



# Music KS3



## Year 7

What will students learn / what skills will they develop?

### Knowledge and Understanding:

The units covered are:

- Music-Basics & Beyond
- Rhythm
- Melody
- Guitar
- Cyclical Music
- Programme Music

### Skills Development:

Students will be using classroom instruments to perform and compose in the different musical styles as well as focusing on the cultural & social background to world music. Students will also learn skills using music technology with software such as Garageband.

### Expected Progress by the end of Year 7

By the end of Year 7, pupils will have developed many practical skills. They will be able to play simple parts on melodic instruments e.g. the guitar and keyboard; will be able to explain what the elements of music are (e.g. tempo and dynamics); and will be able to analyse and evaluate their own and others' performances and compositions by providing praise and constructive criticism.

### More than expected progress by the end of Year 7

Some pupils will also be able to play more advanced parts e.g. a chord sequence and melody using two hands at the keyboard; will show they can use their understanding of the elements of music by applying it to practical activities e.g. performing a piece with a variety of dynamics; and will be able to use their analytical and evaluative skills to create targets and suggest strategies for the improvement of their own and others' work.

## Year 8

What will students learn / what skills will they develop?

### Knowledge and Understanding:

The units covered are:

- Theme & Variation
- Scales
- Music & Media
- Round The World
- Indian Music
- Elvis & Beyond

### Skills Development:

Students will be using classroom instruments and voices to perform and compose in the different musical styles, as well as focusing on the cultural & social background to traditional music from around the world.

### Expected Progress by the end of Year 8

By the end of Year 8, pupils will have further developed their practical skills. They will be able to play more parts; will be frequently incorporating the elements of music into their compositions and performances; and will be able to analyse and evaluate their work in order to set targets for improvement.

### More than expected progress by the end of Year 8

Some pupils will also be able to create more challenging pieces, e.g. using Music ICT resources to create pieces within an extended structure and using a variety of instruments; and will often take on a leadership role during group work, instructing others on how to enhance their work based on given level criteria.

## Year 9

What will students learn / what skills will they develop?

### Knowledge and Understanding:

The units covered are:

- Hooks Riffs & Lyrics
- Blues & Jazz
- Music for Film
- Dance Music
- Project
- Latin Music

### Skills Development:

Students will be using classroom instruments, voices and music software packages to perform, compose and to listen and evaluate within the units listed above.

### Expected Progress by the end of Year 9

By the end of Year 9, pupils will have further developed their practical and written musical skills. They will be able to play parts such as the 12 Bar Blues chord sequence or Walking Bass Line on a keyboard or their own instrument; will be regularly incorporating use of the elements of music into their compositions and performances.

### More than expected progress by the end of Year 9

Some pupils will also be able to create more challenging pieces e.g. using Music ICT resources to compose a piece in the 12 Bar Blues style with an extended structure and using a variety of instruments, and will often take on a leadership role during group work, instructing others on how to enhance their work based on given level criteria.



# Music KS3



## Assessment

The music department follows the school policy of administering formal assessment every 3 weeks. There is a listening test formal practical assessment takes place towards every half term. Students are assessed on the compositional and performing skills depending on the task. Students record their levels in a practical subject assessment booklet.

## Literacy

Students are encouraged to use musical vocabulary with keywords relating to the units studied. Students are asked to read from the interactive white board. Keywords and definitions are displayed around the classrooms and rehearsal room. Literacy and spelling questions are integrated into the online listening tests. Peer & Self evaluation takes place in most lessons developing speaking and listening skills.

## Numeracy

In Music pupils are expected to be able to identify and play musical patterns and sequences, and numerical skills are developed in relation to certain instrumental skills such as playing the keyboard and guitar. Counting, subdivisions of bars and beats, song structures are all examples of numeracy in music.

## Home Study

Due to the practical nature of Music, homework is not set every week. Students are required to practice their instrument in their own time. This may be on an instrument on loan from the school, or on a personal instrument.

## Meeting the needs of Individual Students

Compositional tasks allow students to work to their full potential with creativity having no boundaries. Extension and differentiated activities are built into the schemes of work for class activities to meet the needs of a range of learners. Gifted and talented students are encouraged to extend their skills and knowledge within the classroom by taking leading roles in group work and at times work independently. Students who play their own instruments may use them during performing and compositional tasks. They are also encouraged to use music software to record and compose when working independently. Music lunch club and after-school drop-ins is an opportunity to provide additional support where necessary.

## Additional Support for Learning

Students are encouraged to use the music rooms during Music Lunch Clubs to improve achievement in the practical aspects of the subject, as well as participating in the other extra-curricular activities on offer.

## Resources needed

Pens, planners, Music/Drama/PE assessment booklet and personal instrument if appropriate.

## Useful websites:

<http://www.nyphilkids.org/studio/main.phtml>

<http://www.balibeyond.com/gamelan/>

<http://www.naxosmusiclibrary.com> <http://www.numu.org.uk>

<http://www.bbc.co.uk/learningzone>

## Extra-Curricular Activities and Clubs

The following clubs/ensembles/instrumental lessons take place each week:

- Brass Ensemble/Band
- Cello
- Clarinet
- Drums
- Flute
- Guitar
- Music Lunch Clubs
- Piano
- Saxophone
- Sir John Cass Steel Orchestra
- Steel Band
- String ensemble
- Trombone
- Trumpet
- Tuba
- Violin
- Vocal Group

Students who receive tuition for brass or sting instruments are required to attend the Brass Ensemble/Band or String Ensemble regardless of level.

## SMSC

Due to the practical nature of music at Sir John Cass, pupils spend a lot of time working in groups. As such, they develop a range of skills including communication and teamwork across the year. They develop the ability to compromise, learn how to give and receive constructive criticism and spend time exploring the religions, beliefs and values of other cultures through listening to and playing a diverse range of musical styles including music from around the world.