



Curriculum area: Music Key Stage 3

What are the key concepts taught?	All of the lessons at KS3 relate to the concepts and skills of • Performing • Composing • Understanding Sub-topics include: singing techniques, notation, recognising musical elements, composing musical elements, keyboard skills, recognising different musical genres, improvisation, appraising performances, ensemble skills and collaboration as a group.
What is the sequencing of units?	Year 7 • Musical Elements (introduces a foundation for other topics). • Commemoration Singing (leading up to event in November). • Instruments of the orchestra (follows on from commemoration after the pupils will have seen an orchestra in action). • Major & Minor (introduces keyboard skills). • Composition (an introduction to formal composition now the pupils have an understanding of musical elements and some keyboard skills). • Moods in Music (explores the concept of imagery & emotion in music - composition task builds upon skills previously learned). Throughout the year: notation (has relevance to most of the modules) Year 8 Focus is on music from around the world with styles explored through keyboards and tuned percussion • Latin American music (exploring aspects of LA music through learning a typical piece on that style). • Jazz & Blues music (exploring aspects of blues music through learning a typical piece and exploring improvisation).

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	• Composition (composition task is more advanced than the ones done in year 7). Celtic Music (exploring aspects of celtic music through learning a typical piece, exploring improvisation & working in groups). • Caribbean Music • Carmina Burana (Pupils learn about a large scale classical work, and learn how to perform part of it). Year 9 In addition to some listening work, pupils spend most of the practical time in small groups - each module seeks to build on the skills they have learned in groups • Film Music (pupils work in groups to reproduce a well known theme). • Musical Theatre (pupils work in groups to reproduce a Broadway song). • Rock & Pop through time (pupils learn to understand development of rock through both listening and playing). • Song Composition • Into the Deep End (building on all the above skills, pupils pick a song of their choice to reproduce).
What is the relationship between 'broad' and 'narrow', i.e. how does each sequence of lessons relate to the key concepts?	Each module has an explicit link to building skills in Performing, Composing or Understanding as well as sub-skills. Examples: Y7 - Commemoration: performing, singing techniques, ensemble skills, collaboration as a group, rhythmic skills. Y8 - Composition: composition, notation, musical elements. Y9 - Musical Theatre: listening, performing, ensemble skills, collaboration.
How do we encourage pupils to see the inter-relationship between the 'broad' and the 'narrow' of their learning?	Explicit linking of work in lessons to Performing, Composing or Understanding. This is clear on the assessment table in the front page of pupil workbooks. Questioning the pupils on where they have come across the content or skills before
What are the planned opportunities for	• Adaptive seating plans

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adaptations of learning for all pupils?	• Within modules a list of tasks in the workbook progresses from simple to more demanding . • Pupils who struggle with keyboard skills are encouraged to use the keyboard diagram on the back of their book to help them find the notes (this fits over the keys). • Gifted and Talented pupils are pushed to attempt extension tasks. • Practice strategies (for performance) are reinforced with all pupils at any level in order to help them overcome challenges. These include breaking the music up into very short segments and playing really slowly with a lot of repetition.
What are the planned opportunities for RIT (by pupils)?	All lessons include opportunities for pupils to reflect verbally on either their own work or the work of another member of the class. This is carried out through questioning and evaluating sessions. All KS3 work books have a RIT page where pupils write down teacher feedback and personal reflections for work in each topic after assessments.
What are the adaptation possibilities in reaction to the outcomes of assessments (by teachers)?	Pupils are given personalised targets after each assessment that directly relate to future topics. They then have time to write this reflection in their workbooks , which forms a target for improvement for future work.
What is the rationale for the setting of homework?	Regular homework with the aim of complimenting or consolidating classwork.
What are the metacognition opportunities, including memory retrieval and revision skills, given to pupils?	Regular questioning regarding key words. Vocabulary tests Plenary activities to solidify keywords and concepts. Subject specific terminology is listed in work books and also on the PowerPoints to refer to. Use of a number of online platforms for class tasks to re-enforce terminology and listening skills
What are the opportunities for inter-leaved learning of skills and knowledge within years and across years and key stages?	• Y7: Musical elements module introduces vocab to be used across all topics. Each modules take the main skill (performing, listening or understanding) and deepens the challenge and/or application.

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	● Y8: Keyboard skills revisited several times and built upon. For composition module, year 7 work is revisited before seeking to build upon it more advanced tasks. ● Y9: Some skills are focused on in all modules (performing, ensemble skills, rhythmic skills, fluency & accuracy). This allows the pupils to steadily build and deepen these over the year in a familiar context.
What are the planned opportunities for developing Reading and Writing?	Yr 7 - choral reading is heavily implemented to aid with singing. This is also used in year 8 in some modules. Breakdown of keywords with etymology explained when relevant.
What are the planned opportunities for developing Numeracy, Oracy and SMSC?	Literacy: Across KS3 an emphasis is made on correct spelling of musical terminology, with a space in Y7 workbooks to write down commonly misspelt words. Numeracy: Numeracy skills play an integral part in notation, particularly knowledge of note values and meter. Internalising rhythms, particularly key subdivisions such as 2,3,4, 8, 12 & 16. Oracy: Time given in lessons for pupil discussion about music. A particular link is made between musical elements & emotions/images where pupils are encouraged to think, share and feedback their responses to pieces. SMSC: Link made to music's place in culture, especially in the following modules: Commemoration, Moods in Music (Y7), Latin American Music, Jazz & Blues, Celtic music (Y8), The Beatles, Film Music (Y9).