



# KS3 Curriculum Overview

Instrumental Skills	Singing Skills	Composing Skills	Listening and Appraising Knowledge and Skills	Using Notation
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	HT 1	HT 2	HT 3	HT 4	HT 5	HT 6
<b>Year 7</b>	Arriba	West African Drumming	Keyboard Skills	Ukulele Skills	Animal Music	Steel Pans
	Celebration Singing					
<b>Year 8</b>	The Blues	Indian Music	Steel Pans and Samba	Theme and Variations	Reggae	Music and Advertising
	Celebration Singing					
<b>Year 9</b>	Folk Music of the British Isles	Cover Songs	Stravinsky 1	Stravinsky 2	Steel Pans and Samba	Songwriting
	Celebration Singing					

**How will you be assessed?**

Music assessment focusses on your development of knowledge and skills across each half-term. Each topic allows you to demonstrate your instrumental and singing skills, or your composing skills, or your listening and appraising knowledge and skills, or a combination of these. You will develop the ability to use musical notation to support your musicianship.



# KS3 Curriculum Intent

	What new knowledge/content do we introduce?			How does this curriculum incorporate the National Curriculum and go beyond? How does going beyond the NC ensure challenge?	
Intent		Year 7	Year 8	Year 9	
By the end of KS3 students are able to...					
<ul style="list-style-type: none"> <li>play and perform confidently in a range of solo and ensemble contexts using their voice, playing instruments musically, fluently and with accuracy and expression</li> <li>improvise and compose; and extend and develop musical ideas by drawing on a range of musical structures, styles, genres and traditions</li> <li>use staff and other relevant notations appropriately and accurately in a range of musical styles, genres and traditions</li> <li>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</li> <li>listen with increasing discrimination to a wide range of music from great composers and musicians demonstrate a strong understanding of the music that they perform</li> </ul>	Autumn	<ul style="list-style-type: none"> <li>Arriba</li> <li>West African Drumming</li> </ul>	<ul style="list-style-type: none"> <li>The Blues</li> <li>Indian Music</li> </ul>	<ul style="list-style-type: none"> <li>Folk Music of the British Isles</li> <li>Cover Songs</li> </ul>	<p>All of the NC areas are covered in our curriculum intent through the choice of units and our planning for the progression of knowledge and skills throughout this. Furthermore, our good level of resource ensures that students are given the opportunity to explore a particularly wide variety of musical genres and to experiment with a huge array of musical instruments. This undoubtedly gives Chesterton students a thirst for musical learning. However, this said, 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 (DR T SMITH) 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 steel pan project, the teacher allocates students to parts with different difficulty levels, ensuring that all have the opportunity to participate meaningfully and in a challenging environment, but with sufficient scaffolding to achieve. In a keyboard</p>
	Spring	<ul style="list-style-type: none"> <li>Ukulele and Guitar Skills</li> <li>Keyboard Skills</li> </ul>	<ul style="list-style-type: none"> <li>Samba and Steel Pans</li> <li>Theme and Variations</li> </ul>	<ul style="list-style-type: none"> <li>Tribal Music: West African Drumming and Stravinsky</li> </ul>	
	Summer	<ul style="list-style-type: none"> <li>Animal Music</li> <li>Steel Pans</li> </ul>	<ul style="list-style-type: none"> <li>Reggae</li> <li>Music and Advertising</li> </ul>	<ul style="list-style-type: none"> <li>Samba and Steel Pans</li> <li>Songwriting</li> </ul>	
	<b>Rationale for this sequence.</b>	<p>Students begin Year 7 with two baseline projects: Arriba, focussing on pitch, vocal and xylophone performance skills, and an understanding of the musical elements; and West African drumming and Stomp, encompassing rhythm work, including encountering and understanding rhythm notation. In spring, they move to developing instrumental skills that can be used throughout KS3. Those students who already have experience in these instruments are given opportunities to use their skills in other ways – for example, pianists become duet players. In the summer, Animal Music begins with listening to famous orchestral depictions of animals and analysing these,</p>	<p>Year 8 begins with The Blues, giving students a historical awareness of the development of Blues music, together with furthering their keyboard skills developed in Year 7. They then move to Indian Music, building their cultural capital by exploring a genre that is unfamiliar to most but also developing skills such as part-singing and developing compositional ideas. Samba is introduced in the spring term to build students’ understanding of rhythmic devices and ensemble skills. They then move to Steel Pans, which further recaps the crucial concepts of ensemble skills, melody and accompaniment, and instrument-specific skills. This also builds on students’ understanding of harmony, applying this knowledge in a more advanced way. Reggae then applies students’ prior understanding of melody and accompaniment, riffs, keyboard, ukulele and guitar skills, chords and ensemble skills, to a new genre, with specific stylistic conventions. Finally, Music and the Media asks students to question music’s purpose in a variety of situations, and how</p>	<p>Students begin Year 9 with two performing projects. Folk Music is designed to ensure students can perform basic melodies and accompaniments as part of a band and to give them a springboard into devising a creative arrangement. This prepares them well for Cover Songs, which combines performing and composing – students are given musical freedom to use the skills they have developed so far in KS3 to create their own ‘cover’ of a song of their choice. They then move to a term-long project: Tribal Music begins with West African drumming, developing students’ understanding of this genre – this is then linked into Stravinsky’s Rite of Spring, which challenges students’ perceptions of ballet music and classical music. This is explored by students practically,</p>	

<p>and to which they listen, and its history</p> <ul style="list-style-type: none"> <li>use the DR T SMITH musical elements to describe music with increasing confidence and fluency</li> </ul>		<p>before students are given the freedom to use the practical and theoretical knowledge of music they have gained in Year 7 to compose music for an animal of their choice. They use GarageBand on their iPads to do this, also introducing them to music technology skills that can be further developed in extra-curricular work. Following this, students have their first experience of steel pans, reinforcing theoretical concepts covered earlier in Year 7, as well as helping them develop ensemble skills. Students also prepare for a singing performance at the Year 7 and 8 Celebration, emphasising the importance that music has in school life and helping them develop confidence in singing. In the summer term, they may learn sporting songs themed around sports celebrations taking place that year.</p>	<p>they can create music, using their knowledge of the elements and practical skills so far, to evoke a particular mood and advertise a product, in a conventional manner. Students also prepare for a singing performance at the Year 7 and 8 Celebration, continuing to develop their singing skills and confidence. In the summer term, they may learn sporting songs themed around sports celebrations taking place that year.</p>	<p>before they complete a writing assessment testing GCSE-style appraising skills, and create a group composition using Stravinsky's musical devices – exploring how the elements can be used in an extreme manner. Students begin the summer term with two ensemble projects, Steel Pans and Samba. Both of these use more challenging repertoire than previous years and leave all students with a positive experience of group music-making and skills that they can further in local community groups, easily accessible in Cambridge, should they wish. Finally, students participate in a songwriting project. This allows them to use music technology or live instruments to create their own piece of music that is meaningful to them; applying all the skills they have learnt at KS3 in terms of melody, harmony, texture and structure.</p>	<p>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.</p>
	<p><b>How does the KS3 curriculum build on previous learning in KS2?</b></p>	<p>Students join Chesterton from a range of primary schools, which have a huge variety of music provision, particularly in terms of curriculum music. It is usually the case that they have not met the KS2 national curriculum aims, and so we must enable them to make accelerated progress at KS3. We begin Year 7 with baseline projects that all students can access, but that encompass a variety of resources and incorporate challenge for those who have had more advanced musical provision (e.g. private instrumental lessons, choristers). We also challenge students via a vast array of extra-curricular activities that they have unusually not had access to at KS2.</p>			