

Key Stage 3 - Music Curriculum Plan

Curriculum Intent

The music curriculum has been shaped to allow all students to fully experience the breadth and depth of this creative subject. Each scheme of work has been designed to inspire and enthuse students about a style or genre of music from around the globe. Students learn how to appreciate listening and analysing music along with performing and composing both as a soloist and within an ensemble. The curriculum has also been designed to incorporate a variety of skills that students need to develop to be successful not only in a creative way, but in other subjects at Studley High School and their life beyond school.

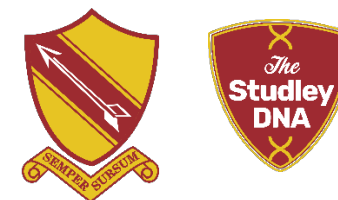
Curriculum Implementation

In music, students are taught using a range of resources and take part in many varying activities. Students explore the subject through group work and independent tasks along with using technology such as specialist compositional software in our dedicated ICT suite to support and enhance their learning. Students use and develop a range of skills such as performing, listening and composing music both independently and as part of a small group. To support their studies, students are offered the opportunity to visit theatres and concert halls and work across the curriculum by collaborating with other subject areas across the curriculum. Student progress is facilitated through the studying of a well-organised and exciting curriculum, and is measured through both formative and summative assessments. Individual student progress is continually assessed through teacher questioning and observation of performance opportunities in the classroom.



Curriculum Impact

Music is an extremely popular subject at Studley. The progress of the individual student is paramount in their development within the subject and outcomes within KS3 and KS4 are consistently positive. This progress is measured using a range of assessment tools such as performance skills, listening and analytical abilities and composing within a given genre. What is equally important is that students in music develop a range of life-long skills such as empathy, decision-making, and an ability to evaluate and make decisions. The skills that students develop in music will enable them to continue to further education, apprenticeships, and the world of work. Students will also learn to work collaboratively with students which will support their other studies at Studley Hig



 Links to prior learning



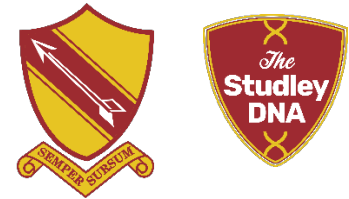
Year 7




	Area of content	Assessment points	Skills focus
Unit 1 Autumn 1	<p style="text-align: center;">Introduction to Music</p> <p>Introduction to traditional musical theory and the musical elements. Listening tasks to introduce orchestral instruments. Paired keyboard work.</p>	Performances of 'Ode to Joy' or 'Für Elise' (formally assessed).	<ul style="list-style-type: none"> • Understanding conventional musical notation • Listening and analysing music
Unit 2 Autumn 2	<p style="text-align: center;">World Music</p> <p>Group work, performance and composition based tasks using tuned and untuned percussion instruments. Introduction to scales and the pentatonic scale along with alternative musical notation. History of Chinese instruments and link with Westernised music and the instruments we use.</p>	Composition work based on Chinese new year. (formally assessed)	<ul style="list-style-type: none"> • Appreciation for non-Western music • Develop an understanding of non-western musical instruments and notation patterns • Ensemble opportunities
Unit 3 Spring 1	<p style="text-align: center;">Rock and Roll</p> <p>Paired keyboard work based on the development of 1950's Rock music. Social and cultural links to pre and post-war music. Influence of Elvis explored.</p>	Performance piece 'Rock around the Clock' in small groups (formally assessed) and 'Hound Dog' learnt individually.	<ul style="list-style-type: none"> • An appreciation of music within a historical context • Small ensemble skills focus with timing of key importance 
Unit 4	<p style="text-align: center;">Theme and Variation</p> <p>This unit begins with a nursery rhyme and ways to explore changing it to move it into a different style of music. Classical music is then a focus with ways of creating a pop</p>	A group arrangement is performed and formally assessed.	<ul style="list-style-type: none"> • Understanding a style of the western classical tradition but through the medium of pop 




Spring 2	version of a particular piece. This unit is composition / arrangement based with opportunities to create music alone and then as part of a small group.		<ul style="list-style-type: none">● Develop abilities on the keyboard using the RH and LH.
Unit 5 Summer 1	<p style="text-align: center;">Vocal Skills</p> <p>This unit studies the use of the voice in conventional and non-conventional music. Students are encouraged to sing as part of the whole class, in smaller ensembles and as a soloist if they wish.</p>	Small group assessment of a traditional performance or non-conventional voice composition. 	<ul style="list-style-type: none">● Using the voice as part of a large and smaller ensemble● Developing skills required to be a successful vocalist● Raising confidence levels and inspiring students to join an extra-curricular activity or take part in a performance event
Unit 6 Summer 2	<p style="text-align: center;">Musicals</p> <p>A unit that introduces musical theatre to inspire students who may be interested in taking Performing Arts at KS4. A brief insight into the history of musicals and different styles of musical theatre. Opportunities to perform vocally or introduce set design (if they are very reluctant to sing) and then compose a piece from their own musical.</p>	Assessment is completed through student group performance of a musical number. 	<ul style="list-style-type: none">● An understanding is developed of links between singing, acting and dancing and this unit also acts as an informal introduction to musical theatre and the links to our BTEC PA course which is not taught discreetly during KS3.

Year 8




	Area of content	Assessment points	Skills focus
Unit 1 Autumn 1	<p style="text-align: center;">Reggae</p> <p>Listening tasks, cultural history of Jamaican and British Reggae music. Paired performance work to include 'I can't help falling in love'. Small group performance of 'Three Little Birds' (formally assessed) and 'I'm yours'. Development of keyboard skills adding in left hand parts.</p>	<p>'Three Little Birds' is formally assessed as a group performance. </p>	<ul style="list-style-type: none"> ● Link to culture and music ● Development of keyboard skills - left and right hand
Unit 2 Autumn 2	<p style="text-align: center;">Jazz (Blues)</p> <p>Small group work focussing on the development of jazz music from the slave trade, cross-curricular history link to the slave triangle. Keyboards and percussion instruments used in small group performances. Opportunities to develop compositional skills based on the 12 bar blues chord pattern.</p>	<p>Improvisation explored individually and in pairs (formally assessed). </p>	<ul style="list-style-type: none"> ● Development of critical listening skills ● Improvisation against a chord pattern
Unit 3 Spring 1	<p style="text-align: center;">Film Music</p> <p>Study of how and why music is used within films. Exploration of orchestral music through listening and analysing. Students become familiar with and create their own leitmotifs.</p>	<p>Keyboard based tasks using PC software to compose own film score based on a storyboard. (formally assessed)</p>	<ul style="list-style-type: none"> ● Focus on introduction to composing using PC software
Unit 4 Spring 2	<p style="text-align: center;">Pop Songs & chord Patterns</p> <p>Learn what the ingredients and common features of successful Pop songs are. Look at the birth of pop from The Beatles to modern day. Perform some popular pieces (current and classics) and then compose one within a small group.</p>	<p>Performance of student compositions in the style of pop. </p>	<ul style="list-style-type: none"> ● Ensemble composition ● Common chord patterns ● The structure of popular music





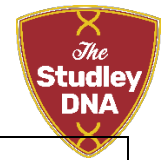
Unit 5 Summer 1	<p align="center">Minimalism</p> <p>A study into the history of Western orchestral music and how minimalism evolved and how / why people appreciate it. Cross-curricular link to minimalism in art.</p> <p>Focus on performing music from a chosen artist and then creating a minimalist inspired composition to be performed.</p>	A minimalism composition and listening / analysis task.	<ul style="list-style-type: none"> ● Appreciation of an abstract style of music. ● Creative thinking to create a composition
Unit 6 Summer 2	<p align="center">Band Musicianship</p> <p>Students will put into action the skills they have learnt over their study of music in years 7 and 8. Focus on small group musicianship, listening and timing skills and working as part of a team.</p>	A filmed performance of a choice of set piece. Some students may wish to perform to their class or to the school community. 	<ul style="list-style-type: none"> ● Working as part of an independent ensemble on a range of instruments

Year 9

	Area of content	Assessment points	Skills focus
Unit 1 Autumn 1	<p align="center">All About the Bass</p> <p>Identification of a ground bass, understand its structural function by listening to different examples and performing Pachelbel's Canon. Cultural references are made to 21st century pop music (eg. Maroon 5 - 'Memories') to link music from 1700 to today's listening styles.</p> <p>During this unit, pupils will: * Listen to different examples of ground bass from different eras * Play a ground bass as part of an ensemble * Compose their own melody over a given chord pattern (ground bass) * Perform from a simplified score and notate their own melodies * Perform in an ensemble * Record their work and evaluate it.</p>	<p>Students will perform various layers of Pachelbel's Canon, to include the ground bass part.</p> <p>There is a composition task based around composing melodies over a ground bass line which is performed and assessed in small groups. </p>	<p>This unit extends chord knowledge gained in the Blues unit, as well as offering opportunities to revise and build on: Notation skills, keyboard and ensemble skills, composition skills. Students are given the opportunity to extend their Y8 ukulele skills on the chord parts if they wish to.</p>



Unit 2 Autumn 2	Music for Gaming Students will explore the success of music for games in recent times and analyse their structures, instrumentation and association with other musical elements. This unit of work will further explore the use of music technology as a tool for composition.	A composition in pairs on a PC using a music software programme linked to an imaginary game of the student's choosing. Some students may use a traditional notation software package 	<ul style="list-style-type: none">• Development of the understanding and application of musical elements through composition• Use of music software packages
Unit 3 Spring 1	What is KS4 Music & PA? A series of six lessons that introduce students to KS4 opportunities in music and performing arts. Students will spend two lessons exploring BTEC music through units 1 (The music Industry) and Units 4 and 5 - (composing music for an event and performing for an audition). Lessons 3 and 4 explore GCSE music through performing / composing and example listening tasks and undertaking of KS4 style analysis. Lessons 5 and 6 will introduce students to the BTEC performing arts course with musical theatre related tasks across singing and acting. <i>NB: Dance should be covered but rooming will likely not allow for this across all year groups.</i>	<i>TBC – A GCSE style grade to be given but the assessment task will allow students to specialise in one of the three courses available.</i> 	This unit will demonstrate to students that their learning during KS3 is relevant and applicable to any KS4 course they may choose. Key themes include: <ul style="list-style-type: none">• Musical notation theory• Ensemble skills• Composition• Listening and analysing
Unit 4 Spring 2			<ul style="list-style-type: none">•

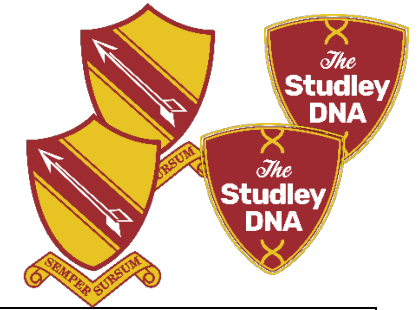


		(Musescore) and some will opt for Soundtrap.	
Unit 5 Summer 1	Sport and Music Focus into how and how music is used in Sports within teams and nationalities. Explore how opera has been adopted by football and how unlikely classical pieces have topped the pop charts. Opportunities to perform and then compose a sporting anthem. Possibility to link a competition with SHS sports day.	Performing and composing a sport inspired piece of music to celebrate a specific event.	<ul style="list-style-type: none"> ● Utilising skills developed over two years of KS3 music - performance, composition, ensemble, soloistic and analytical listening
Unit 6 Summer 2	Battle of the Bands This unit is an opportunity for students to develop their skills from the Band musicianship unit at the end of Year. Students will select their own instrument, group and song focus during lessons.	A small ensemble performance to the class/ somewhere in the school community to a wider audience.	<ul style="list-style-type: none"> ● Ensemble skills ● Performance skills ● Listening and analysis ● Teamwork

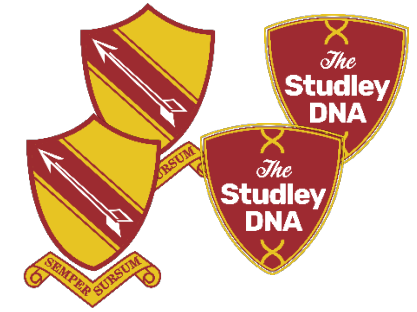
KS4 Music Curriculum Plan

Year 10:

	Area of content	Assessment points	Skills focus
Autumn 1	Unit 5: Introducing music Performance Formally begin unit. Learning Aim A - 15 hours GLH (set officially September) Interspersed with exam content from unit 1. (One lesson per week)	Informal assessment at the beginning of Unit 5.	<ul style="list-style-type: none"> ● Rehearsing and improving skills using SMART targets



Autumn 2	<p>Completion of Unit 5 Learning Aim A (before Christmas break, date TBC.)</p> <p>Interspersed with exam content from unit 1. (One lesson per week)</p>		<ul style="list-style-type: none"> ● Performing as an individual or as part of a small group
Spring 1	<p>Begin Unit 5 - Learning Aim B (15 GLH) (Set first week in January, date TBC).</p> <p>Music Industry written exam - Sat January. (opportunity 1 / 2)</p>	<p>Performing two contrasting pieces in an audition setting.</p>	<ul style="list-style-type: none"> ● The Unit 1 'Music Industry' exam aims to test the student's understanding of job roles, organisations, venues and agencies within the performing industry.
Spring 2	<p>Begin Unit 4 - Introducing Music Composition. Learning Aim A</p>	<p>Create music, either traditionally, or with the aid of a software programme, for a variety of adverts.</p>	<ul style="list-style-type: none"> ● How to use musical elements and instrumental/vocal skills to compose effectively for a set brief.
Summer 1	<p>Unit 4 Introducing Music Composition. Learning Aim B</p>		
Summer 2	<p>Unit 4 and Unit 5 completed. Await exam results.</p> <p>Begin preparations for unit 2 - Managing a music product.</p>		



Year 11

	Area of content	Assessment points	Skills focus
Unit 1 Autumn 1	Unit 4: Introducing Music composition. Learning Aim B	<ul style="list-style-type: none"> ● Submission of final composition pieces 	<ul style="list-style-type: none"> ● Creating music to a set brief ● Working individually
Unit 2 Autumn 2	Unit 2 - Managing a music product. Students create a CD in small groups. Assessment takes place on the planning, delivery and review of the project. Must be completed in small groups of up to 5. Exam content for re-sit students.	<ul style="list-style-type: none"> ● Creating, managing and evaluating a CD project as part of a small group 	<ul style="list-style-type: none"> ● Team work ● Using music industry gained during Unit 1 work to create and manage a CD project
Unit 3 Spring 1	Music Industry written exam - Sat January . (opportunity 2 / 2)		<ul style="list-style-type: none"> ● Theory content relating to the music industry content.
Unit 4 Spring 2	Completion of work and improvements to coursework before final grades submitted.		
Unit 5 Summer 1	Course completed.		
Unit 6 Summer 2			