤ Link to keyboard skills – Yr 8 Spring 2</li> <li>➤ Link to instruments of the Orchestra – Yr 7 Spring Term 2</li> <li>➤ Link to Fusions – Yr 7 Summer term 2</li> <li>➤ Link to composition and performance skills</li> </ul>	<ul style="list-style-type: none"> <li>➤ Links GCSE Anthology – Samba Em Preludio</li> </ul> <p>Careers:</p> <ul style="list-style-type: none"> <li>➤ Ethnomusicologist</li> <li>➤ Composer</li> <li>➤ DJ</li> <li>➤ Dubbing Mixer</li> <li>➤ Music researcher</li> <li>➤ Arranger</li> </ul>

## Year 9 Overview

Term	Knowledge	Assessment	Connections to learning	Connections to future pathways
Autumn	<b>Theory Skills – Score Analysis and performance skills – STAR WARS</b>			
	Applying theory and performance skills from Yr 7 and 8 to a working score.			
	<ul style="list-style-type: none"> <li>➤ To develop knowledge and understanding of how to read, analyse and interpret a musical score</li> </ul>	<ul style="list-style-type: none"> <li>➤ Aural assessment</li> <li>➤ Practical keyboard assessment</li> </ul>	<ul style="list-style-type: none"> <li>➤ Link to Theory Skills – Yr 8 Spring Term 1</li> <li>➤ Link to performance skills</li> </ul>	<ul style="list-style-type: none"> <li>➤ Linked to GCSE Anthology - Stars Wars and film music</li> </ul> <p>Careers:</p>

	<ul style="list-style-type: none"> <li>➤ To develop understanding of theory skills and apply them in a practical situation</li> </ul>	<ul style="list-style-type: none"> <li>➤ Listening questions on film music</li> </ul>	<ul style="list-style-type: none"> <li>➤ Link to keyboard skills – Yr 8 Spring 2</li> <li>➤ Analysis skills</li> </ul>	<ul style="list-style-type: none"> <li>➤ Analyst</li> <li>➤ Musicologist</li> <li>➤ Film composer</li> <li>➤ Film music researcher</li> <li>➤ Music Critic</li> </ul>
<p><b>Analyse, Ensemble performance and Composition skills – Song writing – Linked to Stage and Screen Skills- WICKED</b></p> <p>Students research the history of the Musical and delve into what makes successful solo, duet, ensembles and chorus numbers. This cumulates in students composing and performing their own Musical song from a pre-set story line</p>				
	<ul style="list-style-type: none"> <li>➤ To understand and develop knowledge of the musical theatre genre</li> <li>➤ To understand what musical elements contribute to the success of different musical numbers.</li> </ul>	<ul style="list-style-type: none"> <li>➤ Aural assessment</li> <li>➤ Practical keyboard assessment</li> <li>➤ Listening questions on theatre music</li> </ul>	<ul style="list-style-type: none"> <li>➤ Linked to composition skills – Yr 8 Autumn term 2</li> <li>➤ Linked to Performance skills</li> <li>➤ Linked to Theory Skills</li> </ul>	<ul style="list-style-type: none"> <li>➤ Linked to GCSE Anthology – Wicked</li> <li>➤ Performance Degree</li> </ul> <p>Careers:</p> <ul style="list-style-type: none"> <li>➤ Singer</li> <li>➤ Session Musician</li> <li>➤ Backing vocalist</li> <li>➤ Musical director</li> </ul>
<p><b>Song arranging skills &amp; performance</b></p> <p>Students develop skills arranging music for their group of specialist instruments</p>				
<b>Spring</b>	<ul style="list-style-type: none"> <li>➤ Develop knowledge and understanding of how to arrange a song in a different style/genre</li> </ul>	<ul style="list-style-type: none"> <li>➤ Aural assessment</li> <li>➤ Practical assessment</li> </ul>	<ul style="list-style-type: none"> <li>➤ Linked to composition skills Yr 8 – Autumn Term 2</li> <li>➤ Link to Instruments of the orchestra – Yr 7</li> <li>➤ Link to composition skills</li> <li>➤ Link to performance skills</li> </ul>	<ul style="list-style-type: none"> <li>➤ GCSE &amp; A Level Composition Skills</li> <li>➤ Performance Degree</li> <li>➤ Singer</li> </ul> <p>Careers:</p> <ul style="list-style-type: none"> <li>➤ Session Musician</li> <li>➤ Backing vocalist</li> <li>➤ Musical director</li> <li>➤ Composer</li> </ul>

				➤ Arranger Singer Songwriter
<b>Song arranging skills &amp; performance</b>				
Students develop skills arranging music for their group of specialist instruments				
	➤ Develop knowledge and understanding of how to arrange a song in a different style/genre	➤ Practical assessment	➤ Linked to composition skills Yr 8 – Autumn Term 2 ➤ Link to Instruments of the orchestra – Yr 7 ➤ Link to composition skills ➤ Link to performance skills	➤ GCSE & A Level Composition Skills ➤ Performance Degree ➤ Singer  Careers: ➤ Session Musician ➤ Backing vocalist ➤ Musical director ➤ Composer ➤ Arranger ➤ Singer Songwriter
	<b>Keyboard skills Advanced and Solo performance skills</b>			
	Students learn how to play the keyboard looking at playing with both hands. In the most basic part they will be able to accompany themselves playing a melody line with a moving bass line.			
<b>Summer</b>	➤ Consolidate theory knowledge ➤ Develop knowledge of keyboard and dexterity of playing with both hands ➤ Understand how a melody fits with a bass line.	➤ Practical keyboard assessment	➤ Linked to keyboard skills Yr 8 – Spring term 2 ➤ Linked to theory skills ➤ Linked to performance skills	➤ GCSE & A Level Performance Skills & Ensemble Skills  Careers: ➤ Instrumentalist ➤ Piano tuner ➤ Music Teacher ➤ Instrument Repair

				➤ Musical instrument designer
<b>Composition task based on previous GCSE Composition Brief</b> Students are given a brief from a previous GCSE year and are expected to complete it.				
	➤ Develop understanding on how musical elements contribute to a successful composition	➤ Practical composition assessment	➤ Linked to theory skills ➤ Linked to composition skills ➤ Linked to performance Skills	➤ GCSE & A Level composition Skills ➤ Composition Degree  Careers: ➤ Composer ➤ Production Music Writer ➤ Arranger