

## KS3 Music Curriculum Overview

**Head of Department - Mrs D Arukovic**

**Department teaching staff - Mrs Kells**

**Assessment:**

During lessons there is consistent use of teacher verbal feedback of practical performance work. Opportunities for self and peer assessment are built into the lesson plans and can be completed by pupils verbally and also within any theory/ written slips/ worksheets found in subject portfolios (workbooks). Peer assessment takes place in lessons using visual displays to aid and support pupils- use of sentence stems - these can also be found in pupil portfolios and keywords used on presentation slides. Questioning is used in lessons to challenge pupil responses. Mini whiteboards are used to check understanding and to support some recap & recall activities. Music assessments are recorded in each topic and shared with pupils to encourage their own evaluation and improvement.

**Homework:**

Unit based homework will be set twice over a Half term and will be set using Bromcom Portal and Google Classroom.

**Other Useful Information:**

To consolidate learning in the classroom, pupils are encouraged to watch/listen as much Live Music/Live Theatre as possible, whether that is attending any department trips and visits or simply visiting a theatre or concert venue in their own time with family and friends. In addition to this, youtube also has many examples of music concerts and GCSE Music performances.

### TDT Music Curriculum

Year 7	<b>Transition Baseline</b>	<b>MAD T SHIRT</b> <u>Elements:</u> How can the elements shape music?	<b>Rhythm</b> <i>Focus on performing rhythms from written notation. Percussion instruments.</i>	<b>Pitch</b> <u>History:</u> Who is Vivaldi? <i>Opportunity for agreed 'Christmas' songs</i>	<b>Major and Minor</b> <u>Composition:</u> AB composition in C Major and A minor <i>Focus on keys, structure of major scale (possibility of minor – is it too early?), chords built on the degrees of the scale</i>	<b>Rap Music</b> <u>Technology:</u> How do composers create ideas using a DAW? <u>Ensemble:</u> How can voices be combined? <i>Composition to include creating chord sequence, adding root note bass line and drum loop to perform vocals over</i>
Year 8	<b>Hooks and Riffs</b> <u>Keyboard Skills:</u> How do pianists combine riffs with chords? <u>Technology:</u> How can the DAW be used to combine ideas in different instruments? <i>Performance to focus on melody over provided chords or bass line under provided chords (stretch and challenge, two parts together)</i> <i>Composition to focus on creating chord sequence with cadence points, adding root note bass line and melodic hook</i>		<b>Drumming</b> <u>Notation:</u> How is drum notation different to standard notation? <i>Focus on developing rhythmic skills, use of drum notation (need for replication of drum kit – chairs etc), standard time signatures</i>	<b>Blues</b> <u>Ensemble:</u> How can parts be combined? <u>Improvisation:</u> How can the blues scale be used to create a melodic line? <i>Performance focus on ensemble skills, different pupils with bass line, chord, melody, improv roles. Opportunity for focus on exploring bass clef</i>	<b>Keyboard Skills</b> <u>History:</u> Who is Mozart? <u>Notation:</u> How is articulation shown? <i>Need for a different topic title? Focus on use of hand position etc in assessment. Single hand RH melody, stretch to add repeated D in LH</i>	
Year 9	<b>Samba</b> <u>Ensemble:</u> How do large groups know when to change sections together? <i>Focus on syncopation</i>	<b>Chords and Melodies</b> <u>Chords:</u> How do pianists play chords? <u>Keyboard Skills:</u> How do pianists combine parts? <i>Focus on popular music and combination of independent parts on keyboard</i>		<b>Film (inc. Keyboard Skills)</b> <u>History:</u> Who is Beethoven? <u>Notation:</u> How do composers share ideas? <u>Technology:</u> Create contrasting chord sequences in ABA form <i>Revisit use of modulation (major/minor or tonic/dominant) / creation of melodic lines / use of cadence points</i>	<b>'Live Lounge'</b> <u>Popular Music:</u> ??? <i>Culmination project, performance based. Likelihood to be keyboard based due to resources but possibility of band</i>	