

KS3 Curriculum Overview: Music

Curriculum Intent

At Vista, our music curriculum is designed to provide a comprehensive and engaging musical education for all students. Our intent is to foster a lifelong appreciation and understanding of music while developing students' skills, encouraging their creativity and fostering their confidence as musicians, to ensure that every student is a musician. We want to broaden students' musical horizons by introducing them to a wide range of musical styles and traditions. We aim to develop musical skills by providing many opportunities to perform and compose and foster aural skills through listening and musical analysis. All tasks will endeavour to develop and expand students' musical literacy. Most of all, we aspire to encourage creativity and expression through the many different performing, composing and appraising opportunities. We want to inspire students to cultivate their creative side and actively engage with a variety of composing and performing elements. The curriculum intent is designed to guide our teaching and learning activities, ensuring that all students have the opportunity to develop their musical abilities, appreciation, and identity as musicians.

How does the KS3 curriculum build on that from KS2?

It is often the case that the music education at KS2 can vary widely from school to school, and we must be careful to not assume that the KS2 Music curriculum has been effectively delivered. The first term of year 7 allows for this and sets two baseline projects that students complete. From here all years develop their performance, composition and appraising skills each year, by looking at things in different contexts and genres/styles/traditions.

The KS2 curriculum builds on performing, composing and listening skills explored in KS1, which develops the foundations of KS3 knowledge. In KS3 we develop their skills, procedural knowledge and aural skills beyond what is explored in KS2.

What do students *do* with this knowledge or these skills?

We are looking at students being able to develop knowledge and skills in the three pillars of musical education – performance, composition and appraising. Over time students should be able 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.
- 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
 - 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.

How does the KS3 curriculum align to the National Curriculum?

All of the National Curriculum areas are covered in our curriculum intent through the choice of units and planning for the progression of knowledge and skills throughout this. Through our curriculum and the resources we have available at the school, this ensures that students are given the opportunity to explore a wide range of musical genres and to experiment and compose with a variety of musical instruments. We have ensured that in line with the Ofsted research review, the core content and skills outlined in our curriculum is not too broad, and thus enables students to make outstanding progress across KS3. We also go beyond the NC in enabling students to use technical vocabulary (MADTSHIRTT) confidently and fluently to describe music. Furthermore, each topic offered includes a range of activities centred around meeting the same learning objectives. Challenge is centred around a range of assessment options which are at different levels of difficulty. For example, in a keyboard lesson, students' progress is continually assessed, and feedback given to enable them to further their knowledge and skills. In a composition project, the sky is the limit – students are encouraged to be creative, thoughtful, practising musicians. Each topic is adaptable to meet the needs of every student in the music room to ensure all students at KS3 have access to the same curriculum, knowledge and skills development.

What new knowledge or skills are students taught?

| Term | Year 7 | Year 8 | Year 9 |
|---------------|---|---|---|
| Autumn | <ul style="list-style-type: none"> • Rhythm, Pulse and Pitch – In this term, students will consolidate their knowledge of rhythm pulse and pitch to work towards mastery. This term focuses on building the skills needed for the rest of year 7, 8 and 9. Students will be music making, appraising and composing throughout the term using their voice and various instruments. | <ul style="list-style-type: none"> • Folk Music - Year 8 sees the exploration of different types of Folk Music, with a focus on Blues music in the United States and Sea Shanties. Students will gain an insight into these musics and their key features while still developing their music theory knowledge and composition and performance skills. | <ul style="list-style-type: none"> • Video Game Music – Students will analyse the features of video game music and how composers use the elements of music to create mood, tension, and atmosphere. Students will learn about leitmotifs, background loops, and how tempo, texture, and instrumentation affect the emotional impact of music in games. They will also |

| | | | |
|--------------------------------------|--|--|--|
| | | | learn to perform famous video game themes and compose their own soundtrack using BandLab. Students will develop their understanding of musical elements, structure, and digital composition techniques. |
| Spring | <ul style="list-style-type: none"> • Keyboard Skills - In this term, students will learn the basics of the keyboard such as playing with the right hand, adding in the left hand, and hand position at the keyboard. Traditional notation will be looked at gaining an understanding of the treble clef. Composition using note values/durations will also be drawn on with work to pitch it using the treble clef. | <ul style="list-style-type: none"> • Musical Eras - Students will explore different musical eras, from Western Art music eras to popular music decades. Performing will be the main aim of this module, drawing on the learning from the previous term and year 7 to perform as a whole class ensemble. Students will explore composing using different compositional techniques from several different areas. | <ul style="list-style-type: none"> • World Music – Looking at music from different locations around the world and learning how to perform using different instruments to create a world music performance as a whole class ensemble. Students will continuously refer back to rhythm patterns and treble note reading. |
| Summer | <ul style="list-style-type: none"> • Ensembles– Students will explore different ensembles and the instruments that exist within it. Students will develop their appraising skills as well as use notation software to compose using different instruments of the orchestra using various prompts. Students will also learn to perform using different instruments. | <ul style="list-style-type: none"> • World Rhythms – Students will explore different rhythmic patterns from around the world. Students will draw on their prior knowledge of note duration to play more complicated rhythms and rhythmic features such as syncopation, poly rhythms and crossrhythms. Students will use their knowledge to create their own rhythmic composition in their chosen world style. | <ul style="list-style-type: none"> • Popular Music – In the final term, students will explore various types of popular music. Looking at chords and progressions through performing and culminating in writing their own popular song. Students will use the stylistic properties of their chosen genre to compose their own popular song. |
| Rationale for this sequencing | <p>The KS3 curriculum is built upon the knowledge and skills that students have acquired from KS2 from the local primary schools. Each topic in each year builds upon previous knowledge while slowly building skills and musical knowledge. The reason for sequencing the curriculum in this way is to build students' confidence as musicians and show them that everyone is a musician. This is a core tenant of the Vista Music Department. Over the three years, students will develop their performing, composing and appraising skills.</p> | | |

Additional support at home

| | |
|---|---|
| Additional reading for enjoyment, enhancement and extension | <ul style="list-style-type: none">• 100 Things to Learn About Music• 50 Rappers Who Changed the World• Young Person's Guide to Vocal Health• Ukulele for Teens |
| Online resources to practice, consolidate and revise | <ul style="list-style-type: none">• KS3 BBC Bitesize• Teoria Music Theory• Piano Tutorials Youtube• Ukulaliens Ukulele Youtube |
| Workbooks & revision guides to practice, consolidate and revise | <ul style="list-style-type: none">• ABRSM Music Theory Grade 1• ABRSM Music Theory Grade 2• Online Music Theory Revision |