

MUSIC

In preparation for KS4, in KS3 students will study the musical disciplines of performing, composing, listening, and appraising, which provides them with an understanding of key musical concepts which underpins further study in GCSE Music. Students are taught across a variety of topics from African drumming to Film Music all of which have extensive practical tasks. The main goal of this curriculum is to equip students with the knowledge to study Music further and we endeavour to give every student the opportunities, skills and knowledge to enable them to develop as confident and creative musicians. Relevant music theory and instrumental techniques are taught in the context of making music to allow students to progress and develop their skills with increasing independence and diversity. Throughout all topics, an emphasis on perseverance, resilience and self-evaluation will help students to develop as successful learners.

Curriculum overview:

	Autumn term:	Spring:	Summer:
Half term 1	<p><i>Instruments and the Orchestra</i> Students will learn about the instruments of the orchestra, wide range of instruments and styles of music. Students will also be studying 'Carnival of the Animals' by Camille Saint-Saëns.</p>	<p><i>Keyboard Skills</i> Students will learn how to play the keyboard using staff notation (treble and bass clef) appropriately and accurately. Students will continue to learn about the different note values, by learning the names and durations. Students will be learning how to play at least one piece of music ('Ode to Joy' or 'Lean on Me').</p>	<p><i>Renaissance Music</i> Students will learn about the historical background, the musical characteristics and instrumentation of the Renaissance period. Students will learn what Dorian and Aeolian modes are, drones, and how they can use them in their compositions. Compose a piece of music using drones, Dorian mode and Aeolian mode.</p>
	Important vocabulary:	Important vocabulary:	Important vocabulary:
	Pitch Tempo Dynamics Duration Texture	Timbre Articulation Silence Staff Notation Stave	Rhythm Pulse Beat Time Signature
Half term 2	<p><i>Instruments and the Orchestra - Continued</i> Students will learn about the instruments of the orchestra, wide range of instruments and styles of music. Students will also be studying 'Carnival of the Animals' by Camille Saint-Saëns.</p>	<p><i>STOMP</i> Students will learn about the importance of ostinato, rhythm, form, and structure in a piece of music for 'junk' percussion. Students will create a performance considering the importance of ostinato, rhythm, pitch, form, and structure.</p>	<p><i>Musical Decades – 2000s</i> Students will learn how to play as part of a band. Students will learn lots of new instrumental skills and how to play a variety of different instruments and build on their listening skills. Students will learn how to create their own version of the song 'Use Somebody' by Kings of Leon.</p>
	Important vocabulary:	Important vocabulary:	Important vocabulary:
	Pitch Tempo Dynamics Duration Texture	Timbre Articulation Silence Staff Notation Stave	Conducting Accent Ostinato Rests

Key staff contacts:

Miss Moreno: Faculty Leader dmoreno@fs.ebor.academy

Mr Quinn: Music Teacher mquinn@fs.ebor.academy

What are our curriculum aims for your child in year 7?

- 🎵 Understand that pulse is a fundamental upon which music is built and performed
- 🎵 Develop an understanding of note values in terms of duration, bars and simple time signatures.
- 🎵 Develop a feeling for and an awareness of a regular pulse in music from different times and places.
- 🎵 Understand and recognise the main instruments that are found in an orchestra.
- 🎵 Draw on the Elements of Music as a resource when composing and performing.
- 🎵 Recognise the Elements of Music when listening to and appraising music from different times and different places.

How can I help my child be successful in Music?

- 🎵 Support your child when undertaking homework research tasks.
- 🎵 Listen to music from a range of styles and ask your child how they would explain the musical elements of that piece, and what their overall thoughts are. How does it make them feel? What does it make you think of? Etc.
- 🎵 Enable your child to complete tasks successfully, by ensuring they have the resources required or communicating with teachers for further support.
- 🎵 Explore the key vocabulary often with your child to help them transfer it to long term memory.
- 🎵 Encouraging your child to be organised and plan ahead to ensure smooth progress through the rotation.

How will you assess my child's progress?

Assessment of learning takes many forms. We assess how your child is learning through their written, visual, aural, practical and verbal responses.

In the creative arts we value the importance of providing students with feedback that enables them to progress. We therefore provide formative feedback that requires a response from our students, through a number of comparative marking sessions. All formative assessment is logged by students as a reference point for continual improvement. Lower attaining work will be required to be improved, using the logged feedback, to ensure individual progress. Written corrections require students to work in green pen, to highlight errors. They are then able to reflect clearly on where they have made progress.

Students appreciate the importance of the comparative marking sessions. We give feedback on work regularly, to enable students to track their progress in various disciplines, whether it be a research, design or practical tasks.

Please feel free to contact us to discuss our assessment policy in depth.