

Bentley Wood High School

Music KS3 CURRICULUM FRAMEWORK

The core aims of the Key Stage 3 Music Curriculum are to develop students' ability to:

- 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
- 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
- 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.

The mapping of the curriculum reflects the breadth of genres, contexts and styles which provide variety to the subject – this is also reflected in the areas assessed in GCSE Music. These are:

- 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 inter-related 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
- Learning how to use musical technology to support composition
- -Creating a good practice routine
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Core Skills

- ❖ Performing
- ❖ Composing
- ❖ Understanding music

Assessment:

- ❖ Each scheme of learning will conclude with a **graded assessment** focused on one or more of the core skills and marked according to the KS3 assessment framework. This is linked to the GCSE grade requirements but is **not** a set of numerical GCSE grades.
- ❖ As with the nature of music and the demographic of the school the knowledge of our year 7 intake is wide. Therefore the class teacher will differentiate work based on the needs of the student continually assessing performance skills as they go along and ensuring all students are stretched and challenged.
- ❖ **Performing** with accuracy, expression and dynamics. This will be assessed in each unit.
- ❖ **Composing** with creativity. This will be assessed in units that lend themselves to composition.
- ❖ **Understanding music** using musical vocabulary. This will be developed in each unit.
- ❖ Students will reflect on all graded assessments to track their successes and areas for development over time in their premade booklets.
- ❖ **Formative assessment** will take place regularly with either written or verbal feedback in line with both the whole school and department's marking policy.
- ❖ Students will have **examinations** in the summer period each year; this is important preparation for the conditions of GCSE and A Level assessment. This may serve as the graded assessment for one scheme of learning or be in addition to it.

Promoting Literacy:

- ❖ Students will be developing musical language guided from displays, their booklets and class powerpoints.
- ❖ Students will be encouraged to use musical vocabulary when writing and verbally describing music.
- ❖ Students will be encouraged to do listening extension tasks for homework to develop musical literacy
- ❖ In year 7 all starts will be linked to musical notation

Year 7	Autumn 1 Rhythm playing in time, singing in a round. Traditional music – West African music	Autumn 2 Musical literacy Piano Skills 1 – Classical Music	Spring 1 Keyboard skills 2 – The Baroque period – Classical music	Spring 2 Keyboard skills 2 – The Baroque period – Classical music	Summer 1 Popular/Traditional music – The blues	Summer 2 Traditional music – Samba
	Singing in a round Djembe performance, rhythm development, improvisation, Composition Contextual knowledge Great composers and musicians Music Model Curriculum: Soualle Gumama Singing in a round Ensemble performance Dynamics/texture/tempo Rhythm/syncopation Improvisation Entry theory test	Developing fluency in reading musical notation applying this to practical performance on the keyboard and own instruments Great composers and musicians Music Model Curriculum: Trad: Beethoven Ode to Joy Trad: Allouetta Trad: Christmas songs 4/4 time signature Legato Keyboard instrumental performance	Singing in harmony Extending musical fluency in reading notation and performing with expression on they keyboard (and own instrument) Introduction to wider Classical repertoire Playing, Composing and improvising over a ground bass. Contextual knowledge of the Baroque period	Singing in harmony Extending musical fluency in reading notation and performing with expression on they keyboard (and own instrument) Introduction to wider Classical repertoire Playing, Composing and improvising over a ground bass. Contextual knowledge of the Baroque period Introduction music technology	Singing Developing playing the keyboard with accuracy, expression and dynamics (and own instrument) Developing musical literacy and terminology, learn about the contextual history of the blues Understand and use the different musical roles of Blues music Great composers and musicians	Singing Performance, rhythm development, improvisation in the samba style Composition Reading and applying rhythm notation Developing musical literacy and terminology Contextual knowledge of Samba Great composers and musicians Music model curriculum: Perform on untuned percussion Compose in simple structures Improve rhythmic ideas Sing Mas Que Nada Semibreve, minim, crotchet, quaver, semiquaver, dotted rhythms

			<p>Introduction music technology</p> <p>Music model curriculum: Toccata and Fugue Symphony (Overture) from Messiah 3/4 time signature 4/4 time signature Legato Slur Keyboard performance Composition over the chord structure – perfect cadence C major D major Dynamics Treble and bass clef Semibreve, minim, crotchet, quaver, semiquaver, dotted rhythms Exploration of textures through class performance</p>	<p>Music model curriculum: Toccata and Fugue Symphony (Overture) from Messiah 3/4 time signature 4/4 time signature Legato Slur Keyboard performance Composition over the chord structure – perfect cadence C major D major Dynamics Treble and bass clef Semibreve, minim, crotchet, quaver, semiquaver, dotted rhythms Exploration of textures through class performance</p>	<p>Music model curriculum: God Bless the Child 4/4 time signature Staccato Keyboard performance Composition Improvisation Vocal performance C major G major Dynamics A minor</p>	<p>4/4 metre Dynamics Texture</p>
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	Autumn 1 Instrumental Skills – Popular music	Autumn 2 Popular music – playing as an ensemble	Spring 1 Popular music – playing as an ensemble	Spring 2 Classical Music – piano skills 3	Summer 1 Classical Music – piano skills 3	Summer 2 Music for film and screen
Year 8	<p>Developing vocal, piano and ukulele skills</p> <p>Learning how to compose and improvise accompaniments.</p> <p>Understand about I, IV, V primary chords in different pieces relate to each other.</p> <p>Exploring extended chords</p> <p>Contextual knowledge</p> <p>Great composers and musicians</p> <p>Music model curriculum: Popular music</p>	<p>Developing vocal, piano, ukulele and ensemble skills</p> <p>Learning how to compose and improvise accompaniments.</p> <p>Understand how harmony in different pieces relates to each other</p> <p>Contextual knowledge</p> <p>Great composers and musicians</p> <p>Music model curriculum: Popular music</p>	<p>Developing vocal, piano, ukulele and ensemble skills</p> <p>Learning how to compose and improvise accompaniments.</p> <p>Understand how harmony in different pieces relates to each other</p> <p>Contextual knowledge</p> <p>Great composers and musicians</p> <p>Music model curriculum:</p>	<p>Extending musical fluency in reading notation and performing on the keyboard with expression and articulation (and own instrument)</p> <p>Learning about the contextual features of the Classical and Romantic Period and studying great composers</p> <p>Developing composing and improvising in a Western classical style</p> <p>Music Model Curriculum:</p>		<p>Developing keyboard and music technology skills</p> <p>Understand how to write effective film music within the variety of genres.</p>

	4/4 time signature Dynamics C major A minor G major E minor Semibreve, minim, crotchet, quaver, semiquaver, dotted rhythms Staccato Legato Treble and bass clef I want to break free – Queen Stairway to Heaven – Led Zeppelin I have Nothing – Whitney Houston Singing – Say something – Christina Aguilera	4/4 time signature Dynamics C major A minor G major E minor Semibreve, minim, crotchet, quaver, semiquaver, dotted rhythms Staccato Legato Treble and bass clef I want to break free – Queen Stairway to Heaven – Led Zeppelin I have Nothing – Whitney Houston Singing – Say something – Christina Aguilera	Popular music 4/4 time signature Dynamics C major A minor G major E minor Semibreve, minim, crotchet, quaver, semiquaver, dotted rhythms Staccato Legato Treble and bass clef I want to break free – Queen Stairway to Heaven – Led Zeppelin I have Nothing – Whitney Houston Singing – Say something – Christina Aguilera	1 st Mvt Eine Kleine Nachtmusik – Mozart 4 th mvt symphony no.9 – Beethoven Ride of the Valkyries – Wagner Pastorale for piano in D major 3/4 time signature Legato Slur Keyboard performance Composition over the chord structure – perfect cadence A minor E minor Dynamics Treble and bass clef Semibreve, minim, crotchet, quaver, semiquaver, dotted rhythms		
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Model Music Curriculum Sing and Performance Mapping

Keyboard skills performance

Year 7	Trad: Alouette Christmas music Trad/Beethoven: Ode to Joy	Pachelbel's Canon	12 bar Blues Spiritual: When the Saints
Year 8	Variety of 4 chord popular songs	Beethoven: Fur Elise	Melodies by John Williams

Singing

Year 7	Students to sing rounds from primary school Gumama Soualle (congo) Si Si Si round – 3 part harmony	Memories (up to 3 parts)	Sergio Mendes: Mas Que Nada
Year 8	A Great Big World/Christina Aguilera: Say Something One call away Old town road	Kelly Steinberg: True Colours	India: Zap mama

