Key Stage 3 LTP

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| **Curriculum Intent** |
| **What are the objectives for your curriculum?**  The objective of the Music curriculum at St. Joseph’s is to enable students to:  ● engage actively in the process of music study  ● develop performing skills individually and in groups  ● to communicate musically with fluency and control of the resources used  ● develop composing skills to organise musical ideas and make use of appropriate resources  ● recognise links between the integrated activities of performing, composing and appraising and how this informs the development of music  ● broaden musical experience and interests, develop imagination and foster creativity  ● develop knowledge, understanding and skills needed to communicate effectively as musicians  ● develop awareness of a variety of instruments, styles and approaches to performing and composing  ● develop awareness of music technologies and their use in the creation and presentation of music  ● recognise contrasting genres, styles and traditions of music, and develop some awareness of musical chronology  ● develop as effective and independent learners with enquiring minds  ● reflect on and evaluate their own and others’ music  ● engage with and appreciate the diverse heritage of music, in order to promote personal, social, intellectual and cultural development.  **What do you want pupils to be able to know and do by the time they end the stage?**   * All pupils should be able to engage with music in order to perform on at least a keyboard instrument and voice, understanding how to select appropriate music for performance and how to rehearse/prepare for performances. * Pupils should understand what a composition is and be able to utilise at least one compositional process (ways of composing) to successfully create pieces of music in different styles. * Pupils should also be able to listen to music and identify key features (musical elements) and describe using basic technical terminology the impact that these have on the music.   **How does your curriculum plan set out the sequence and structure of how it's going to be implemented?**  The curriculum revolves around the key skills of performing, composing and analysing music (aural skills and theory knowledge) as per the National Curriculum and the requirements for GCSE study. The sequencing aims to check prior learning pre-KS3 and then ensure that pupils are brought as level as possible in terms of fundamental knowledge and skills. These skills and knowledge are then incrementally built on, introducing new concepts and adding new layers of complexity through KS3 to develop and extend pupil’s knowledge and ability.  **Why is it shaped the way it is?**  To build on fundamental skills and knowledge so that all pupils have equal opportunity to participate in making and performing music. This fundamental knowledge and skills also aims to provide pupils with a well rounded musical foundation to enable them to move on to study of Music at a GCSE level.  **What values have guided your decisions about the curriculum you have in place?**  Ensuring all pupils have equal and easy access to explore and experiment with the subject and practice of music. Music is often something seen as a privileged area of study and removing this stigma/misconception is key to making sure that musical artforms and the music industry survives and thrives into the future.  **How does your curriculum reflect the school's context?** Achieving excellence for the sake of the gospel. Lessons aim to build on the student’s knowledge and understanding of the topics discussed as well as build good skill base for them to thrive both in school but also out of school in the wider world. Music encourages development of skills such as independence, resilience, teamwork and cooperation, critical and creative thinking, dedication and much more, all parts of becoming a well-rounded and healthy adult equipped to deal with life beyond school/education.  **How does your curriculum reflect the schools Catholic Ethos?**  Every lesson starts with a prayer, often touching on current topics or longer-term important issues or a more traditional prayer is used. Music shares a strong link with religious worship and the department contributes to Holy Mass, the Carol services and other occasions. In the classroom, topics touch on the issues of ethics and morality, the use of music for religious purposes  **To what extent have you made these objectives clear?**  These objectives are clear. The prayer is embedded as part of the lesson structure used every lesson and the topics, such as the Blues and Rap/Hip-Hop taught in year 8 or Chinese Music and Folk Music of Great Britain in year 7, expressly discuss religious implications and links. Pupils offered the chance to participate in music during Mass and Carol service.  **Does everybody know them?**  Students in the class are reminded of learning objectives in each lesson and all students are aware of the prayer in the lesson (sometimes they lead the prayer/reflection). Pupils are aware of opportunities to participate in events and activities outside of lessons as they arise.  **How does your curriculum reflect national policy (for example, British values and PSHE)?** As mentioned above when talking about school context and Catholic Ethos, Music encourages development of skills such as independence, resilience, teamwork and cooperation, critical and creative thinking as well as discussing topics involving ethics and morality. A diverse range of cultures and genres are studied in Music, giving pupils an insight into styles of music and cultures that they may not otherwise have exposure to.  **How does it cater for disadvantaged and minority groups?**  All pupils are given equal access to learning and opportunities in lesson regardless of background. For disadvantaged learners, the opportunity to take instrumental lessons is offered with financial support available upon application. Some pupils are also loaned equipment such as keyboards, in order to enable more effective home learning. Talent and ability is recognised, praised and promoted regardless of background or status.  **How does your curriculum cater for Higher Achieving pupils?**  In lessons we provide differentiation by outcome. Workbooks and ppt tasks have opportunities to self-set tasks, independent research/inspirations and challenges. Some provide extension tasks that offer increased difficulty/challenges and there are exemplars for all units. Available to students we have high achievers' booklet, opportunities to perform to classmates, opportunities to perform on a whole-school basis (when appropriate i.e. covid), opportunities to use own instruments and music choices when initial tasks completed, vocal and instrumental ensemble clubs offered (when covid-appropriate). |

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| **Prior Learning Summary** |
| Skills and abilities learned in KS1 and KS2, likely to be mostly performance/practical based. Music provision and delivery in primary schools varies widely from school to school. Pupils should have had exposure to common instruments (e.g. piano, guitar/ukulele, violin, trumpet, flute, clarinet and recorder) and all should have experienced singing. Pupils should also be introduced to some basic music notation such as the staff/stave, a treble clef and at least an octave’s worth of notes and their position on the stave and a way to remember them (normally a mnemonic device or rhyme). Pupils should have all received a chance to perform to an audience. |

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| **Curriculum Structure – Year 7** | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
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| **Curriculum Structure – Year 8** | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
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| **Curriculum Structure – Year 9** | | | | | | | | | | | | | | | | | |
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| **Unit A – Fundamentals of Music** | |
| **Overview** | An introduction to the subject, procedures and working methods in music. |
| **Aims** | Students set and learn rules for working in music, are introduced to key terminology (knowledge of which is required for GCSE) and begin to use instruments to produce performances. Students learn about rehearsal techniques and are introduced to the method of assessment used in music. |

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| **Unit B – Radio Adverts** | |
| **Overview** | An introduction to composing music |
| **Aims** | Students begin to learn about the process of composing their own music and are introduced to some aural-based analysis of musical content. Working in groups they design their own product and advert (slogan/catchphrase, script, actions etc.) to go with it. They have to create their own music to accompany the advert. |

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| **Unit C – Chinese Music** | |
| **Overview** | An introduction to world music and refining compositional techniques |
| **Aims** | Students learn about Chinese music and how it differs to traditional Western music, comparing the differences through listening and discussion. Discussion about the compositional process serves to refine the creative process that was explored in the previous module. Students then compose their own piece of Chinese music combining the key skills and subject knowledge that they have learned so far in the year. |

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| **Unit D – Folk Music of Great Britain** | |
| **Overview** | Introducing students to traditional British music, refining performance techniques and introducing performing music as part of a group |
| **Aims** | Students learn about traditional British folk music, focusing on the instruments that are used and learning about the oral/aural tradition. Students learn a version of the Dargason, at first learning to perform some of it on their own and then learning to perform extra parts to form a small (pairs) ensemble. |

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| **Unit E – Programme Music** | |
| **Overview** | Looking at music written for a specific occasion to develop critical listening and analytical skills |
| **Aims** | Students study Saint-Saens’ ‘*Carnival of the Animals’*, learning how to analyse music and identify key features when listening to music so that they are able to answer questions on the music. Students then also choose (under guidance) to further focus on improving their performance or compositional skills by writing a piece of music based on an animal or learning ‘*The Swan’* from ‘*Carnival of the Animals’*. |
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| **Unit F – The Blues** | |
| **Overview** | Studying the Blues to learn about musical context, lyric writing and song structure |
| **Aims** | Students learn about the history and context of the Blues, teaching them how to consider the impact that outside influences and events can affect music. Students learn about Slavery and the music of the Slaves (Spirituals), they then learn about Jazz music and it’s development and how these two styles of music fused together to become the Blues. Students then learn about lyric writing and song structure through a group composition task where they are asked to write their own Blues song based on the 12 bar Blues and a walking bassline. |

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| **Unit G – Covers** | |
| **Overview** | Developing performance skills, rehearsal techniques, aural analysis and manipulating music |
| **Aims** | In this module, we look at various skills and techniques to improve rehearsal time when preparing for a performance (e.g. use of repetition, slowing things down, practicing a small chunk of the piece at a time) and work on improving performance skills and confidence. Students learn about musical covers, what they are and why people make covers, as well as learning the different ways that people manipulate music. Students will listen to different versions of the same songs and identify the differences and similarities between the two versions. Students will apply all of this by choosing a piece of music that they would like to cover, making changes to the piece and then performing their cover. |

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| **Unit H – Film Music** | |
| **Overview** | Developing skills learned in the year 7 programme music module, exploring how music is written to reflect visual action on screen |
| **Aims** | Working on further musical analysis skills by listening to film music and watching video clips from films. Students learn about genre and how mood and emotion can be applied to music writing, assess how music can affect what we see on screen, timing e.g. composing to hit-points and learn about diegetic/non-diegetic sound and music. Students then compose a short soundtrack to accompany a video clip that has been muted, making sure they include sound effects and music. As an extension to this module (time permitting), students can learn a piece of film music of their choice once they have completed their composition assessment. |

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| **Unit I – Rap and Hip-Hop** | |
| **Overview** | Developing understanding of musical contexts, exploring how society and culture impacts the creation of new types of music and then looking at how other sections of society regard certain musical genres. |
| **Aims** | Students learn about the origins of Rap music and the Hip-Hop culture, how the music developed in certain areas as a reaction to socio-economic and political circumstances. Students explore how the music has survived and thrived despite having a negative reputation from other parts of society. Students are asked to consider whether Rap can be a force for good and consider how music can deliver messages in different ways. Students then hone their song-writing skills by choosing a topic that is important to them and writing a Rap song with a positive message based on that theme. |

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| **Unit J – Vocalism** | |
| **Overview** | Developing vocal skills and understanding of the voice as a musical instrument, looking at how singing (and music) can have a therapeutic use/effect and working on large ensemble musical skills. |
| **Aims** | Students explore the use of the voice to make music, looking at how music with a wide variety of textures and timbres is achievable without instruments. Students learn about beatboxing, traditional singing, modern a capella singing and unusual vocal abilities and techniques. Students investigate the community-based benefits of singing, especially the health benefits of music and singing when used as a support tool for those with conditions like dementia. Students form a class choir to learn and perform a multi-part vocal performance using different vocal techniques. After that students break into smaller groups to create their own vocalism performance using a song of their choice. |

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| **Unit k – A Taste of GCSE Music** | |
| **Overview** | Giving pupils a chance to experience a more GCSE-style set of lessons to help them decide if GCSE Music would be right for them. Covers reading and writing music notations, recapping the key elements of music and exploring different ways to use them, GCSE style performance and composition tasks, using advanced music software and completing GCSE-style research work. |
| **Aims** | This mini-course of study is split into two key areas, providing a taste of each discipline as pupils might expect to find if taking Music as a GCSE subject. This module aims to reinforce previous learning and ensure that pupils who may be unsure whether Music is right for them as an option are clear on the sort of content they will be presented with. Focus on ensuring reading of music notation is secure is a core objective in this subject, |