

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>Instruments and Keyboard Skills</p> <p>Students will learn about a wide range of instruments and styles of music. Students will continue to learn about the different note values, by reading sheet music, composing small pieces of music, and learning the names and durations.</p>	<p>Reggae and Protest</p> <p>Students will gain an understanding of what Reggae is and its background. Students will also gain an understanding of the concept of 'Protest Songs', and how such music is used to express political messages that are in lyrics. Students will develop their instrumental performing skills – learning 'Three Little Birds' by Bob Marley.</p>	<p>Ensemble Skills</p> <p>Students will build upon their skills of practicing and performing as part of a band. Students will learn about popular music chord progressions that are used, such 4-chord songs. Students will learn lots of new instrumental skills and how to play a variety of different instruments and build on their listening skills.</p>	
	Important vocabulary:	Important vocabulary:	Important vocabulary:	
	Pitch Tempo Dynamics Duration Texture	Timbre Articulation Silence Staff Notation Stave	Rhythm Pulse Beat Time Signature	Semibreve Minim Crotchet Quaver
Half term 2	<p>Hooks and Riffs</p> <p>Students will be building upon their prior knowledge of music theory and vocabulary, such as structure, form, texture, instrumentation, dynamics, and timbre. Students will learn about Hooks and Riffs/Ostinato, and how and why they are used.</p>	<p>Japanese Music</p> <p>Students will learn about traditional Japanese music, culture and instruments. In this module we will cover Pentatonic scales: students will learn why Japanese music sounds different to other styles of music. Students will also learn how to play a pentatonic scale and how to use them in their own compositions.</p>	<p>Musical Decades – 1980s, 1990s and 2000s</p> <p>For this module students will learn about the characteristics of the popular music during 1980s, 1990s and 2000s. Students will learn how to play the bass riff and synth riff of Michael Jackson's 'Billie Jean'. Students will create a cover version of a hit from the 1980s, 1990s and 2000s.</p>	
	Important vocabulary:	Important vocabulary:	Important vocabulary:	
	Repeat Repetition Hook Notation Tone	Riff Ostinato Bass Line Melody Chords	Conducting Accent Ostinato Rests	Pair of Quavers Bar Bar Line Polyrhythm.
			Bass Clef Dynamics Beat Rhythm Bass Line	Riff Articulation Augmentation Syncopation Tempo

Key staff contacts:

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What are our curriculum aims for your child in year 9?

-  Draw on the Elements of Music as a resource when composing, creating and improvising.
-  Develop an understanding of note values in terms of duration, bars and simple time signatures.
-  Perform, create and listen to and appraise a range of music from different times and places based on Repeated Musical Patterns.
-  Develop an awareness of pentatonic scales and their use in music.
-  Understand how popular music can be based on chord structures and patterns.
-  Perform, create and listen to and appraise a range of popular music from different times and places based.

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.