



Faculty: MUSIC

Subject Vision: This vision for music encompasses the heart and soul of the music department. We promote an inclusive environment which aims to support, nurture, provide stretch and challenge and reward every musician. This approach is embedded in three key areas in music education: stimulating classroom curriculum lessons, rewarding extracurricular activities, and wider opportunities to engage in musical life. KS3- Students are taught to express themselves and use critical thinking skills in a range of projects that encompass Understanding Music, Performing Music and Composing Music. This is embedded by our core values of Respect, Courage, Ambition and Hope. Projects include Theory and Performing, The Musical World of Harry Potter, Samba Drumming, Performing Together, Blues Music, Chordal Workout, Theme and Variations, Reggae Music, Electronic Dance Music and Solo and Ensemble Performance Studies. The various projects students’ study from different genres and styles, should hopefully engage and inspire pupils to develop a love of music and their talent as musicians, and so increase their self-confidence, creativity, and sense of achievement.

Subject Curriculum Mapping – Music Overview

KS3 CURRICULUM		Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Year 7	Topic	Theory and Performing Skills	The Musical World of Harry Potter	Samba Batucada	Samba Batucada/Performing Together	Performing Together	Working with Chords
	National Curriculum references & links	play and perform confidently in a range of solo contexts using their voice, playing instruments musically, fluently and with accuracy and expression. use staff and other relevant notations appropriately. improvise and compose; and extend and develop musical ideas by drawing on a range of musical structures, styles, genres and traditions		play and perform confidently in a range of solo contexts using their voice, playing instruments musically, fluently and with accuracy and expression. improvise and compose; and extend and develop musical ideas by drawing on a range of musical structures, styles, genres and traditions. develop a deepening understanding of the music that they perform and to which they listen, and its history.		play and perform confidently in a range of solo and ensemble contexts using their voice, playing instruments musically, fluently and with accuracy and expression	
	Summative Assessment	Performing, Composing assessments using differentiated success criteria.		Performing , Composing assessments using differentiated success criteria.		Performing assessments using differentiated success criteria.	

		Written Theory Exam		
	Formative Assessment	<i>Verbal feedback</i> <i>Whiteboards</i> <i>Teacher Feedback</i> <i>Peer/Self-Assessment</i> <i>Listening Tasks</i> <i>Progress Booklets as applicable</i>	Verbal feedback Teacher Feedback Peer/Self-Assessment <i>Listening Tasks</i> Progress Booklets as applicable	Verbal feedback Teacher Feedback Peer feedback Peer/Self-Assessment <i>Listening Tasks</i> Progress Booklets as applicable
<p>Intent & Rationale: Students are taught how to Understand Music through Listening, Performing and Composing. They are taught a wide range of musical vocabulary through actively doing a range of musical activities. They are taught how to identify notes on the staff and identify rhythms. Students learn about the Elements of Music as a foundation to access the rest of the curriculum, the first topic is based around the core skills.</p> <p>Students are taught how to perform with fluency and accuracy of rhythm and pitch. They are given a composing framework in which to compose successfully within a given musical structure. Work is vastly differentiated to stretch and challenge all learners irrespective of their starting points. They learn how chords are structured. They also learn about the culture of World Music. They go on to also work as a soloist or within an ensemble.</p>				
Reading & Literacy: See Literacy Canon				

KS3 CURRICULUM		Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Year 8	Topic	Blues Music	Chordal Workout	EDM	Samba Drumming	Songwriting	
	National Curriculum references & links	play and perform confidently in a range of solo contexts playing instruments musically, fluently and with accuracy and expression. use staff and other relevant notations appropriately. improvise and compose; and extend and develop musical ideas by drawing on a range of musical structures, styles, genres and traditions		play and perform confidently in a range of solo contexts playing instruments musically, fluently and with accuracy and expression. use staff and other relevant notations appropriately. improvise and compose; and extend and develop musical ideas by drawing on a range of musical structures, styles, genres and traditions		play and perform confidently in a range of solo contexts using their voices and playing instruments musically, fluently and with accuracy and expression. use staff and other relevant notations appropriately. improvise and compose; and extend and develop musical ideas by drawing on a range of musical structures, styles, genres and traditions	
	Summative Assessment	Performing , Improvising Composing assessments using differentiated success criteria.		Composing Assessments using differentiated success criteria		Composing Assessments using differentiated success criteria	
	Formative Assessment	Verbal feedback Teacher Feedback Peer/Self-Assessment <i>Listening Tasks</i> Progress Booklets as applicable		Verbal feedback Teacher Feedback Peer/Self-Assessment <i>Listening Tasks</i> Progress Booklets as applicable		Verbal feedback Teacher Feedback Peer/Self-Assessment <i>Listening Tasks</i> Progress Booklets as applicable	
	<p>Intent & Rationale: Students build on their previous Knowledge. They learn about the structure of music and are taught how to identify various musical elements. They perform, improvise and compose using given structures in which to work from. They learn about the 12-bar blues as well as scales and the culture of Blues Music. They are taught how to build their knowledge of chords and how chords can be inverted and performed in different ways. They also work with Music Technology to Compose within a Binary Form structure using knowledge gained of Chords and Melody throughout Y8. Students also learn to use their voices, to create and compose music on their own and with others, have the opportunity to learn different musical instruments, use technology appropriately and have the opportunity to progress to the next level of musical mastery and understand and explore how music is created, produced and communicated using pitch, duration, dynamics, tempo, timbre, texture, structure and appropriate musical notations.</p>						
Reading & Literacy: See Literacy Canon							

KS3 CURRICULUM		Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Year 9	Topic	Theme and Variations	Reggae Music	Solo Performing Studies	Solo Performing Studies	Ensemble Performing Studies	
	National Curriculum references & links	play and perform confidently in a range of solo contexts playing instruments musically, fluently and with accuracy and expression. use staff and other relevant notations appropriately. improvise and compose; and extend and develop musical ideas by drawing on a range of musical structures, styles, genres and traditions	play and perform confidently in a range of contexts playing instruments musically, fluently and with accuracy and expression. use staff and other relevant notations appropriately within a various styles, genres and traditions.	play and perform confidently in a range of solo contexts using their voices and playing instruments musically, fluently and with accuracy and expression. use staff and other relevant notations appropriately.	play and perform confidently in a range of solo contexts using their voices and playing instruments musically, fluently and with accuracy and expression. use staff and other relevant notations appropriately.	play and perform confidently within an ensemble context using their voices and playing instruments musically, fluently and with accuracy and expression. use staff and other relevant notations appropriately.	play and perform confidently in an ensemble context using their voices and playing instruments musically, fluently and with accuracy and expression. use staff and other relevant notations appropriately.
	Summative Assessment	Performing , Improvising Composing assessments using differentiated success criteria.	Performing , assessments using differentiated success criteria.	Performing , assessments using differentiated success criteria.	Performing , assessments using differentiated success criteria.	Performing , assessments using differentiated success criteria.	Performing , assessments using differentiated success criteria.
	Formative Assessment	<i>Verbal feedback</i> <i>Teacher Feedback</i> <i>Peer/Self-Assessment</i> <i>Listening Tasks</i> <i>Progress Booklets as applicable</i>	<i>Verbal feedback</i> <i>Teacher Feedback</i> <i>Peer/Self-Assessment</i> <i>Progress Booklets as applicable</i> <i>Listening Tasks</i>	<i>Verbal feedback</i> <i>Teacher Feedback</i> <i>Peer/Self-Assessment</i> <i>Progress Booklets as applicable</i> <i>Listening Tasks</i>	<i>Verbal feedback</i> <i>Teacher Feedback</i> <i>Peer/Self-Assessment</i> <i>Progress Booklets as applicable</i> <i>Listening Tasks</i>	<i>Verbal feedback</i> <i>Teacher Feedback</i> <i>Peer/Self-Assessment</i> <i>Progress Booklets as applicable</i> <i>Listening Tasks</i>	<i>Verbal feedback</i> <i>Teacher Feedback</i> <i>Peer/Self-Assessment</i> <i>Progress Booklets as applicable</i> <i>Listening Tasks</i>

Y9 Intent & Rationale: Students are taught how to Listen, Perform and Compose Music. They build on their knowledge of Musical Elements in Y7 and Y8 and are taught how to Perform/Compose in a musical style using musical structure and form. They work with musical composition devices e.g., drones and alberti bass, and are taught how to perform in different musical styles. They are taught how to navigate pieces of music and perform/compose with fluency, accuracy of rhythm, melodic development and pitch. They listen to different composers and artists to develop and underpin their understanding of Music. Students go on to further develop performing skills as both a Soloist and working within an Ensemble. Further developing a mastery of accuracy and expression when performing as a musician both by themselves and with other students.

Reading & Literacy: See Literacy Canon