

## Music

### KS3 - 4 Curriculum Planning 2024 - 2025

		Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
<b>Year 7</b>	<b>Topic</b>	Intro to music/building bricks	Keyboard skills/rhythm composition performance	Tone poems/descriptive music	Tone Poems performance/keyboard skills	Classical	Folk music
	<b>Skills</b>	<p><b>Performing, Composing, Musical knowledge, Evaluating, formative assessment.</b></p> <p>Students will be given the opportunities to explore the elements of music.</p> <p>Introduction to the Elements of music (DR T T SMITH)</p>	<p><b>Musical Knowledge, formative assessment. Performance skills.</b></p> <p>Musical Knowledge</p> <p>Compose and develop musical ideas in response to stimulus.</p> <p>Summative assessment of rhythmic composition.</p> <p><a href="#">Elements of music (DR T T SMITH) –</a></p>	<p><b>Musical Knowledge, performing, evaluating, formative appraising assessment.</b></p> <p>Instruments of the orchestra and how they work together.</p> <p>Elements of music aural test.</p> <p><a href="#">(DR T T SMITH embedding term 1)</a></p>	<p><b>Musical Knowledge, ensemble performing, evaluating, formative assessment.</b></p> <p>Compose contrasting pieces based on stimuli using the elements of music – <a href="#">(Embedding term 2.)</a></p> <p>Ensemble performance.</p>	<p><b>Musical knowledge. Solo performing, Evaluating.</b></p> <p><a href="#">Instruments of the orchestra embedding, elements of music (term 3)</a> and how they work in the Classical period.</p> <p>Listening skills</p>	<p><b>Ensemble Performance, musical knowledge, summative assessment.</b></p> <p><a href="#">Musical knowledge Ensemble performance skills (term 4).</a> Sea shanty piece with stylistic expression – whole class and smaller ensembles. Score reading. Singing.</p>

	<b>Assessment</b>		embedding (term 1).				
		Solo performance. Elements of music	Summative solo performance assessment	Aural appraising summative assessment.	Summative composition assessment.	Summative performance and keyboard skills assessment.	Ensemble performance - summative assessment.

		<b>Term 1</b>	<b>Term 2</b>	<b>Term 3</b>	<b>Term 4</b>	<b>Term 5</b>	<b>Term 6</b>
<b>Year 8</b>	<b>Topic</b>	Keyboard skills	Rhythms of the World	Samba	Blues	Reggae	Adverts/Keyboard Skills
	<b>Skills</b>	Solo Performance, Musical knowledge, Evaluating, formative assessment. Students will be given the opportunities to explore the elements of music. (Embedding the Elements of music (DR T T SMITH) – (yr 7 term 1,2,3)	Musical Knowledge Ensemble performance. Composition and develop musical ideas in response to stimulus. Summative assessment of rhythmic composition. (Embedding ensemble skills yr 7 t4)	Ensemble performing Musical knowledge Samba piece with stylistic expression – whole class and smaller ensembles. Polyrhythms. Score reading. (Embedding ensemble skills yr 7 T6, yr7 T3)	Ensemble performance skills. Evaluating. Aural skills, history of the Blues – cross curricular with history. DR T T SMITH. Stylistic performances on chosen instrument. (Embedding performance skills yr. 7 T6).	Solo Performance, history of Reggae and influences. Elements of music (DR T T SMITH) Evaluation Solo performance of a Reggae piece with technical skill and musicality. (Embedding yr 7 T3.)	Composing, Musical knowledge. Aural skills, performance, Evaluating. Composition. (Embedding composition skills Yr 8 T2)

	<b>Assessment</b>	Solo performance summative assessment.	Summative composition assessment.	Summative assessment – ensemble performance.	Summative assessment – ensemble skills.	Summative assessment – solo performance	Summative Assessment – final composition.
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<b>Year 9</b>	<b>Topic</b>	Dance Music	Film Music	Gaming Music	African Drumming / Afrobeat	Keyboard Skills	Pop / Band
	<b>Skills</b>	<b>Ensemble performing, composition</b> Evaluating Stylistic performances on chosen instrument. Folk traditions, traditional instruments. DR TT SMITH (Embedding Y7 T6 folk music, Y8 T4 ensemble performance)	<b>Solo Performing, Evaluating.</b> Characteristics of genre. Instruments of the Orchestra and their use in films. Score reading. Aural skills. Ear training. (Embedding yr 7T3, Yr 8 T5)	<b>Appraising, Performing, Evaluating.</b> Characteristics of genre and it's evolution. Link to film music. Aural skills. Ear training. DR T T SMITH Composition. (Embedding yr7 T3 aural skills, Yr 8 T5 DR T T SMITH)	<b>Performing Musical knowledge.</b> Ensemble performance of afrobeat piece with technical skill and musicality – whole class and smaller ensembles. Students use notations appropriate to their instrument. (Embedding Yr 8 T3 ensemble polyrhythm performance)	<b>Solo Performance, Musical knowledge, Evaluating.</b> Students will be given the opportunities to explore the elements of music. Embedding the Elements of music (DR T T SMITH) – (yr 7 term 1,2,3) Summative assessment – Solo performance.	<b>Performing, Evaluating.</b> Characteristics of genre. Aural skills. Ear training. (Embedding Yr 8 T 3,4 DR T T SMITH, characteristics of genre)
	<b>Assessment</b>	Summative assessment – performance	Summative assessment – Solo performance.	Appraising, aural skills summative assessment.	Summative assessment – composition	Summative assessment – Solo performance.	Summative assessment – Ensemble

		skills, appraising skills.			assessment and ensemble skills.		performance skills.
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		<b>Term 1 and Term 2</b>	<b>Term 3 and Term 4</b>	<b>Term 5 and Term 6</b>
<b>GCSE MUSIC</b>	<b>Year 10</b>	<p><b>AOS 1:</b> Developing awareness of your own instrument's capabilities. Prepare group presentations in instrumental families, including specific techniques. Students prepare a simple piece to perform together in class.</p> <p><b>Composition:</b> Developing initial ideas.</p> <ul style="list-style-type: none"> <li>• 3 note composition</li> <li>• Primary chords</li> <li>• Analysis of nursery rhymes</li> <li>• National Anthem composition</li> <li>• Word setting</li> <li>• Chord sequences</li> </ul>	<p><b>AOS 1:</b> Performance master classes. Students select potential pieces to practice and improve on over the term. Record pieces for self-assessment. <b>This piece can not be used for final submission.</b></p> <p><b>Composition:</b> Short composition tasks based on ASO3. Short groups composition tasks based on the note patterns in the style of one of the rhythms of the world. Develop one of these ideas for assessment.</p>	<p><b>AOS 1 and practical component:</b> Students use lesson and home learning to finalise their choice for AOS 1. Students prepare group performances to be rehearsed and workshopped in lesson in preparation for Ensemble Performance.</p> <p><b>Composition:</b> Controlled task (integrated portfolio). Defining the brief and writing compositions. Completion of composition and integrated portfolio – to be summited.</p>
	<b>Year 11</b>	<p><b>AOS 1:</b> Record solo performance piece. Students chose and finalise their Ensemble performance.</p> <p>Release of composition brief. Workshop briefs and link to relevant areas of study.</p>	<p><b>AOS 1:</b> Prepare and record Ensemble performances.</p> <p>Students select most appropriate composition brief and controlled time is given to complete.</p>	<p>Revision of AOS 2,3 and 4. Recap vocabulary and complete practice questions.</p> <p>Submission of integrated portfolio and practical component.</p>