

Subject overview: Music (KS3)

Subject Rationale (Intent) linked to [whole school curriculum mission](#)

In Music, students develop a love for performing, composing and listening to music across many styles and genres using traditional instruments and modern music technology. Music is such an integral part of our lives through film, games, technology and so many other mediums, therefore understanding how and why it is made and performed is critical to our modern day learners. All students have the opportunity to have quality instrumental/singing lessons both in and outside of the classroom to build on their teamwork, confidence and imagination. Both the curriculum and extra-curricular opportunities are fun and lead our students to aspire to become true musicians with a passion for creativity.

Additional details

In Music, our aim is to introduce students to and then develop understanding of a wide range of musical styles and genres. Students are taught the skills to both improve their performing confidence and their ability to compose a variety of songs. We aim for all students to learn how to play keyboard, basic guitar, sing and use a variety of different percussion. Students also will listen and unpick the various elements of Music using the **MAD TSHIRT** model:

	Melody	Articulation	Dynamics			
Time/Tempo	Structure	Harmony	Instrumentation	Rhythm	Texture	

Confidence and team building skills are nourished during performance projects whereby students work closely together in pairs or ensemble groups to perform various pieces of music in front of others. We pride ourselves in allowing students to work with professional industry software to explore various technology projects and learn how to remix into different genres of music.

Studies have shown that students who learn how to play a musical instrument are often more likely to excel at other subjects compared with students who do not. It is key at St Edmund's Catholic Academy that all students are given the opportunity to learn how to play a musical instrument by a professional musician.

We aim for students to be able to express themselves in a wide variety of extra-curricular activities and perform both sacred and secular music in front of varied audiences and stages. All students are encouraged to participate in our choir which strives to improve the spirituality of liturgical events allowing our community to grow in faith.

YEAR 7 (19 x 75min lessons)

TERM	Topic sequence (What are you teaching?)	Topic sequence rationale (Why are you teaching this? How does it link to prior learning? Any notable links to St Edmund's curriculum mission)	Main method of assessment?
Term 1:1	Renaissance Era (3 lessons) Students learn about the Renaissance Era, theory regarding this, how to read notes on the stave and play the Pavan keyboard piece.	It is an introduction to musical reading and performance to ensure basic notation and finger positioning skills on the keyboard are understood before moving onto harder pieces.	Keyboard Performance
Term 1:2 Interchangeable	Old English Folk Songs (3 lessons) In this project, students learn about folk songs, how to sing them and play them on the guitar and keyboard starting to understand harmony/rhythm and timing.	This project inspires confident singers to sing an easy piece and play it on multiple instruments. It forms a fundamental part of ensuing rhythm and timing is grasped from an early part in KS3.	Keyboard/Guitar and Singing Performance
<p>Music for Mass ½ lesson</p> <p>Students spend around 35mins learning to sing the songs for the St Edmund's Day Mass</p>			
Term 2:1 Interchangeable	Night on a Bare Mountain (3½ lessons) Students learn how to utilise the Mac computers and Logic Pro X software to compose a song using music from Mussorgsky - Night on a Bare Mountain	This project starts gets students thinking about using sharps, flats and using MADTSHIRT elements to make musical devices scary. It also provides a foundational tool to equip students with the necessary skills to use the software required throughout the rest of their musical education. Rhythm, harmony and texture are focused upon so students can be equipped for later projects requiring that constructive knowledge.	Software Composition Assessment
Term 2:2 Interchangeable	Just Play 2 (4 lessons) Students learn and perform basic 3 chord songs individually and then as a group.	Students take the knowledge learned in the initial projects and use them to be able to play in time as an ensemble. This project really secures the foundation of understanding the pulse of music and staying in time.	Keyboard/Guitar and Singing Performance -
Term 3:1 Term 3:2 Interchangeable	Electronic Dance Music (EDM) (4 lessons) Students learn about remixing using the computers. They gain the skills for how to load a project, change sounds and instruments, form a structure and edit vocals.	Students work on their software knowledge developed earlier in Y7 to improve their skills to some more advanced features to unlock their musical potential using the software.	Software Composition Assessment

YEAR 8 (19 x 75min lessons)

TERM	Topic sequence (What are you teaching?)	Topic sequence rationale (Why are you teaching this? How does it link to prior learning? Any notable links to St Edmund's curriculum mission)	Main method of assessment?
Term 1:1	Chords (4 lessons) Students learn about chords including their harmonic composition, how to play them and how to compose their own melodies using various articulation marks.	This project builds on their previous keyboard performance in Y7, their understanding of rhythm and also structure from their previous project. It also looks at similar 4 chords structure to that in the Y7 Just Play 2 project but this time builds skills of how to compose using the chords.	Notation Composition assessment
<p>Music for Mass ½ lesson</p> <p>Students spend around 35mins learning to sing the songs for the St Edmund's Day Mass</p>			
Term 1:2 Term 2:1	Music Production (4 lessons) Students compose a song on the computers using drums, chords melody and bass.	This project uses technology to develop curiosity for Music and nurtures a love of learning. It is a challenging project building on their understanding of the software developed during the EDM project in Y7 whilst preparing them for the harder performances required later on in the year.	Software Composition Assessment
Term 2:2	No Words (Hip Hop Project) (4 lessons) Students learn about the historical background of where Hip Hop came from and then learn to perform a modern Hip Hop song. They record this into the software and then record vocal melodies on top.	This brings together the performance and compositional elements learned so far to a fun and creative recorded performance. This gives students the foundational knowledge to build on for the Y9 projects.	Software Performance Assessment
Term 3:1 Term 3:2	4 Chord Songs (5 lessons) Students learn how to play 4 chords of music on keyboard and guitar and then form ensembles to perform and sing.	This project uses the skills learned in the Y7 Just Play 2 project and challenges students to perform songs on various instruments with 4 songs. In turn, this supports more complex performance projects in Y9.	Ensemble Performance Assessment

YEAR 9 (19 x 75min lessons)

TERM	Topic sequence (What are you teaching?)	Topic sequence rationale (Why are you teaching this? How does it link to prior learning? Any notable links to St Edmund's curriculum mission)	Main method of assessment?
Term 1:1 Interchangeable	Composing with Robots (4 lessons) Students learn about what sound to video is, why it is important and how to compose a song to a music video.	This builds students knowledge from the Y7 Melody, Chords and Bass and Y8 Hip Hop Project to support students in making their own creative choices in composition	Software Composition Assessment
<p>Music for Mass ½ lesson</p> <p>Students spend around 35mins learning to sing the songs for the St Edmund's Day Mass</p>			
Term 1:2 Interchangeable	I Need a Dollar (4 lessons) Students learn how to perform various parts of the song individually, then form an ensemble and play together	This builds on the individual performance skills learned across KS3 so far culminating in an ensemble project which is both inspiring for students to create their own bands/ensembles outside of school and also to provide a solid foundation for KS4.	Ensemble Performance Assessment
Term 2:1	Theme and Variation (4 lessons) Students learn about what a musical theme is, play them and learn how to vary them. Then students learn how to more proficiently write Treble Clef and Bass Clef notation	This directly builds upon the Chords project in Y8 but pushes students further to understand how to write notation in Bass Clef and for more genres/styles of music	Notation Composition assessment
Term 2:2 Interchangeable	Family Tree (4 lessons) Students learn to perform a modern Hip Hop song. They record this into the software and then record vocal melodies on top.	This directly builds upon the No Words project in Y8 but pushes students further to sequence a full song including drums, quantising and various other features in the software.	Software Performance Assessment
Term 3:1 Interchangeable Term 3:2 Interchangeable	Hooks and Riffs (3 lessons) Students learn how to perform various parts of a more difficult song individually, then form an ensemble and play together.	This further hones students skills from the I Need a Dollar Project to allow students to perform a harder piece as an ensemble	Ensemble Performance Assessment