

Key Stage 3 Curriculum Overview – Music

Curriculum Intent

Singing and music theory are embedded into each of the modules at KS3.

Our aim is to deliver a range of high-quality musical experiences for all as part of a wider curriculum that helps children to achieve their potential.

Approach / Philosophy / Implementation:

All children at Holywell have the opportunity to sing, perform, compose, and listen and respond to music within their weekly Music lesson. In addition, the Music curriculum at Holywell strives to embody the following approaches:

- Sound before symbol: notation is a key skill for musicians but knowledge of standard musical notation - and the available alternatives - should be developed alongside practical music-making opportunities.
- We work to ensure that our music lessons offer genuine opportunities for all pupils to develop their individual creative voices.
- To provide experiences which enhance cultural capital: close familiarity with diverse styles of music helps pupils understand the cultural context of the society in which we live. It also enhances empathy and understanding with people from all over the world.
- Equal opportunities for all to engage with music making: We strive to ensure that all pupils have equal opportunities to experience, enjoy and engage with music in all its forms.
- Stylistic diversity: we believe in the inherent value of all styles of music, from all historical periods, and from all the world's cultures. We aspire to introduce pupils to as many of these as we can whilst they are with us at Holywell.
- Music theory is embedded into every module at KS3.

Term	Year 7	Year 8
<p>Autumn term 1</p>	<p>Title of unit: Structure and Form in Western Classical Music</p> <p>Big Concept: Students will learn about key musical structures used in Western Classical Music and develop their knowledge of orchestral instruments.</p> <p>Students will learn about how music is organised into specific structures including: concerto, rondo, variations and ground bass. Performance work will be based on excerpts from works studied. Composition will involve notating and creating a variation on a given theme. Students will continue to develop their critical listening skills through structured tasks using music from the western classical music repertoire.</p>	<p>Title of unit: The Firebird – 8 weeks</p> <p>Big Concept: Students will compose music which has a clear sense of style, structure and purpose.</p> <p>Students will compose a piece in ternary form using themes from Stravinsky's <i>Firebird</i> as a stimulus. Listening and appraising tasks will be based on the 'Firebird Suite'. The unit introduces students to the concept of studying one piece in greater detail as required for GCSE.</p>

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	<p>By the end of this unit students will have learned: How to recognise the musical structures; rondo, theme and variations and ground bass. How to aurally and visually identify the instruments in a classical orchestra. How to compose a short piece in a given structure.</p>	<p>By the end of this unit students will have learned: About the life and music of Igor Stravinsky. How the orchestra has developed to include a wider range of instruments. To play a theme from the 'Firebird' suite. To create and notate an original composition in ternary form, inspired by the Firebird.</p>
Evidence of learning	<p>Assessment focus: Performance-Paired or individual performance of the main theme from Mozart's horn concerto. Composition-Paired composition using theme and variations structure. Summative listening task.</p>	<p>Assessment focus: Final notated composition and formative listening work.</p>
Links to prior learning	<p>KS2 Musical Elements, Instruments of the orchestra, binary and ternary form.</p>	<p>Year 7 Structure and Form in Western Classical Music Year 7 Minimalism</p>
Links to future learning	<p>GCSE component 3 Appraising : Area of study 1: Musical Forms and Devices</p>	<p>GCSE set works</p>
Autumn term 2	<p>Title of unit: Structure and Form in Western Classical Music</p> <p>Big Concept: Students will learn about key musical structures used in Western Classical Music and develop their knowledge of orchestral instruments. Students will learn about how music is organised into specific structures including: concerto, rondo, variations and ground bass. Performance work will be based on excerpts from works studied. Composition will involve notating and creating a variation on a given theme. Students will continue to develop their critical listening skills through structured tasks using music from the western classical music repertoire.</p> <p>By the end of this unit students will have learned: How to recognise the musical structures; rondo, theme and variations and ground bass. How to aurally and visually identify the instruments in a classical orchestra. How to compose a short piece in a given structure.</p>	<p>Title of unit: Gaming Music</p> <p>Big Concept: Students will choose a gaming music theme to learn to play with confidence, accuracy and stylistic awareness. Performing and adapting a range of gaming music. Listening and responding to appropriate repertoire.</p> <p>By the end of this unit students will have learned: The key features and composers associated with gaming music. To perform a gaming theme with accuracy. To organise their rehearsal time effectively by setting goals and reviewing their own progress.</p>

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Evidence of learning	Assessment focus: Performance-Paired or individual performance of the main theme from Mozart's horn concerto. Composition-Paired composition using theme and variations structure. Summative listening task.	Assessment focus: Final performance and summative listening task.
Links to prior learning	KS2 Musical Elements, Instruments of the orchestra, binary and ternary form.	Structure and Form, instruments of the Orchestra
Links to future learning	GCSE component 3 Appraising: Area of study 1: Musical Forms and Devices	GCSE component 1: Area of study 1: Musical Forms and Devices
Spring term 1	<p>Title of unit: Jazz</p> <p>Big Concept: Improvisation in the context of Jazz Music. Students will learn about the key features and roots of Jazz music. Performance work will lead towards a modal improvisation over a bass riff. (Chameleon from head hunters) Listening and appraising will focus on Jazz legends including Herbie Hancock, Louis Armstrong, Billie Holiday and Ella Fitzgerald.</p> <p>By the end of this unit students will have learned: How to recognise the key features and instruments associated with Jazz Music What modes are To perform a bass riff To improvise in a Jazz style over a bass riff</p>	<p>Title of unit: Keyboard Skills (3)</p> <p>Big Concept: Solo performance of an own choice keyboard piece. Students choose a keyboard piece to work on for a solo performance, from a range of graded repertoire including well known classical and pop music. The focus will be on correct technique and aiming to play the keyboard with both hands. Students will listen and respond to appropriate repertoire using a wider range musical vocabulary.</p> <p>By the end of this unit students will have learned: To perform a keyboard piece with accuracy using two hands and the correct playing technique. Rehearsal techniques which enable more rapid development of skills.</p>
Evidence of learning	Assessment focus: Solo improvisation-development of ideas from given starting points in formative and summative performances. Performance of a bass riff. Summative listening task.	Assessment focus: Final solo performance. Summative listening task to include Italian terms for tempo and dynamics.
Links to prior learning	Blues improvisation y6	Year 5 Keyboard skills (1) Year 6 Keyboard skills 2)
Links to future learning	Year 8 Samba 4 – improvised solos.	Year 8 Pop Music.
Spring term 2	Title of unit: Samba Reggae	<p>Title of unit: Guitar (2)</p> <p>Big Concept: To build on the skills learned in guitar (1)</p>

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	<p>Big Concept: Students will learn to play and perform a Samba piece with <i>Reggae</i> influences, as an ensemble. Students will learn about a style of Samba which fuses elements of Reggae. Rhythms will be taught as a whole class but students will progress to independent performances with a student leader. Composition tasks will involve creating stylistically appropriate call and response sections for their pieces.</p> <p>By the end of this unit students will have learned: How 2 styles of music can be blended to create something new. To perform more complex rhythms with the correct playing technique. To follow the directions of the leader and to experience being the leader of the group. To compose and notate stylistically appropriate call and response patterns.</p>	<p>Students will plan, rehearse and perform a 4-chord song, building on skills learnt in the previous unit. The performance will include a variety of strumming techniques. Listening and responding to appropriate repertoire.</p> <p>By the end of this unit students will have learned: A variety of strumming techniques. To play a 4-chord sequence fluently. To plan, rehearse and perform a song with guitar chord backing. To organise their rehearsal time effectively by setting goals and reviewing their own progress.</p>
Evidence of learning	Assessment focus: Final group performances of Samba pieces and call and response compositions. Formative listening tasks.	Assessment focus: Final group performance with vocals. Guitar focused formative listening tasks.
Links to prior learning	Year 5 KS2 Samba (1) Year 6 KS2 Samba (2)	Year 5 ukulele (1) Year 6 ukulele (2) Year 7 guitar (1)
Links to future learning	Year 8 Hip Hop Samba Year 7 Guitar (1)	GCSE performance component
Summer term 1	<p>Title of unit: Guitar (1)</p> <p>Big Concept: Students will learn to play a 3-chord sequence on the guitar and to use their skills to perform '3 Little Birds' by Bob Marley in a group. Students will learn to play the guitar, focusing on basic technique and the chords of A, D and E. They will develop their ability to sing and play confidently and with stylistic awareness, self-correcting mistakes in performance.</p> <p>By the end of this unit students will have learned: To name the parts of the guitar Basic strumming technique To play a 3-chord sequence fluently</p>	<p>Title of unit: Samba (4) – Hip Hop Samba</p> <p>Big Concept: Students will perform a hip-hop samba piece in groups. Students will learn to play and sing the hip-hop version of 'Mas Que Nada' by the 'Black Eyed Peas' and 'Sergio Mendes'. Composition tasks based on given material – e.g. writing call and responses will be incorporated into their final performances. Listening and responding tasks will focus on musical fusions and rhythm.</p> <p>By the end of this unit students will have learned: To recognise a range of musical genres created by fusions of 2 other genres. To perform increasingly complex rhythms with the correct playing technique. To follow the directions of the leader and to take on the role of the leader.</p>

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	To plan, rehearse and perform a song with guitar chord backing.	To compose and notate stylistically appropriate call and response patterns and to blend them into the final performance. To further develop the ability to make creative decisions as a group.
Evidence of learning	Assessment focus: Final solo ensemble performance of <i>3 Little Birds</i> . Ongoing formative guitar focused listening tasks.	Assessment focus: Final group performances of Samba pieces including original call and response compositions. Summative listening task.
Links to prior learning	Year 5 Ukulele (1) Year 6 Ukulele (2)	Year 5 Samba (1) Year 6 Samba (2) Year 7 Samba (3)
Links to future learning	Year 8 Guitar (2)	GCSE component 2, composing: Area of study 1: Musical Forms and Devices GCSE component 3, appraising: Area of study 4: Popular Music
Summer term 2	<p>Title of unit: Minimalism</p> <p>Big Concept: Students will develop their understanding of how different musical traditions play and write music based on motifs, patterns and repetition. This will include; Minimalism, Gamelan and North Indian Classical Music.</p> <p>By the end of this unit students will have learned: To recognise the key features and composers associated with '<i>minimalism</i>'. To learn to develop their own musical ideas using devices associated with the style. That other musical styles including gamelan and north Indian classical music use similar devices. To compose and notate a piece using minimalism devices which has evident understanding of style, structure and purpose.</p>	<p>Title of unit: Pop Music</p> <p>Big Concept: To learn about the key features of Pop Music and the importance of the UK pop industry, to the UK economy. Students will learn about how pop songs are structured and will analyse the key features of popular song including; melody, lyrics, riffs, chords and instrumentation. They will compose a bass riff and arrange and perform a pop song with a bass line, chords, vocals, riff and melody.</p> <p>By the end of this unit students will have learned: The key features of popular music including melody, lyrics, riffs, chords and instrumentation. How to compose a catchy bass riff How important the UK music industry is to the UK economy- (careers link) To sing and play confidently in an ensemble with stylistic awareness, to create a successful performance.</p>
Evidence of learning	Assessment focus: Final composition task including stave notation. End of term summative listening test.	Assessment focus: Summative listening assessment, bass riff composition assessment and group performances of a popular song.
Links to prior learning	Year 7 Structure and Form in Western Classical Music	Year 8 Samba (4) Year 8 Guitar (2)
Links to future learning	Year 8 Firebird	GCSE composition

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Reading in the curriculum (Literacy & Vocabulary)

Reading comprehensions, key words, listening and appraising, song lyrics.

Careers in the curriculum

Pop music industry – summer term (2)

[UK Music careers information pack](#)

Protected Characteristics in the curriculum

Holywell's Music curriculum and extra-curricular provision is designed to ensure there are musical opportunities for all our students, regardless of race; gender; where they live; their levels of musical talent; parental income; whether they have special educational needs or disabilities; and whether they are looked after children.

The curriculum covers a diverse range of Musical genres and explores composers from a wide ranging historical, cultural and geographical context.

Safeguarding including safety in the curriculum

Music has a large a practical element and students are taught the procedures necessary to ensure they are safe when moving round the classroom and using equipment. They are taught how to get out, use and put away equipment in a calm, safe manner.

When playing instruments, they are taught the correct playing techniques which prevent injuries.

Values across the curriculum

Values are displayed on the wall and are regularly referred to in lessons. Students reflect on the values that they and their peers have demonstrated in lessons.

Spirituality in the curriculum

This aspect of the curriculum is encouraged through the experience and emotion of responding to, performing, listening and composing music. Students are encouraged to express their feelings verbally and in written form, to improve their levels of emotional articulation.

Sacred Music is explored throughout history. Inspiration and inspirational musicians are explored and students experience the joy of singing and performing together on a regular basis.

How we track your progress

Linking to the progress descriptors all students' progress is tracked through the work they produce and contribute to in class, homework, performances, end of unit assessments and in class assessments/quizzes

Parents/Carers can support their child by:

Sharing your musical preferences with your child, going to live music events, supporting your child in learning a musical instrument and encouraging your child to attend an extra-curricular Music club.

The following websites are useful for supporting your child with KS3 curriculum Music.

[KS3 Music - BBC Bitesize](#)

[KS3 Music Quizzes](#)

[Classic FM website for listening, theory and composer information.](#)