

# KS3 Long Term Plan

## Subject: Music



### Statement of Intent

The Music Department aims to provide students with opportunities to learn about different genres and cultures of music through both practical and theoretical ways developing a range of transferrable skills. Students will also be guided on how best to improve and develop confidence as well as creativity in their own work. They will be encouraged to experiment and take risks with their work in a supportive environment and develop a life-long love of music.

The KS3 Music curriculum will develop students ability to:

- Perform, listen to, review and evaluate music across a range of historical periods, genres, styles and traditions, including the works of the great composers and musicians. They will develop knowledge in this areas through theory and appraising then apply these in composition and performance skills.
- Learn to sing and to use their voices, to create and compose music on their own and with others, have the opportunity to learn a musical instrument, use technology appropriately and have the opportunity to progress to the next level of musical excellence
- Understand and explore how music is created, produced and communicated, including through the inter-related dimensions: pitch, duration, dynamics, tempo, timbre, texture, structure and appropriate musical notations.
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Students will specifically be taught to:

- 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 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 discrimination 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.
- Career paths

### Statement of Implementation

The curriculum in Music is planned and delivered by a specialist teacher at all key stages. Music at St Paul's is both practical as well as linked to theory where students have opportunities to study music from different time periods and cultures developing a critical ear as well as knowledge about music. Students will also development practical assessment skills which can enable them to become better practitioners in their own practical work.

The full-time specialist teacher in the department has a subject specialist degree and also full teaching qualifications. The department therefore has developed content, pedagogical and content pedagogical knowledge. All students in KS3 study music. In years 7 and 8 they have 1 x 50 minute lesson per week and in year 9 they have 1 x 50 minute lesson per fortnight. There is also opportunities for students to attend extra-curricular music activities which include peripatetic lessons, choir, ukulele group and year 9 music extension club plus whole school enrichment such as liturgies.

Music teaching will be underpinned by knowledge of music's technical and constructive aspects. Musical understanding will progress through 3 pillars from the music model curriculum, technical, constructive and expressive.

- Technical will include competence in controlling sound and use of a communication system. Students will gradually develop control over the sound and use practice episodes to help consolidation. Notation will range from staff notation to graphic scores.
- Constructive will include knowledge of the music elements, interrelated dimensions of music and the components of composition. Students will learn the concept and terminology of music elements through examples embedded throughout taking prior learning into account. Students will be given opportunities to develop compositional skills.
- Expressive will look at musical quality, creativity, and knowledge of musical meaning across the World and time. This will occur through listening opportunities and tasks at appropriate technical levels for the student.

KS3 schemes of work look at musical skills in three areas, performing, composing, and listening/appraising which follows the National Curriculum. These skills are taught both in a practical and theoretical way so that students become confident in different aspects of music. Students will develop skills in all three area over the 3 years. KS4 studies the Edexcel GCSE specification and aims to develop skills learnt at KS3 in further detail allowing them to continue past this KS if they wish.

There are two music rooms and 3 practice rooms. Students have access to keyboards and percussion instruments. There is also a music cupboard with guitars, both electric and acoustic, as well as ukuleles, which all students have access to in and out of the classroom plus IT resources available.

Term	Topics Covered (Date completed by and number of lessons)	Skills/AOs/interleaved content	Assessment (date and nature of assessment)
Yr. 7 Project 1	Composition project using basic theory work (1 lesson per week approx. 10 lessons)	<p><b>Rhythm and the elements (train journey)</b> <u>10 lessons</u></p> <p><b>Technical – Graphic scores, practice episodes, singing, use of body percussion and percussion instruments.</b></p> <p><b>Constructive – Musical elements, develop knowledge of composition for programme music.</b></p> <p><b>Expressive – Listening opportunities, Music from China, All tasks warm, hot and scorching</b></p> <p><u>Why now?</u></p> <p>This is a composition project of a train journey with elements of performing and listening included. Theory work on Chinese music, graphic scores, rhythm, elements of music, ostinato and programme music are all included.</p> <p>Graphic scores are taught first, as part of the technical pillar, to give students an idea how to communicate music in a more accessible way. This will then develop this skill in the next project to include staff notation and follows on from KS2.</p> <p><u>1) Listening and analysis (Expressive)</u> Listening questions on ‘Chinese music’ and ‘Different trains’ (AOS 2). Other listening to include programme music and musical elements.</p> <p><u>2) Performance work (Technical)</u> Students will perform different rhythms and graphic scores in groups.</p> <p><u>3) Composition work (Constructive)</u> Compose a train journey using an ostinato with a destination of China. Additional lessons can be used for revisions and additional performance/composition work.</p>	Students will be assessed at the end of topic on the composition of a train journey.
Yr. 7 Project 2	Performance project using basic notation and theory skills 1 lesson per week approx. 8 lessons)	<p><b>Ode to Joy</b> <u>8 lessons</u></p> <p><b>Technical – Stave notation, practice episodes, singing, keyboard skills</b></p> <p><b>Constructive – Musical elements, develop knowledge of composition to create a mood (Major and minor) building upon prior knowledge.</b></p> <p><b>Expressive – Listening opportunities including expressive intentions, All tasks warm, hot and scorching</b></p> <p><u>Why now?</u></p> <p>This is the first keyboard project for Ode to Joy with elements of performing and listening included. Theory work on treble clef, notes on a stave, pentatonic scales and programme music. Work will build upon prior knowledge of musical elements and include new concepts such as notation and keyboard skills. Students are first taught where the notes are on the keyboard to allow students to begin to play pieces straight away. Technical skills and notation are then taught to develop technical skills building upon project 1. Practice episodes will be used to support consolidation with a ‘little and often’ approach.</p>	Students will be assessed at the end of topic on the performance of Ode to Joy.

		<p><u>1) Listening and analysis</u> Listening questions on musical elements and Beethoven. Other listening to include musical elements including major and minor.</p> <p><u>2) Performance work</u> Students will learn 'Ode to Joy' with differentiated performances.</p> <p><u>3) Composition work</u> Compose a new melody for the piece or composing with a mood, major or minor.</p> <p>Additional lessons can be used for revisions and additional performance/composition work.</p>	
Yr. 7 Project 3	Composition project using musical stimuli to create compositions (1 lesson per week approx. 9 lessons)	<p><b>Programme music</b> <u>9 lessons</u></p> <p><b>Technical – Stave notation, scales, practice episodes, singing, keyboard skills and use of other instruments as necessary e.g. percussion.</b></p> <p><b>Constructive – Musical elements, scales, develop knowledge of composition to fit with a picture of title building upon prior knowledge.</b></p> <p><b>Expressive – Listening opportunities including expressive intentions, All tasks warm, hot and scorching</b></p> <p><u>Why now?</u></p> <p>Students have now experienced composition using percussion instruments and are ready to be introduced to composition using melody and accompaniment via chords on a keyboard. This is a composition project of Programme music with elements of performing and listening included. Theory work will be based on scales, major and minor, elements of music and programme music. Work will build upon prior knowledge of musical elements and rhythm and will include new concepts such as tonality and chords. Tonality will be taught first to show how this can create a mood to the music. Practice episodes will be used to support consolidation with a 'little and often' approach.</p> <p><u>1) Listening and analysis</u> Listening questions on Programme music. Use of tonality and chords to create a melody and bassline. Other listening to include musical elements and other composers.</p> <p><u>2) Performance work</u> Students will perform different rhythms and programme music individually or in pairs. This will build upon previous work and will be differentiated.</p> <p><u>3) Composition work</u> Compose a piece to fit with a title. Additional lessons can be used for revisions and additional performance/composition work.</p>	Students will be assessed at the end of topic on the composition of a piece of programme music fitting with a title.
Yr. 7 Project 4	Performance project using theory work on instruments of the	<p><b>The Elephant tune</b> 9 lessons</p>	Students will be assessed at the end of topic on the

	<p>orchestra and notation (1 lesson per week approx. 9 lessons)</p>	<p><b>Technical – Stave notation, time signatures, practice episodes, singing, instrumental skills</b></p> <p><b>Constructive – Musical elements, develop knowledge of composition to create an animal tune building upon prior knowledge.</b></p> <p><b>Expressive – Listening opportunities including expressive intentions, All tasks warm, hot and scorching</b></p> <p><u>Why now?</u></p> <p>Students have now experienced a keyboard piece using mainly the treble clef and are ready to be introduced to bass clef performance. It also includes changes of hand position which wasn't used in ode to joy. This is a keyboard project for the elephant tune with elements of performing and listening included. Theory work on bass clef, notes on a stave, march and waltz time signatures and Programme music.</p> <p>Work will build upon prior knowledge of musical elements and include new concepts such as sharps and flats. Notation will be revisited first for both the treble and bass clefs then sharps and flats added. Practice episodes will be used to support consolidation with a 'little and often' approach.</p> <p><u>1) Listening and analysis</u></p> <p>Listening questions on programme music from C20th. Investigating instruments of the orchestra. Other listening to include musical elements and other composers.</p> <p><u>2) Performance work</u></p> <p>Students will learn 'The elephant tune' with differentiated performances.</p> <p><u>3) Composition work</u></p> <p>Compose a new melody for the piece or an animal tune.</p> <p>Additional lessons can be used for revisions and additional performance/composition work.</p>	<p>performance of the Elephant tune.</p>
<p>Yr. 8 Project 1</p>	<p>Composition project using African music as a stimulus as well as developing rhythms and textures (1 lesson per week approx. 7 lessons)</p>	<p><b>African drumming</b> <u>7 lessons</u></p> <p><b>Technical – Rhythm notation, practice episodes, singing, instrumental skills</b></p> <p><b>Constructive – Musical elements, develop knowledge of African composition building upon prior knowledge and using either rhythmic notation or other ways.</b></p> <p><b>Expressive – Listening opportunities including expressive intentions, Fusion music, All tasks warm, hot and scorching</b></p> <p><u>Why now?</u></p> <p>Students learnt about rhythm during the first project in year 7 as well as a basic introduction to Chinese music. This project builds upon their knowledge of World music including African and Fusion. It also develops their rhythmic skills to use more complicated polyrhythms.</p>	<p>Students will be assessed at the end of topic on the composition of an African drumming performance.</p>

		<p>The project is a performance and composition project with assessments in groups. Theory work on cross rhythms, African instruments, basic drum patterns, dictation. Fusion music will also be explored. Work will build upon prior knowledge of musical elements and rhythm. It will also include new concepts such as performing skills in drumming and subject specific terminology in this area. Practice episodes will be used to support consolidation with a 'little and often' approach.</p> <p><u>1) Listening and analysis</u> African music (Gcse extract – Yiri) Other listening to include musical elements and Fusion/African music (Afro Celt – Release).</p> <p><u>2) Performance work</u> Students will perform a basic African piece developing on prior knowledge.</p> <p><u>3) Composition work</u> Composition of an African piece including call and response, cross rhythms, poly rhythms, ostinato.</p> <p>Additional lessons can be used for revisions and additional performance/composition work</p>	
Yr. 8 Project 2	Performance project linking to periods of music (1 lesson per week approx. 11 lessons)	<p><b>Periods of music</b> <u>11 lessons</u></p> <p><b>Technical – Stave notation recap, practice episodes, singing, instrumental skills</b></p> <p><b>Constructive – Musical elements, develop knowledge of composition in different styles including video game characters building upon prior knowledge.</b></p> <p><b>Expressive – Listening opportunities including expressive intentions, All tasks warm, hot and scorching</b></p> <p><u>Why now?</u></p> <p>This is taught now as it builds upon the first keyboard project in year 7 where students studied Beethoven and ode to joy. They will understand the context of different periods of music and experience playing music from different periods. These pieces develop their keyboard skills learnt in year 7 with more challenging accompaniments available. Performance/Composition projects with assessments individually, in pairs and in groups. Theory work on periods of music, video game music, composers and instruments. Work will build upon prior knowledge of musical elements and include new concepts such as specific features of periods of music and composers. Practice episodes will be used to support consolidation with a 'little and often' approach.</p> <p><u>1) Listening and analysis</u> Baroque - Romantic (Gcse extracts – Handel, Mozart and Chopin AOS 1) Other listening to include musical elements, periods of music recap, video game music and other composers.</p> <p><u>2) Performance work</u></p>	Students will be assessed at the end of topic on the performance of a piece of music from a particular period.

		<p>Students will learn either 'Air', 'Für Elise' or 'Minuet in G' with differentiated performances.</p> <p><u>3) Composition work</u> Compose a new melody for a video game character – C20th music.</p> <p>Additional lessons can be used for revisions and additional performance/composition work.</p>	
Yr. 8 Project 3	Composition project using musical stimuli to create compositions (1 lesson per week approx. 9 lessons)	<p><b>Mussorgsky</b> <u>9 lessons</u></p> <p><b>Technical – Stave notation, scales, practice episodes, singing, keyboard skills and use of other instruments as necessary e.g. percussion.</b></p> <p><b>Constructive – Musical elements, scales, develop knowledge of composition to fit with a picture of title building upon prior knowledge.</b></p> <p><b>Expressive – Listening opportunities including expressive intentions, All tasks warm, hot and scorching</b></p> <p><u>Why now?</u></p> <p>This project builds upon the Programme music project from year 7 where students composed to a title. This project uses pictures as a stimuli to compose their own pieces of music. They will have just studied periods of music including Programme music of the Romantic period.</p> <p>This is a composition project with assessments individually, in pairs and in groups. Theory work on scales, major and minor, elements of music, structure, cadences, chord sequences and programme music.</p> <p>Work will build upon prior knowledge of musical elements and rhythm and will include new concepts such as structure and chords. Practice episodes will be used to support consolidation with a 'little and often' approach.</p> <p><u>1) Listening and analysis</u> Listening questions on Mussorgsky. Other listening to include musical elements and other composers.</p> <p><u>2) Performance work</u> Students will perform different chord sequences and programme music pieces individually or in pairs. This will build upon previous work and will be differentiated.</p> <p><u>3) Composition work</u> Compose a piece to fit with a picture and/or title. Additional lessons can be used for revisions and additional performance/composition work.</p>	Students will be assessed at the end of topic on the composition of a piece of programme music fitting with a picture.
Yr. 8 Project 4	Performance project linking to Rock and roll (1 lesson per week approx. 9 lessons)	<p><b>Rock and Roll</b> <u>9 lessons</u></p> <p><b>Technical – Stave notation including blues scales and chords, practice episodes, singing, instrumental skills</b></p> <p><b>Constructive – Musical elements, develop knowledge of composition through improvisation and new melodies building upon prior knowledge.</b></p> <p><b>Expressive – Listening opportunities including expressive intentions, All tasks warm, hot and scorching</b></p>	Students will be assessed at the end of topic on the performance of a Rock and roll piece.

		<p><u>Why now?</u></p> <p>This leads on from periods of music studied in the first keyboard project of year 8 and looks in more detail at C20th music for Blues and the development into Rock and Roll from the 1950s.</p> <p>This performance project is based on Rock around the Clock with assessments individually or in pairs. Theory work on sharps and flats, tones and semitones, blues scales, chord progressions, song writing, improvisation and Rock and Roll.</p> <p>Work will build upon prior knowledge of musical elements and include new concepts such as Blues scale, improvisation etc. Practice episodes will be used to support consolidation with a 'little and often' approach.</p> <p><u>1) Listening and analysis</u> Blues (Gcse extract – Miles Davis AOS 3) and 'Rock around the clock'. Other listening to include musical elements and other artists.</p> <p><u>2) Performance work</u> Students will learn 'Rock around the clock' with differentiated performances.</p> <p><u>3) Composition work</u> Improvisation based on the blues scale and/or a new melody for the piece.</p> <p>Additional lessons can be used for revisions and additional performance/composition work</p>	
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<b>Year 9 Finishing and reviewing KS3 and preparing students for KS4</b>			
<b>Term</b>	<b>Topics Covered</b> (Date completed by and number of lessons)	<b>Skills/AOs/interleaved content</b>	<b>Assessment</b> (date and nature of assessment)
Yr. 9 Project 1	Performance and composition projects linking to the development of pop music continuing from Rock and roll (1 lesson per week approx. 12 lessons)	<p><b>Pop music</b></p> <p><u>12 lessons</u></p> <p><b>Technical – Notation, chord progressions, practice episodes, instrumental skills</b></p> <p><b>Constructive – Musical elements, develop knowledge of song composition building upon prior knowledge.</b></p> <p><b>Expressive – Listening opportunities including expressive intentions, All tasks warm, hot and scorching</b></p> <p><u>Why now?</u></p> <p>This project develops on from the rock and roll project at the end of year 8 as students will study music from the 1960s onwards. It is a culmination of all performance and composition skills in years 7 and 8 to perform and compose songs.</p> <p>This is a performance and composition project based on music history after rock and roll. Theory work on music</p>	Students will be assessed at the midpoint and end of topic. The first will be a performance assessment on a band piece and the end of topic will be the composition of a song.

		<p>history specifically creating pop songs, chord progressions etc.</p> <p>Work will build upon prior knowledge of musical elements and include new concepts such as development of music history, band skills etc. Practice episodes will be used to support consolidation with a 'little and often' approach.</p> <p><u>1) Listening and analysis</u></p> <p>General music from specific genres including pop songs. Other listening to include musical elements and other artists.</p> <p><u>2) Performance work</u></p> <p>Students will perform different examples of pop music with differentiated performances.</p> <p><u>3) Composition work</u></p> <p>Compose a pop song with a four chord progression using bass lines, chords, lyrics, structure etc.</p> <p>Additional lessons can be used for revisions and additional performance/composition work.</p>	
<p>Yr. 9 Project 2</p>	<p>Composition project to create film music for a specific scene (1 week per fortnight approx. 12 lessons)</p>	<p><b>Film music</b></p> <p><u>12 lessons</u></p> <p><b>Technical – Stave notation, practice episodes, instrumental skills</b></p> <p><b>Constructive – Musical elements, develop knowledge of composition to create a piece of music connected to film, building upon prior knowledge.</b></p> <p><b>Expressive – Listening opportunities including expressive intentions, All tasks warm, hot and scorching</b></p> <p><u>Why now?</u></p> <p>This is a more developed form of Programme music and uses all of the skills developed in this area from years 7 and 8 to create music for film. This is taught now to allow students time to continue to explore their composition skills.. It is composition project based on music used in films individually or in pairs. There is an element of performing linking to riffs which was studied in the last project of year 8, rock and roll. Theory work on programme music, creating a mood in music, major and minor, composing music, leitmotifs etc.</p> <p>Work will build upon prior knowledge of musical elements and include new concepts such as diegetic/non-diegetic, leitmotifs and mickey mousing Practice episodes will be used to support consolidation with a 'little and often' approach.</p>	<p>Students will be assessed at the end of topic on the composition of a piece of film music with a choice of 3 compositions briefs.</p>



		<p><u>1) Listening and analysis</u></p> <p>General film music including Star Wars and will target musical elements and film music concepts.</p> <p><u>2) Performance work</u></p> <p>Students will perform different pieces of music from films with differentiated performances.</p> <p><u>3) Composition work</u></p> <p>Compose a piece of film music to fit with a chosen scene or character. These are differentiated into creating moods, themes for a film and leitmotifs using composition briefs.</p> <p>Additional lessons can be used for revisions and additional performance/composition work.</p>	
<p>Yr. 9 Project 3</p>	<p>Performance project linking to the further development of Blues etc. (1 lesson per week approx. 12 lessons)</p>	<p><b>Blues</b> <u>12 lessons</u></p> <p><b>Technical – Stave notation including blues scales and chords, practice episodes, instrumental skills</b></p> <p><b>Constructive – Musical elements, develop knowledge of composition through improvisation and new melodies building upon prior knowledge.</b></p> <p><b>Expressive – Listening opportunities including expressive intentions, All tasks warm, hot and scorching</b></p> <p><u>Why now?</u></p> <p>This project was suggested as part of the model music curriculum as an end of year 9 assessment of all prior knowledge and learning. It develops either instrumental or vocal writing and performing for Blues music which was briefly studied in year 8.</p> <p>Performance and composition project based on Blues consolidating learning via assessments individually or in pairs. Theory work on sharps and flats, tones and semitones, blues scales, improvisation, riffs etc.</p> <p>Work will build upon prior knowledge of musical elements and will include concepts such as improvisation, Riffs, genres of music development. Practice episodes will be used to support consolidation with a ‘little and often’ approach.</p> <p><u>1) Listening and analysis</u> Blues (Duke Ellington and Billie Holiday).</p> <p><u>2) Performance work</u> Students will perform a simple piece of Blues.</p> <p><u>3) Composition work</u></p>	<p>Students will be assessed at the end of topic on the composition of a piece of Blues instrumental or vocal music using a melody, improvisation and a riff over chords.</p>

Instrumental or vocal Improvisation, melody and riffs over chords.

Additional lessons can be used for revisions and additional performance/composition work