

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

<p><b>Year 8</b></p>	<p>8.1 - Ukuleles - comp. and structure</p> <p><b>Pupils will learn how to compose and perform a popular song on the Ukuleles</b></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><b>Pupils will learn how to compose and perform music for various special events.</b></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><b>Pupils will learn about the History of steel pans and perform as a class on the steel pans</b></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><b>Pupils will learn about the History of the 12 bar Blues. Then Perform and listen to their music.</b></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><b>Pupils will learn how to compose and perform rhythmic music for a Samba Carnival.</b></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><b>Pupils will learn about the History of the Popular music then Perform a piece as a group.</b></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><b>Year 9</b></p>	<p><b>Listening</b>  Elements + Instruments of the orchestra  Criteria L3,4 &amp; P3,4  <b>Composing</b>  How to use Sibelius  <b>Performing</b>  Effective Practice  Criteria - P3+1</p>	<p><b>Listening</b>  Popular music since 1910  Criteria L2,3+4  <b>Composing</b>  Rhythms  Criteria C3+5  <b>Performing</b>  Individual Learning plan  Solo/Ensemble performance  Criteria - P3+1</p>	<p><b>Listening</b>  Blues 20-50s  Criteria L2,3+4  <b>Composing</b>  Pitch  Criteria C2+5  <b>Performing</b>  Individual Learning plan  Solo/Ensemble performance  Criteria - P1,2+3</p>	<p><b>Listening</b>  20<sup>th</sup> Century Music  Criteria L1,2 &amp; P3  <b>Composing</b>  Dynamics  Criteria C4+5  <b>Performing</b>  Individual Learning plan  Solo/Ensemble performance  Criteria - P1,2+3</p>	<p><b>Listening</b>  AOS 1 Haydn  Criteria L1,2+3  <b>Composing</b>  Structure  Criteria C1-5  <b>Performing</b>  Individual Learning plan  Solo/Ensemble performance  Criteria - P3+4</p>	<p><b>Listening</b>  AOS 2 The Beatles  Criteria L1,2+3  <b>Composing</b>  Composition Brief  Criteria C1-5  <b>Performing</b>  Individual Learning plan  Solo/Ensemble performance  Criteria - P3+4</p>
<p><b>Year 10</b></p>	<p><b>Listening</b>  Key Skills  Elements, Understanding identification.  Criteria L3, 4 &amp; P3, 4  <b>Composing</b>  How to use Sibelius  <b>Performing</b>  Effective Practice  Criteria - P3+1</p>	<p><b>Listening</b>  Manchester Music.  Criteria L2, 3+4  <b>Composing</b>  Free Composition  Rhythms  Criteria C3+5  <b>Performing</b>  Individual Learning plan  Solo/Ensemble performance  Criteria - P3+1</p>	<p><b>Listening</b>  AOS 1+2 Wider Context.  Criteria L2, 3+4  <b>Composing</b>  Free Composition  Pitch  Criteria C2+5  <b>Performing</b>  Individual Learning plan  Solo/Ensemble performance  Criteria - P1,2+3</p>	<p><b>Listening</b>  AOS 3+4 Wider Context  Criteria L3, 4 &amp; P3, 4  <b>Composing</b>  Free Composition  Dynamics  Criteria C4+5  <b>Performing</b>  Individual Learning plan  Solo/Ensemble performance  Criteria - P1,2+3</p>	<p><b>Listening</b>  Haydn Section B Key Skills and Understanding  Criteria L2, 3+4  <b>Composing</b>  Free Composition  Criteria C1-5  <b>Performing</b>  Individual Learning plan  Solo/Ensemble performance  Criteria - P3+4</p>	<p><b>Listening</b>  The Beatles Section B Key Skills and Understanding  Criteria L2, 3+4  <b>Composing</b>  Free Composition  Criteria C1-5  <b>Performing</b>  Individual Learning plan  Solo/Ensemble performance  Criteria - P3+4</p>

Year 11	<b><u>Performing</u></b> Individual Learning plan Solo/Ensemble performance Criteria - P1-4	<b><u>Performing</u></b> Individual Learning plan Solo/Ensemble performance Criteria - P1-4	<b><u>Composing</u></b> Free Composition Brief Brief Composition Criteria C1-5	<b><u>Listening</u></b> Exam Preparation Criteria L1-4
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