



KS3 Curriculum Content

Music

Year 7	Half Term 1 September – October	Half Term 2 November - December	Half Term 3 January - February
Topic	<p>Topic: Introduction to Music and African Music</p> <p>Knowledge: This unit provides an opportunity for pupils new to the school to demonstrate and develop an understanding of African music traditions and cultures and perform using African Music techniques as well as the basics of music notation and note values.</p> <p>Skills: Developing rhythm techniques and composition skills and working as part of an ensemble as well as solo performance and appraising skills through listening activities.</p> <p>Assessment: Pupils undertake a practical assessment, where they are assessed on performing a group composition. There is also a written assessment which asks pupils to display knowledge of African Music and evaluation of their own and other’s work.</p>	<p>Topic: Instruments of the Orchestra</p> <p>Knowledge: Pupils will build on their prior knowledge of instruments of the orchestra and learn about the history of the orchestra and its beginnings targeting the classical genres. They will develop a greater understanding of how the different instruments sound and how they produced their individual timbre and harmonic series.</p> <p>Skills: Pupils develop their presenting and research skills. There is a large emphasis on appraising in this topic with pupils assessed through listening activities. Teamwork and team management developed also.</p> <p>Assessment: Pupils undertake listening assessments and take part in presentations in small groups. There is also a written assessment which asks pupils to display knowledge of the orchestra and the different families of instruments and evaluation of their own and other’s work.</p>	<p>Topic: Music for Film</p> <p>Knowledge: In this unit, students work creatively with the interrelated dimensions of music to compose descriptive music for different genres of film. They will develop an understanding of how music shapes film and how the Inter-related Dimensions of Music and Musical devices are handled. They will also identify and evaluate instrument choice and how timbre can shape Music for Film</p> <p>Skills: introduced to the concept of Major and Minor tonality and reading graphic scores. Keyboards skills are refreshed and learnt. Ensemble skills are developed further through regular performances in groups.</p> <p>Assessment: Pupils undertake practical assessments, as part of an ensemble to demonstrate their understanding of notation and keyboard performance. Pupils also demonstrate their knowledge through questioning and short written assessments.</p>
Vocabulary Links	Rhythm, Syncopation, Master Drummer, Timing, Tempo, Dynamics, Djembe, Talking Drum, Polyrhythm, Unison, Call and Response, Improvisation, Confidence, Expression, Aurally, Tribes, Texture, Repetition.	Tuning, Notation, Bass clef, Treble Clef, Alto Clef, Stave, Instruments, Orchestra, Tonality, Instrument Family, Strings, Percussion, Woodwind, Brass, Harmonic Series, Interrelated Dimensions of Music, Musical periods, classical, Romantic, Baroque	Crescendo, Ostinato, Major, Minor, Keyboard, Instrumentation, Orchestra, Expression, Glissando, Dissonance, Tempo, Timing, Atmosphere, Audience, Tonality, Notation, Style, Structure, Interrelated Dimensions of Music, genre, Horror, Action, Romantic, Comedy, Thriller
National Curriculum	<ul style="list-style-type: none"> • Play and perform confidently in a range of solo and ensemble contexts, 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. 	<ul style="list-style-type: none"> • Listen with increasing discriminations to a wide range of music from great composers and musicians. • Develop a deepening understanding of the music that they perform and to which they listen, and its history. • 	<ul style="list-style-type: none"> • Play and perform confidently in a range of solo and ensemble contexts 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.

	<ul style="list-style-type: none"> • Use staff and other relevant notations appropriately and accurately in a range of musical styles, genres and traditions. • Identify and use the inter-related dimensions of music expressively and with increasing sophistication. • Listen with increasing discriminations to a wide range of music. • Develop a deepening understanding of the music that pupils perform and to which they listen, and its history. 		<ul style="list-style-type: none"> • Use staff notations appropriately and accurately in a range of musical styles and genres. • Identify and use the inter-related dimensions of music expressively and with increasing sophistication, including use of tonalities, different types of scales and other musical devices. • Listen with increasing discriminations to a wide range of music from great composers and musicians. • Develop a deepening understanding of the music that pupils perform and to which they listen, and its history.
Year 7	Half Term 4 February - March	Half Term 5 April – May	Half Term 6 June - July
Topic	<p>Topic: Music for Film Continued</p> <p>Knowledge: Pupils continue to work creatively using the interrelated dimensions of music and will learn to play famous motifs. They will identify what a Motif is and how these represent a character/ place successfully.</p> <p>Skills: introduced to the concept of Major and Minor tonality and reading Staff Notation. Solo performance skills on keyboards are developed through regular performances.</p> <p>Assessment: Pupils undertake practical assessments, individually to demonstrate their understanding of notation and keyboard performance. There is also a written assessment which asks pupils to display knowledge of Film Music, music theory and evaluation of their own and other’s work.</p>	<p>Topic: Popular Music – Ukulele Project</p> <p>Knowledge: This unit builds on and develops pupil’s experiences and understanding of Popular music through playing chords and melodies on Ukuleles and keyboards and using their voices to perform individually and as part of an ensemble. Pupils also develop a deeper understanding of music notation through chord charts, staff notation, TAB and chord diagrams.</p> <p>Skills: Reinforces the concept of ensemble playing and composing and reading Chord charts and TAB and appraising skills through listening activities.</p> <p>Assessment: Pupils undertake practical assessments, individually on the ukuleles and on performing a group composition.</p>	<p>Topic: Popular Music continued – structure</p> <p>Knowledge: Pupils continue to develop their understanding of Popular music through performing popular songs form history using keyboards and their voices to perform individually and as part of an ensemble. Pupils also develop a deeper understanding of music notation through staff notation and understanding the treble clef.</p> <p>Skills: Reinforces the concept of ensemble playing and composing and reading staff notation. Appraising skills developed further through listening activities.</p> <p>Assessment: Pupils undertake practical assessments, individually on the keyboards and. There is also a written assessment, which asks pupils to display knowledge of Popular music focusing on the Inter-related Dimensions of Music, music theory and evaluation of their own and other’s work.</p>
Vocabulary Links	Crescendo, Ostinato, Major, Minor, Keyboard, Instrumentation, Orchestra, Expression, Glissando, Dissonance, Tempo, Timing, Atmosphere, Audience, Tonality, Notation, Style, Structure, Interrelated Dimensions of Music, Motif, Leit-Motif	Tuning, melody, Pitch, Tempo, Timing, Treble Clef, Ukulele, Confidence, Notation, Tab, Stave, Chord Charts, Chord Diagram, Strumming Pattern, Chords, Structure, Introduction, Chorus, Middle 8, Instrumental, Vocals, Instrumentation, Ensemble, Solo. Tonality, Scales, Key Signature	Tuning, melody, Pitch, Tempo, Timing, Treble Clef, Ukulele, Confidence, Notation, Tab, Stave, Chord Charts, Chord Diagram, Strumming Pattern, Chords, Structure, Introduction, Chorus, Middle 8, Instrumental, Vocals, Instrumentation, Ensemble, Solo. Tonality, Scales, Key Signature

National Curriculum	<ul style="list-style-type: none"> • Play and perform confidently in a range of solo and ensemble contexts 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. • Use staff notations appropriately and accurately in a range of musical styles and genres. • Identify and use the inter-related dimensions of music expressively and with increasing sophistication, including use of tonalities, different types of scales and other musical devises. • Listen with increasing discriminations to a wide range of music from great composers and musicians. • Develop a deepening understanding of the music that pupils perform and to which they listen, and its history. 	<ul style="list-style-type: none"> • Play and perform confidently in a range of solo and ensemble contexts using their voice, playing instruments musically, fluently and with accuracy and expression. • Use staff and other relevant notations appropriately and accurately in a range of musical styles, genres and traditions. • Identify and use the inter-related dimensions of music expressively and with increasing sophistication, including use of tonalities, different types of scales and other musical devises. • Listen with increasing discriminations to a wide range of music from great composers and musicians. • Develop a deepening understanding of the music that pupils perform and to which they listen, and its history. 	<ul style="list-style-type: none"> • Play and perform confidently in a range of solo and ensemble contexts using their voice, playing instruments musically, fluently and with accuracy and expression. • Use staff and other relevant notations appropriately and accurately in a range of musical styles, genres and traditions. • Identify and use the inter-related dimensions of music expressively and with increasing sophistication, including use of tonalities, different types of scales and other musical devises. • Listen with increasing discriminations to a wide range of music from great composers and musicians. <p>Develop a deepening understanding of the music that pupils perform and to which they listen, and its history.</p>
---------------------	--	---	---

Year 8	Half Term 1 September – October	Half Term 2 November - December	Half Term 3 January - February
Topic	<p>Topic: Reggae Music</p> <p>Knowledge: Pupils will learn about the background to Reggae music, the cultural importance of Reggae and what influenced the style of music looking at Ska and African influences. They will develop a greater understanding of the key features and artists from Reggae Music perform and appraise popular Reggae compositions and learn and extend their knowledge of notation through the Bass Clef.</p> <p>Skills: They will learn to play popular reggae songs using a range of instruments and playing techniques to enhance performance and ensemble</p>	<p>Topic: Blues Music</p> <p>Knowledge: Understanding of the cultural and spiritual content of blues looking at the slave trade. Pupils will use musical vocabulary to identify key features of Blues music including the 12 bar Blues chord sequence, the Blues Scale, Improvisation, sharps and flats and dotted notes. Pupils will be introduced the Bass clef to further extend their notation knowledge and skills.</p> <p>Skills: Keyboard skills including chords and melodies syncopation and dotted rhythms. Ensemble and solo performance skills and lyric writing. Pupils will also</p>	<p>Topic: Band Skills</p> <p>Knowledge: Pupils gain an understanding of different instruments and how to play them. They will gain/develop their understanding of tab and other musical notation forms. They will identify key techniques within Popular Music performances throughout time evaluating the effectiveness of the performance. Pupils will develop their ensemble skills as well as gain an understanding of the key careers within the music industry.</p> <p>Skills: Ensemble skills, instrumental skills, listening and appraising skills. Performing skills. Aural learning. Leadership and time management skills.</p>

	<p>skills. Pupils will also develop their music reading skills developing treble and bass clef reading.</p> <p>Assessment: Pupils undertake a practical assessment as part of an ensemble focusing on timing, syncopation and pitch. They will undergo regular theory/appraisal tasks to identify their knowledge of Reggae and musical theory.</p>	<p>develop their music reading skills through use of treble and bass clef and using dotted notes.</p> <p>Assessment: Pupils undertake a practical assessment of their own composed Blues compositions as part of an ensemble showcasing the key features of a Blues song. There is also a written assessment that asks pupils to display knowledge of Blues Music and evaluation of their own and other's work.</p>	<p>Assessment: Pupils undertake a number of practical assessments individually, in small groups and as a class on different instruments. There is also on going appraisal tasks asking pupils to show their understanding of Popular Music and Ensemble skills.</p>
Vocabulary Links	<p>Rhythm, Syncopation, Chords, Timing, Tempo, Dynamics, Bassline, Lyrics, Improvisation, Confidence, Expression, Texture, Repetition, Singing, Melody, Riffs, Rastafarian, Interrelated Dimensions of Music, Ska, Jamaica, Sound System, Blues, Jazz</p>	<p>Slavery, USA, Blues Scale, Sharps, Flats, Stave, Notation, Dotted Notes, Scat, Treble Clef, Bass Clef, Verse, chorus, 12 Bar Blues Sequence, Chords, Improvisation, Lyrics, Voice, Spirituals, Interrelated Dimensions of Music</p>	<p>Pitch, timing, Tempo, Pop Music, TAB, notation, expression, Ensemble, Texture, Major, Minor, Tonality, Structure, Introduction, Verse, Chorus, Middle 8, Bridge, Interrelated Dimensions of Music, showmanship, Bass guitar, Guitar, Drums, vocalist, PA, Concert, Audience, Album, Management, Agent, Festival, Record Label</p>
National Curriculum	<ul style="list-style-type: none"> • Play and perform confidently in a range of solo and ensemble contexts using their voice, playing instruments musically, fluently and with accuracy and expression. • Use staff and other relevant notations appropriately and accurately in a range of musical styles, genres and traditions. • Identify and use the inter-related dimensions of music expressively and with increasing sophistication, including use of tonalities, different types of scales and other musical devices. • Listen with increasing discriminations to a wide range of music from great composers and musicians. • Develop a deepening understanding of the music that they perform and to which they listen, and its history. 	<ul style="list-style-type: none"> • Play and perform confidently in a range of solo and ensemble 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. • Use staff notations appropriately and accurately in a range of musical styles, genres and traditions. • Identify and use the inter-related dimensions of music expressively and with increasing sophistication, including use of tonalities, different types of scales and other musical devices. • Listen with increasing discriminations to a wide range of music from great composers and musicians. Develop a deepening understanding of the music that they perform and to which they listen, and its history. 	<ul style="list-style-type: none"> • Play and perform confidently in a range of ensemble 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. • Use staff and other relevant notations appropriately and accurately in a range of musical styles, genres and traditions. • Identify and use the inter-related dimensions of music expressively and with increasing sophistication, including use of tonalities, different types of scales and other musical devices. • Listen with increasing discriminations to a wide range of music from great composers and musicians. Develop a deepening understanding of the music that they perform and to which they listen, and its history.

Year 8	Half Term 4 February - March	Half Term 5 April – May	Half Term 6 June - July
Topic	<p>Topic: Band Skills continued</p> <p>Knowledge: Pupils continue to develop their understanding of “band” instruments but focusing on one in particular. They will gain/develop their understanding of tab, chord charts and chord diagrams suitable to their instrument. They will identify how relationships work within a band setting and how showmanship is a key factor. Pupils will identify key techniques within Popular Music performances throughout time evaluating the effectiveness of the performance.</p> <p>Skills: Ensemble skills, instrumental skills, listening and appraising skills. Performing skills. Aural learning. Leadership and time management skills.</p> <p>Assessment: Pupils work in “Bands” towards a final performance, of their chosen song. There is also a written assessment which asks pupils to display knowledge of Popular Music and music theory as well as evaluation of their own and other’s work.</p>	<p>Topic: RAP/Hip-Hop and Music Sequencing</p> <p>Knowledge: Pupils learn about the history of Hip-Hop with emphasis on the musical structure and elements of the genre. They will look at how the lyrics are an integral aspect and create their own Hip-Hop compositions. Pupils also gain an understanding of Music Technology and sequencing and how this plays an integral part in Hip-Hop Music.</p> <p>Skills: Music technology and production skills developed through use of Cubase, pupils record and produce their own Hip-Hop compositions. Ensemble skills also developed through class performances of their lyrics and developing parts/sections. Time management, Team work and Leadership are also developed to hit a deadline.</p> <p>Assessment: Pupils produce their own Hip-Hop tracks within a group and are assessed on their use of the key features of Hip-Hop. There is also a written assessment which asks pupils to display knowledge of Hip-Hop Music as well as evaluation of their own and other’s work.</p>	<p>Topic: RAP/Hip-Hop and Music Sequencing</p> <p>Knowledge: Pupils learn about the history of Hip-Hop with emphasis on the musical structure and elements of the genre. They will look at how the lyrics are an integral aspect and create their own Hip-Hop compositions. Pupils also gain an understanding of Music Technology and sequencing and how this plays an integral part in Hip-Hop Music.</p> <p>Skills: Music technology and production skills developed through use of Cubase, pupils record and produce their own Hip-Hop compositions. Ensemble skills also developed through class performances of their lyrics and developing parts/sections. Time management, Team work and Leadership are also developed to hit a deadline.</p> <p>Assessment: Pupils produce their own Hip-Hop tracks within a group and are assessed on their use of the key features of Hip-Hop. There is also a written assessment which asks pupils to display knowledge of Hip-Hop Music as well as evaluation of their own and other’s work.</p>
Vocabulary Links	Pitch, timing, Tempo, Pop Music, TAB, notation, expression, Ensemble, Texture, Major, Minor, Tonality, Structure, Introduction, Verse, Chorus, Middle 8, Bridge, Interrelated Dimensions of Music, showmanship, Bass guitar, Guitar, Drums, vocalist, PA, Concert, Audience, Album, Management, Agent, Festival, Record Label	Music Technology, DAW, Analogue, Digital, Structure, Lyrics, Community, Rap, Timing, Interrelated Dimensions of Music, MIDI, Bassline, Chords, Drums, Sequencing, Tempo, Verse, Chorus. Instruments, Gangs, Knife Crime, Drugs, Audio, Looping, USA,	Music Technology, DAW, Analogue, Digital, Structure, Lyrics, Community, Rap, Timing, Interrelated Dimensions of Music, MIDI, Bassline, Chords, Drums, Sequencing, Tempo, Verse, Chorus. Instruments, Gangs, Knife Crime, Drugs, Audio, Looping, USA,
National Curriculum	<ul style="list-style-type: none"> Play and perform confidently in a range of ensemble contexts using their voice, 	<ul style="list-style-type: none"> Play and perform confidently in an ensemble context using their voice, playing instruments musically, fluently and with accuracy and expression. 	<ul style="list-style-type: none"> Play and perform confidently in an ensemble context using their voice, playing instruments musically, fluently and with accuracy and expression.

	<p>playing instruments musically, fluently and with accuracy and expression.</p> <ul style="list-style-type: none"> • Improvise and compose; and extend and develop musical ideas by drawing on a range of musical structures, styles, genres and traditions. • Use staff and other relevant notations appropriately and accurately in a range of musical styles, genres and traditions. • Identify and use the inter-related dimensions of music expressively and with increasing sophistication, including use of tonalities, different types of scales and other musical devises. • Listen with increasing discriminations to a wide range of music from great composers and musicians. Develop a deepening understanding of the music that they perform and to which they listen, and its history. 	<ul style="list-style-type: none"> • compose; and extend and develop musical ideas by drawing on a range of musical structures, styles, genres and traditions. • Use staff and other relevant notations appropriately and accurately in a range of musical styles, genres and traditions. • Identify and use the inter-related dimensions of music expressively and with increasing sophistication, including use of tonalities, different types of scales and other musical devises. • Listen with increasing discriminations to a wide range of music from great composers and musicians. • Develop a deepening understanding of the music that they perform and to which they listen, and its history. 	<ul style="list-style-type: none"> • compose; and extend and develop musical ideas by drawing on a range of musical structures, styles, genres and traditions. • Use staff and other relevant notations appropriately and accurately in a range of musical styles, genres and traditions. • Identify and use the inter-related dimensions of music expressively and with increasing sophistication, including use of tonalities, different types of scales and other musical devises. • Listen with increasing discriminations to a wide range of music from great composers and musicians. • Develop a deepening understanding of the music that they perform and to which they listen, and its history.
Year 9	Half Term 1 September – October	Half Term 2 November - December	Half Term 3 January - February
Topic	<p>Topic: Advanced Band Skills</p> <p>Knowledge: Pupils revisit their understanding of typical band instruments. They will further develop their understanding of the Stave, tab and other musical notation forms as well as scales and tonality. Knowledge of varying musical genres will be extended and pupils will review their work from Year 8 to further enhance their skills with them taking a lead role in planning and organising their work.</p> <p>Skills: Ensemble skills, instrumental skills, listening and appraising skills. Performing skills. Aural learning. Leadership and time management skills.</p>	<p>Topic: Advanced Band Skills</p> <p>Knowledge: Pupils will continue to identify the key aspects of a successful band and will evaluate the impact these bands have had on the music industry. They will analyse songs identifying the key features that lead to their popularity and success and overall coherence.</p> <p>Skills: Ensemble skills, instrumental skills, listening and appraising skills. Performing skills. Aural learning. Leadership and time management skills. Song writing skills and techniques.</p>	<p>Topic: Musical Form and Structures</p> <p>Knowledge: This unit develops pupils’ ability to recognise, explore and use different musical structures and understand how they can create different effects. They will learn about the importance of contrast and variety in musical structures and the exploitation of the inter-related dimensions of music. They will learn how to play pieces that demonstrate the various musical structures. They will also develop a greater understanding of when particular forms and structures were used throughout time in various genres and further develop their music technology knowledge through sequencing and composing.</p>

	<p>Students will also develop their composing and arrangement skills by creating a cover version of a song of their choice.</p> <p>Assessment: Pupils will work towards a final performance of their chosen 'song' as part of an ensemble and be assessed by using the GCSE specifications. There will also be a theory written assessment addressing their understanding of musical theory.</p>	<p>Assessment: Pupils will work towards a final performance of their bands songs and are assessed using the GCSE specification. There will also be a theory written assessment addressing their understanding of musical theory.</p>	<p>Skills: They create and develop pieces in ternary, rondo, Ground bass and Verse Chorus form, making connections between the structure and its impact to the listener. They will develop their performance and composing skills.</p> <p>Assessment: Pupils will be assessed on a number of performance on instruments and their voice and will undergo a written appraisal assessment.</p>
Vocabulary Links	<p>Pitch, timing, Tempo, Pop Music, TAB, notation, expression, Ensemble, Texture, Major Minor, Tonality, Structure, Introduction, Verse, Chorus, Middle 8, Bridge, Interrelated Dimensions of Music, Structure, Form, Devices, Guitar, Drum Kit, Piano, Bass, Vocalist</p>	<p>Pitch, timing, Tempo, Pop Music, TAB, notation, expression, Ensemble, Texture, Major Minor, Tonality, Structure, Introduction, Verse, Chorus, Middle 8, Bridge, Interrelated Dimensions of Music, Structure, Form, Devices, Guitar, Drum Kit, Piano, Bass, Vocalist, Composition</p>	<p>Form and structure, call and response, verse and chorus, round, ostinato, repetition, binary, ternary, rondo, extended rondo, notation, Romantic, Classical, Popular, Baroque, Instrumentation, Interrelated Dimensions of Music, Ground Bass</p>
National Curriculum	<ul style="list-style-type: none"> • Play and perform confidently in a range of ensemble 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. • Use staff and other relevant notations appropriately and accurately in a range of musical styles, genres and traditions. • Identify and use the inter-related dimensions of music expressively and with increasing sophistication, including use of tonalities, different types of scales and other musical devices. • Listen with increasing discriminations to a wide range of music from great composers and musicians. • Develop a deepening understanding of the music that they perform and to which they listen, and its history. 	<ul style="list-style-type: none"> • Play and perform confidently in a range of ensemble 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. • Use staff and other relevant notations appropriately and accurately in a range of musical styles, genres and traditions. • Identify and use the inter-related dimensions of music expressively and with increasing sophistication, including use of tonalities, different types of scales and other musical devices. • Listen with increasing discriminations to a wide range of music from great composers and musicians. • Develop a deepening understanding of the music that they perform and to which they listen, and its history. 	<ul style="list-style-type: none"> • Play and perform confidently in an ensemble context using their voice, playing instruments musically, fluently and with accuracy and expression. • compose; and extend and develop musical ideas by drawing on a range of musical structures, styles, genres and traditions. • Use staff and other relevant notations appropriately and accurately in a range of musical styles, genres and traditions. • Identify and use the inter-related dimensions of music expressively and with increasing sophistication, including use of tonalities, different types of scales and other musical devices. • Listen with increasing discriminations to a wide range of music from great composers and musicians. • Develop a deepening understanding of the music that they perform and to which they listen, and its history.

Year 9	Half Term 4 February - March	Half Term 5 April – May	Half Term 6 June - July
Topic	<p>Topic: Musical Form and Structures</p> <p>Knowledge: This unit develops pupils’ ability to recognise, explore and use different musical structures and understand how they can create different effects. They will learn about the importance of contrast and variety in musical structures. They will learn how to sing a variety of songs and play pieces that demonstrate the various musical structures. They will also develop and greater understanding of when particular forms and structures were used throughout time in various genres.</p> <p>Skills: They create and develop pieces in ternary, rondo, Ground bass and Verse Chorus form, making connections between the structure and its impact to the listener. They will develop their performance and composing skills.</p> <p>Assessment: Pupils will be assessed on a number of performance on instruments and their voice and will undergo a written appraisal assessment.</p>	<p>Topic: Music in the Media</p> <p>Knowledge: Pupils develop an understanding of how music is adapted and composed for the media including: films, tv shows and gaming. They will identify and explore the interrelated Dimensions of Music within these areas and identify the musical devices and techniques used. Pupils will compose and develop musical ideas and themes to fit a certain environment/ brief.</p> <p>Skills: Ensemble skills, instrumental skills, listening and appraising skills. Performing skills. Aural learning. Composing skills developed to portray a certain atmosphere/feeling.</p> <p>Assessment: Pupils undertake a number of performance based assessments on numerous instruments and using their voice. There is also a written assessment which asks pupils to display knowledge of music within the media, as well as evaluation of their own and other’s work.</p>	<p>Topic: Dance Music</p> <p>Knowledge: Pupils will gain an understanding of Popular Dance Music of the 90/s and 2000’s with an understanding of the use of Music Technology and the development of electronic instrumentation. Pupils will explore the inter-related dimensions of music and the historical and cultural impact that Dance Music had on the Music industry and incorporate varying musical notation avenues.</p> <p>Skills: Ensemble skills, instrumental skills, listening and appraising skills. Performing skills. Aural learning. Composing to a brief.</p> <p>Assessment: Pupils work in small groups to compose a Dance track. There is also a written assessment which asks pupils to display knowledge of music within the media, as well as evaluation of their own and other’s work. Pupils will also undergo numerous performance assessment tasks.</p>
Vocabulary Links	Form and structure, call and response, verse and chorus, round, ostinato, repetition, binary, ternary, rondo, extended rondo, notation, Romantic, Classical, Popular, Baroque, Instrumentation, Interrelated Dimensions of Music, Ground Bass	Pitch, timing, Tempo , Film Music, Gaming, Motif, Theme tune, Notation, Expression, Ensemble, Texture, Major Minor, Tonality, Structure, Introduction, Verse, Chorus, Middle 8, Bridge, Interrelated Dimensions of Music, Dynamics, Pitch, Rhythm, Emotion, Structure, Form	Pitch, timing, Tempo , Film Music, Notation, Expression, Ensemble, Texture, Major Minor, Tonality, Structure, Introduction, Verse, Chorus, Middle 8, Bridge, Interrelated Dimensions of Music, Dynamics, Pitch, Rhythm, Emotion, Structure, Form, Riff, Ostinato, MIDI, Music Technology, DAW
National Curriculum	<ul style="list-style-type: none"> • Play and perform confidently in an ensemble context using their voice, playing instruments musically, fluently and with accuracy and expression. • compose; and extend and develop musical ideas by drawing on a range of musical structures, styles, genres and traditions. • Use staff and other relevant notations appropriately and accurately in a range of musical styles, genres and traditions. 	<ul style="list-style-type: none"> • Play and perform confidently in a range of ensemble 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. 	<ul style="list-style-type: none"> • Play and perform confidently in a range of ensemble 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.

	<ul style="list-style-type: none"> • Identify and use the inter-related dimensions of music expressively and with increasing sophistication, including use of tonalities, different types of scales and other musical devices. • Listen with increasing discriminations to a wide range of music from great composers and musicians. • Develop a deepening understanding of the music that they perform and to which they listen, and its history. 	<ul style="list-style-type: none"> • Use staff and other relevant notations appropriately and accurately in a range of musical styles, genres and traditions. • Identify and use the inter-related dimensions of music expressively and with increasing sophistication, including use of tonalities, different types of scales and other musical devices. • Listen with increasing discriminations to a wide range of music from great composers and musicians. • Develop a deepening understanding of the music that they perform and to which they listen, and its history. 	<ul style="list-style-type: none"> • Use staff and other relevant notations appropriately and accurately in a range of musical styles, genres and traditions. • Identify and use the inter-related dimensions of music expressively and with increasing sophistication, including use of tonalities, different types of scales and other musical devices. • Listen with increasing discriminations to a wide range of music from great composers and musicians. <p>Develop a deepening understanding of the music that they perform and to which they listen, and its history.</p>
--	---	---	---

We also offer an alternative Performing Arts course for pupils who lack confidence in performing to focus on their spoken language skills and develop confidence. There is a focus on appreciation of music and drama and this is run throughout Year 9. Skills developed are similar to those in the topics above and the work produced builds on creating blogs and podcasts to share opinion, debate and creative interests