

Key Stage 3 Year 9 Curriculum Overview - Music

Curriculum Intent

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	
Autumn term 1	<p>Title of unit: The Orchestra</p> <p>Big Concept: Sonority and orchestration</p> <p>By the end of this unit students will have learned: about the layout and development of the symphony orchestra. To recognize visually and aurally orchestral instruments and have an understanding of how they are played. About the different sound production methods and their characteristic sonorities. To perform on orchestral instruments (where possible) or use orchestral tones/voices/sounds from keyboards as part of a 'class orchestra' with an awareness of the experience of 'performing together' as an ensemble and the roles of different instrumental parts and textural layers on the music as a whole.</p>

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Evidence of learning	Assessment focus: Summative listening assessment, ensemble performance, individual performance,
Links to prior learning	Year 6 Programme Music; Year 7 Structure and Form; Year 8 Samba (4); Year 8 Guitar (2)
Links to future learning	GCSE composition and AoS 1
Autumn term 2	<p>Title of unit: The Nutcracker</p> <p>Big Concept: To study different aspects of the Nutcracker Ballet by Tchaikovsky.</p> <p>By the end of this unit students will have learned: How the interconnecting disciplines of dance, choreography, music and storytelling combine to form a ballet. How Tchaikovsky uses different dances to convey different parts of the story. Practical and listening tasks will focus on rhythm, structure, metre, tonality and instrumentation.</p>
Evidence of learning	Assessment Focus: A final listening task and several short formative performance tasks.
Links to prior learning	Stravinsky's Firebird Year 8
Links to future learning	GCSE AoS 1 and 2
Spring term 1	<p>Title of unit: Pop Music</p> <p>Big Concept: To learn about the key features of Pop Music. 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 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, structure and instrumentation. To sing and play confidently in an ensemble with stylistic awareness, to create a successful performance.</p>
Evidence of learning	Assessment focus: Summative listening assessment and group performances of a popular song.
Links to prior learning	Year 8 Samba (4) Year 8 Guitar (2)
Links to future learning	GCSE AoS 1 and GCSE ensemble performance

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Spring term 2	<p>Title of unit: Film Music</p> <p>Big Concept: To understand the different purposes of music in film and to learn how film music composers use different techniques to successfully convey the mood, story or purpose of a scene.</p> <p>By the end of this unit students will:</p> <ul style="list-style-type: none"> • Know and understand most of the purposes of film music. • Aurally identify a range of different types of film music • Perform more complex leitmotifs and themes from a range of film soundtracks showing accuracy of pitch and rhythm. • Use storyboards and/or cue sheets to plan an effective film music soundtrack revising and refining ideas through rehearsal.
Evidence of learning	Assessment Focus: Formative performances of Leitmotifs and summative composition task to create music for a film scene.
Links to prior learning	Year 6 Programme Music Year 7 Structure and Form
Links to future learning	GCSE AoS 3
Summer term 1	<p>Title of unit: Musicals</p> <p>Big Concept: To develop understanding of the music in musical theatre through listening analysis and practical performance tasks.</p> <p>By the end of this unit students will have learned:</p> <ul style="list-style-type: none"> • Types of songs (solo, duet, ensemble, finale) • Vocal types and techniques • Musical elements (tempo, dynamics, texture, melody, rhythm) • Creative roles within musical theatre (director, choreographer, designer, etc.)
Evidence of learning	Assessment Focus: Summative Listening Assessment and formative performance and listening tasks
Links to prior learning	Year 6 film music
Links to future learning	GCSE Aos 2
Summer term 2	Title of unit: Music Tech – Minimalism

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	<p>Big Concept: Use YuStudio music software to create a track from scratch based on minimalist concepts. This unit builds on prior learning about minimalism in year 8.</p> <p>By the end of this unit students will have learned: how to create a piece from musical cells by using features such as augmentation, diminution, phasing, permutation, static harmony and cellular repetition.</p>
Evidence of learning	Assessment focus: Final composition task.
Links to prior learning	Year 7 House Music Year 8 Grime Music Year 8 Minimalism
Links to future learning	GCSE Composition
<p style="text-align: center;">Reading in the curriculum (Literacy & Vocabulary)</p> <p style="text-align: center;">Reading comprehensions, key words, listening and appraising, song lyrics.</p>	
<p style="text-align: center;">Careers in the curriculum</p> <p style="text-align: center;">Pop music industry – summer term (2)</p> <p style="text-align: center;">UK Music careers information pack</p>	
<p style="text-align: center;">Protected Characteristics in the curriculum</p> <p>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.</p> <p>The curriculum covers a diverse range of Musical genres and explores composers from a wide ranging historical, cultural and geographical context.</p>	
<p style="text-align: center;">Safeguarding including safety in the curriculum</p> <p>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.</p> <p style="text-align: center;">When playing instruments, they are taught the correct playing techniques which prevent injuries.</p>	
<p style="text-align: center;">Values across the curriculum</p> <p style="text-align: center;">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.</p>	
<p style="text-align: center;">Spirituality in the curriculum</p> <p><u>T</u>his 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 articulacy.</p> <p>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.</p>	
<p style="text-align: center;">How we track your progress</p>	

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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.](#)

Reading in the curriculum (Literacy & Vocabulary)

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