

# Music Curriculum Plan

## National Curriculum for KS3 (Codes assigned by PH)

Code	Aim
A1	perform, listen to, review and evaluate music across a range of historical periods, genres, styles and traditions, including the works of the great composers and musicians
A2	learn to sing and to use their voices, to create and compose music on their own and with others, have the opportunity to learn a musical instrument, use technology appropriately and have the opportunity to progress to the next level of musical excellence
A3	understand and explore how music is created, produced and communicated, including through the inter-related dimensions: pitch, duration, dynamics, tempo, timbre, texture, structure and appropriate musical notations.

Code	Subject Content
SC1	play and perform confidently in a range of solo and ensemble contexts using their voice, playing instruments musically, fluently and with accuracy and expression
SC2	improvise and compose; and extend and develop musical ideas by drawing on a range of musical structures, styles, genres and traditions
SC3	use staff and other relevant notations appropriately and accurately in a range of musical styles, genres and traditions
SC4	identify and use the inter-related dimensions of music expressively and with increasing sophistication, including use of tonalities, different types of scales and other musical devices
SC5	listen with increasing discrimination to a wide range of music from great composers and musicians
SC6	develop a deepening understanding of the music that they perform and to which they listen, and its history.

### Key stage 2

Pupils should be taught to sing and play musically with increasing confidence and control. They should develop an understanding of musical composition, organising and manipulating ideas within musical structures and reproducing sounds from aural memory.

Pupils should be taught to:

- play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression

- improvise and compose music for a range of purposes using the interrelated dimensions of music

- listen with attention to detail and recall sounds with increasing aural memory

- use and understand staff and other musical notations

- appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians

- develop an understanding of the history of music

### Key stage 3

Pupils should build on their previous knowledge and skills through performing, composing and listening. They should develop their vocal and/or instrumental fluency, accuracy and expressiveness, and understand musical structures, styles, genres and traditions, identifying the expressive use of musical dimensions. They should listen with increasing discrimination and awareness to inform their practice as musicians. They should use technologies appropriately and appreciate and understand a wide range of musical contexts and styles.

Pupils should be taught to:

- play and perform confidently in a range of solo and ensemble contexts using their voice, playing instruments musically, fluently and with accuracy and expression

- improvise and compose; and extend and develop musical ideas by drawing on a range of musical structures, styles, genres and traditions

- use staff and other relevant notations appropriately and accurately in a range of musical styles, genres and traditions

- identify and use the interrelated dimensions of music expressively and with increasing sophistication, including use of tonalities, different types of scales and other musical devices

- listen with increasing discrimination to a wide range of music from great composers and musicians

- develop a deepening understanding of the music that they perform and to which they listen, and its history

### Years 7-9 Overview

(N.B. Year 7 and 8 will follow broadly the same curriculum due to gaps in Year 8 instrumental skills and knowledge)

Year 7		Year 8		Year 9		Year 10/11
Content	N.C.	Content	N.C.	Content	N.C.	How does it feed into the GCSE course?
<u>Topic 1 Samba (6)</u> <ul style="list-style-type: none"> <li>Rhythmic notation (crotchets, quavers, rests) [KS2]</li> <li>Principles of performance (accuracy and fluency)</li> <li>Ensemble performance [KS2]</li> <li>Improvisation [KS2]</li> <li>Social, historical context</li> <li>Intro to musical elements (tempo, dynamics, texture, rhythm) [KS2]</li> </ul>	A1 A2 A3 SC1 SC2 SC3 SC4 SC5 SC6	<u>Topic 1 Keyboards (6)</u> <ul style="list-style-type: none"> <li>Working way round the keys</li> <li>Brief intro to pitch notation (with guidance)</li> <li>Solo performance</li> <li>Extension of rhythmic notation [Year 7]</li> <li>Classical and film music focus</li> <li>Development of musical elements (tempo, dynamics, texture, rhythm, melody) [Year 7]</li> </ul>	A1 A2 A3 SC1 SC3 SC4 SC5 SC6	<u>Topic 1 Instrumental (9)</u> <ul style="list-style-type: none"> <li>Rhythmic notation [Year 8]</li> <li>Pop music [Year 8]</li> <li>Keyboard skills [Year 7]</li> <li>Ukulele skills</li> <li>Harmony / chords [Year 7]</li> <li>Texture</li> </ul>	A1 A2 A3 SC1 SC3 SC4 SC5 SC6	<b>Performing (30%)</b> - Solo performing <ul style="list-style-type: none"> <li>Y7 Topics 2 &amp; 3</li> <li>Y8 Topics 1 &amp; 3</li> <li>Y9 Topic 1</li> </ul> - Ensemble performing <ul style="list-style-type: none"> <li>Y7 Topics 1 &amp; 3</li> <li>Y8 Topics 2 &amp; 3</li> <li>Y9 Topic 1</li> </ul> <b>Composition (30%)</b> - Directly: <ul style="list-style-type: none"> <li>Y7 Topic 1</li> <li>Y8 Topic 2</li> <li>Year 9 Topic 2</li> </ul> - Indirectly: <ul style="list-style-type: none"> <li>All listening and theory work feeds into composition as the component is about the practical application of the theoretical principles of music</li> </ul> <b>Listening (40%)</b> - All topics include listening activities building understanding and application of the musical elements (interrelated dimensions of music in N.C.)
<u>Topic 2 Keyboards (6)</u> <ul style="list-style-type: none"> <li>Working way round the keys</li> <li>Brief intro to pitch notation (with guidance)</li> <li>Solo performance [KS2]</li> <li>Extension of rhythmic notation</li> <li>Classical and film music focus</li> <li>Development of musical elements (tempo, dynamics, texture, rhythm, <u>melody</u>)</li> </ul>	A1 A2 A3 SC1 SC3 SC4 SC5 SC6	<u>Topic 2 Find Your Voice (6)</u> <ul style="list-style-type: none"> <li>Vocal performance</li> <li>Ensemble performance</li> <li>Pop music [Year 7]</li> <li>Harmony</li> <li>Texture</li> <li>Structure</li> <li>Understanding relationship between different parts</li> <li>Development of musical elements (tempo, dynamics, texture, rhythm, melody, harmony)</li> </ul>	A1 A2 A3 SC1 SC2 SC4 SC5 SC6	<u>Topic 2 Film Music (9)</u> <ul style="list-style-type: none"> <li>Intro to technology - using Soundtrap</li> <li>Composing for a purpose</li> <li>What makes a good melody</li> <li>Scales</li> <li>How to develop a composition</li> <li>Relationship between music and action</li> </ul>	A1 A2 A3 SC2 SC3 SC4 SC5 SC6	
<u>Topic 3 Ukulele (6)</u> <ul style="list-style-type: none"> <li>Tab notation</li> <li>Intro to pop music</li> <li>Solo and Ensemble performance</li> <li>Harmony / chords</li> <li>Development of musical elements (tempo, dynamics, texture, rhythm, <u>melody</u>, <u>harmony</u>)</li> </ul>	A1 A2 A3 SC1 SC3 SC4 SC5 SC6	<u>Topic 3 Ukulele (6)</u> <ul style="list-style-type: none"> <li>Tab notation</li> <li>Pop music continued</li> <li>Solo and Ensemble performance</li> <li>Harmony / chords</li> <li>Development of musical elements (tempo, dynamics, texture, rhythm, melody, harmony)</li> </ul>	A1 A2 A3 SC1 SC3 SC4 SC5 SC6			