

Intent

The KS3 Music experience focuses on inspiring students to recognise that Music can equip them with the skills to participate effectively in original work they can be proud of. With creativity at its heart, the course aims to encourage students own individuality through a variety of styles and stimuli inspiring pupils to develop music for their hobby, GCSE and career in RVHS and beyond.

GCSE Music offers students the opportunity to explore Music as a practical art form in which ideas and meaning are communicated to an audience through choices of form, style and convention. Students will compose, perform and listen to music making clear responses informed by their theoretical knowledge of Music and the industry. The subject content details the knowledge, understanding and skills that students are expected to develop throughout the course of study.

The core aim of the curriculum is to develop independent, creative thinkers who can work collaboratively preparing them for exams and their future after RVHS.

	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
Year 7	<p>7.1 The Ukulele Pupils will learn how to play and perform various songs.</p> <p>Criteria <i>P1 - To Perform music from score and memory accurately.</i> <i>P2 - To Perform music focussing on technical ability in tone, dexterity and control.</i> <i>L1 - To Understand musical terms and definitions.</i> <i>L2 - To Identify musical terms and features from music.</i></p>	<p>7.2 Elements + Instruments of the orchestra Pupils will learn about the musical History eras and composers and perform various songs.</p> <p>Criteria <i>L3 - To transcribe simple graphic, melodic and rhythmic parts.</i> <i>L4 - To Analyse and describe musical features to explain the effects on the listener.</i> <i>P3 - To Perform music developing the expressive directions, such as dynamics and articulation.</i> <i>P4 - To perform music with a sense of artistic interpretation and idiomatic style suitable of the music.</i></p>	<p>7.3 Musical Cycles Pupils will learn about the History of steel pans and perform as a class on the steel pans</p> <p>Criteria <i>P1 - To Perform music from score and memory accurately.</i> <i>P4 - To perform music with a sense of artistic interpretation and idiomatic style suitable of the music.</i> <i>L1 - To Understand musical terms and definitions.</i></p>	<p>7.4 The Voice Criteria Pupils will learn about the Voice and perform as a class Using the voice.</p> <p>Criteria <i>P1 - To Perform music from score and memory accurately.</i> <i>P4 - To perform music with a sense of artistic interpretation and idiomatic style suitable of the music.</i> <i>L1 - To Understand musical terms and definitions.</i></p>	<p>7.5 Keeping the African Rhythm Pupils will learn about the African culture and rhythms and compose and perform their own pattern.</p> <p>Criteria <i>C1, To compose coherent melodic phrases according to an intended shape.</i> <i>C3 - To compose using appropriate rhythms and tempo.</i> <i>C4 - To compose using appropriate dynamic changes and articulation</i> <i>P1 - To Perform music from score and memory accurately.</i> <i>P2 - To Perform music focussing on technical ability in tone, dexterity and control.</i></p>	<p>7.6 The Beatles Pupils will learn about the History of the Beatles Perform, compose and listen to their music.</p> <p>Criteria <i>C2 To be able to compose an accompaniment with harmony suitable for the melody.</i> <i>L2 - To Identify musical terms and features from music.</i> <i>L3 - To transcribe simple graphic, melodic and rhythmic parts.</i> <i>P4 - To perform music with a sense of artistic interpretation and idiomatic style suitable of the music.</i></p>

<p>Year 8</p>	<p>8.1 - Ukuleles - comp. and structure</p> <p>Pupils will learn how to compose and perform a popular song on the Ukuleles</p> <p>Criteria <i>C2- To be able to compose an accompaniment with harmony suitable for the melody.</i> <i>C3 - To compose using appropriate rhythms and tempo.</i> <i>C5 - To compose using repetition, development structure</i> <i>P1 - To Perform music from score and memory accurately.</i></p>	<p>8.2 Music for Special Events</p> <p>Pupils will learn how to compose and perform music for various special events.</p> <p>Criteria <i>C1, To compose coherent melodic phrases according to an intended shape.</i> <i>C5 - To compose using repetition, development structure.</i> <i>P2 - To Perform music focussing on technical ability in tone, dexterity and control.</i></p>	<p>8.3- Traditional World - Calypso</p> <p>Pupils will learn about the History of steel pans and perform as a class on the steel pans</p> <p>Criteria <i>P3 - To Perform music developing the expressive directions, such as dynamics and articulation.</i> <i>P4 - To perform music with a sense of artistic interpretation and idiomatic style suitable of the music.</i> <i>L2 - To Identify musical terms and features from music.</i></p>	<p>8.4- 12 Bar Blues</p> <p>Pupils will learn about the History of the 12 bar Blues. Then Perform and listen to their music.</p> <p>Criteria <i>L1 - To Understand musical terms and definitions.</i> <i>L4 - To Analyse and describe musical features to explain the effects on the listener.</i> <i>P4 - To perform music with a sense of artistic interpretation and idiomatic style suitable of the music.</i></p>	<p>8.5- Samba + Rondo Form</p> <p>Pupils will learn how to compose and perform rhythmic music for a Samba Carnival.</p> <p>Criteria <i>C3 - To compose using appropriate rhythms and tempo.</i> <i>C4 - To compose using appropriate dynamic changes and articulation</i> <i>C5 - To compose using repetition, development structure.</i> <i>P2 - To Perform music focussing on technical ability in tone, dexterity and control</i></p>	<p>8.6- History of Pop.</p> <p>Pupils will learn about the History of the Popular music then Perform a piece as a group.</p> <p>AOS <i>L1 - To Understand musical terms and definitions.</i> <i>L4 - To Analyse and describe musical features to explain the effects on the listener.</i> <i>P4 - To perform music with a sense of artistic interpretation and idiomatic style suitable of the music.</i></p>
<p>Year 9</p>	<p>Listening Elements + Instruments of the orchestra Criteria L3,4 & P3,4 Composing How to use Sibelius Performing Effective Practice Criteria - P3+1</p>	<p>Listening Popular music since 1910 Criteria L2,3+4 Composing Rhythms Criteria C3+5 Performing Individual Learning plan Solo/Ensemble performance Criteria - P3+1</p>	<p>Listening Blues 20-50s Criteria L2,3+4 Composing Pitch Criteria C2+5 Performing Individual Learning plan Solo/Ensemble performance Criteria - P1,2+3</p>	<p>Listening 20th Century Music Criteria L1,2 & P3 Composing Dynamics Criteria C4+5 Performing Individual Learning plan Solo/Ensemble performance Criteria - P1,2+3</p>	<p>Listening AOS 1 Haydn Criteria L1,2+3 Composing Structure Criteria C1-5 Performing Individual Learning plan Solo/Ensemble performance Criteria - P3+4</p>	<p>Listening AOS 2 The Beatles Criteria L1,2+3 Composing Composition Brief Criteria C1-5 Performing Individual Learning plan Solo/Ensemble performance Criteria - P3+4</p>
<p>Year 10</p>	<p>Listening Key Skills Elements, Understanding identification. Criteria L3, 4 & P3, 4 Composing How to use Sibelius Performing Effective Practice Criteria - P3+1</p>	<p>Listening Manchester Music. Criteria L2, 3+4 Composing Free Composition Rhythms Criteria C3+5 Performing Individual Learning plan Solo/Ensemble performance Criteria - P3+1</p>	<p>Listening AOS 1+2 Wider Context. Criteria L2, 3+4 Composing Free Composition Pitch Criteria C2+5 Performing Individual Learning plan Solo/Ensemble performance Criteria - P1,2+3</p>	<p>Listening AOS 3+4 Wider Context Criteria L3, 4 & P3, 4 Composing Free Composition Dynamics Criteria C4+5 Performing Individual Learning plan Solo/Ensemble performance Criteria - P1,2+3</p>	<p>Listening Haydn Section B Key Skills and Understanding Criteria L2, 3+4 Composing Free Composition Criteria C1-5 Performing Individual Learning plan Solo/Ensemble performance Criteria - P3+4</p>	<p>Listening The Beatles Section B Key Skills and Understanding Criteria L2, 3+4 Composing Free Composition Criteria C1-5 Performing Individual Learning plan Solo/Ensemble performance Criteria - P3+4</p>

Year 11	Performing Individual Learning plan Solo/Ensemble performance Criteria - P1-4	Performing Individual Learning plan Solo/Ensemble performance Criteria - P1-4	Composing Free Composition Brief Brief Composition Criteria C1-5	Listening Exam Preparation Criteria L1-4
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Functional Skills:		
Literacy	Numeracy	ICT
<p>All music lessons start with pupils reading the objectives individually and then particular students read them aloud.</p> <p>KS3 – Music follows the marking policy of the school and pupils are given regular opportunities to write about music to enhance their levels and improve literacy skills.</p> <p>KS4 – Pupils learn how to write about what they hear. PEE writing is crucial in conveying opinions and feelings using musical terms as evidence to their points. This is general music listening and section B on the GCSE exam within the 8 mark question.</p>	<p>Music learning involves learning to recognise and use patterns and sequences when composing, performing and listening. Visual spatial skills and reasoning can be developed through singing, playing instruments and performing in ensembles.</p> <p>Related numeracy outcomes</p> <ul style="list-style-type: none"> • Fractions • Time • Measurement • Division • Multiplication 	<p>The use of ICT is crucial in music and it is important to maintain a current knowledge of developments.</p> <p>Performing – Pupils use websites, backing tracks and Ipads to enable their development. Within the GCSE pupils can develop technology performance using industry standard Mac computers with Apple music software.</p> <p>Listening – Pupils use websites, backing tracks and Ipads to enable their development.</p> <p>Composing – Pupils use the ‘Sibelius’ program to realise their compositions on a PC.</p>

Contribution to students social, moral, spiritual, cultural, personal development & wellbeing				
Social	Moral	Spiritual	Cultural	Personal development & wellbeing
<p>Different opinions and beliefs are encouraged to develop different viewpoints promoting healthy dialogue.</p>	<p>All the rules of the school and society at large are adhered to in a firm fair manner promoting equality throughout tasks, roles and discussions.</p>	<p>Through various units of work all pupils in music look at several cultures with different beliefs, past a present demonstrating respect and understanding to all.</p>	<p>Through various units of work all pupils in music look at several cultures with different beliefs, past a present demonstrating respect and understanding to all.</p>	<p>Pupils are regularly explained how skills developed in music are needed in the wider labour market, preparing them for the future.</p> <p>Music pupils are encouraged to express feelings and emotions through listening and creating music.</p>

Careers / Gatsby benchmark links				
Links to careers / jobs	Careers talk (possible contacts)	Career & labour market information	Workplace visit	Encounters with further / higher education
<p>Music display in the department shows links to careers and further education. KS3- When discussing criteria links are made to soft skills needed for all industries. KS4 – Through 1:1 progress meetings time is given to discuss future pathways linking learning to their future.</p>	<p>Year 7- A full presentation by a conductor and performer with demonstrations presenting their journey/their role and the industry. Spring term.</p>	<p>Regular research by staff are undertaken to explore the changes in the music/media labour market and regularly inform pupils.</p>	<p>London trip to visit back stage at the Theatre Royal seeing how it works with encounters of multiple roles within it. July 2020</p>	<p>Arranging for two past pupils to come and present to year 10 about college life and music courses. Year 8 pupils complete a trip to university to experience Uni life and gain valuable info for subject choices. Year 10 receive taster days for local colleges. Summer term.</p>