



Subject driver: Building cultural capital and understanding of sound worlds one musical experience at a time

## We aim to ensure that all pupils:

- 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 and 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.

## Pupils through KS3 will be taught to:

- play and perform confidently in a range of solo and ensemble contexts using their voice, playing instruments musically, fluently and with accuracy and expression improvise and compose; and extend and develop musical ideas by drawing on a range of musical structures, styles, genres and traditions
- use staff and other relevant notations appropriately and accurately in a range of musical styles, genres and traditions
- 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
- listen with increasing discrimination to a wide range of music from great composers and musicians
- develop a deepening understanding of the music that they perform and to which they listen, and its history.

Half term	Unit title	Key knowledge/ Content to learn and retain	Essential skills to acquire (subject & generic)	Link to subject ethos and driver	Anticipated misconceptions	Links to previous KS	Links to future KS	Opportunity for stretch for high prior attainers	SMSC & British Values	Cultural Capital	Career Link	
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1	Basic Theory through keyboard skills Analysing songs using theory: Planning for 201ta Task 2	Reading notation accurately. Semibreves to Semiquavers.  Tonality: Major and Minor Scales and Chords  Tempo and Rhythm: Syncopation, triplets, notation, Riffs  Aural Dictation  Lyric analysis - word painting  Production Techniques Instrumentation	Independenc e of finger movement  Independenc e of LH and RH movement  Accuracy of fingering identification	Each lesson will be a group musical experience with a focus on using understanding to develop performance driven by music and independent work	I can't read music I need to write letters on the keys I can't do it (having done little practice) E.g. Only counting lines or spaces on staves. Reading of treble and bass clefs interchangea bly Ensuring correct nomenclature of keys and chords (despite same names	Most will not have worked on keyboards but a number will have worked on glockenspiel s and also notation at some level given the brass bands in our primaries.	Performing skills for practical units.  Aural skills development for listening exams  Links to scales and chords for Analysis	More advanced scales, technical exercises and pieces upon mastery of what has been given as required	Mutual respect Awareness of similarities and differences between different cultures  sense of enjoyment and fascination in learning about themselves, others and the world around them  use of imagination and creativity in their learning  Peer feedback	Contexts for performance Different genres and why they are different due to societal influences and context  Music of 'great composers'	Collaborative working  Professional performance  Understandin g of abstract concepts
2	Understand ing genres: Planning for unit 201ta Task 1:	Students will create a cover or composition using Bass, Guitar, keyboard, cajon and/or ukulele and voice Crib sheets for numerous different leveled pieces will be available	Factors which influence Inception of genres  Significant producers, bands and Artists  Significant events  Fashion and imagery associated	Each lesson will be a group musical experience with a focus on using understanding to develop performance driven by music	What makes an artist/band/pr oducer significant. Ensuring musical style is always referenced.	Understandi ng of different styles and social contexts	Writing extended work critically.	Leadership opportunities given in activities  Development of warm up activities  Addition of harmonies within work for more able  Peripatetic lessons	Mutual respect Awareness of similarities and differences between different cultures sense of enjoyment and fascination in learning about themselves,	Local Heritage - Port and links to music and arts  develop a deepening understandin g of the music that they perform and to which they listen, and its history:	Collaborative working  Professional performance

		with the style			Choice of repertoire, guidance to more complex riffs etc.	others and the world around them use of imagination and creativity in their learning Large group work	Ballads and storytelling Popular Music	
3 Start Instrume I Study to 204ta ta 1 and 2 planning (runs to October Year 11) Comple of actual Task 2 co 201ta - Track Review	of ion Writing a track	Setting goals and a practice regime within parameters  Tonality: Major and Minor Scales and Chords  Tempo and Rhythm: Syncopation, triplets, notation, Riffs  Aural Dictation  Lyric analysis - word painting  Production Techniques	Each lesson will be a group musical experience with a focus on using understanding to develop performance driven by music					

			Instrumentati on					
4	Task 1 of 201ta Completion	1500 word article on 2 musical genres	Factors which influence Inception of genres  Significant producers, bands and Artists  Significant events  Fashion and imagery associated with the style	Each lesson will be a group musical experience with a focus on using understanding to develop performance driven by music				
5	204ta - Task 3	Practice and develop instrumental skills - Maintain practice diary	Show development in: Dexterity, Fluency,Cont rol of Instrument and Stamina Reset targets based on progress	Each lesson will be a group musical experience with a focus on using understandi ng to develop performance driven by music				