

# Key Stage 3 Curriculum Excellence Music



The purpose of the CLF, is at the **HEART**, of all we do:

- Establish **High expectations** for all that we seek to achieve
- Create **Equity** of opportunity, removing disadvantage
- Champion the success and life chances of **All children** in the communities we serve
- Furnish pupils and staff with the **Resilience** to succeed as lifelong learners
- Promote **Tolerance** and respect for ourselves, our communities and our environment



The curriculum enables children to...  
acquire... **Knowledge & Skills**, which  
secured through... **Application**  
develops... **Understanding**  
and allows them to seek... **Meaning**  
and achieve... **Personal growth**

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## Key Stage 3 in the Cabot Learning Federation

### CLF KS3 Curriculum Principles

- The curriculum enables children to acquire **knowledge and skills**, which are secured through **application** (over time and in different contexts) to develop **understanding** (change in long term memory) and allows children to seek **meaning** and achieve **personal growth**.
- Built-up from KS2 to secure a foundation for young people for life (... and KS4). **Based on Age Related Expectations and using DOYA.** (Not built down from KS4).
- Focused on the **progression of content and concepts** through the KS3 curriculum that accelerates progress within a **progressive and purposeful 3-19 CLF Curriculum**.
- The curriculum is our opportunity to inspire children to be **successful individuals, historians, mathematicians, geographers, musicians, authors, artist, sportspeople, scientists, writers, innovators, dreamers, magicians, mothers, fathers, positive citizens**.
- On a platform of standardisation the curriculum releases teachers to drive up learning and progress. **Standardised Age Related Expectations, curriculum and assessment** frees and empowers experts to collaborate, follow the learning and teach.
- The curriculum will be **curated by subject experts and teams from across the Trust** who are empowered to evolve the curriculum that will allow all children to thrive.
- The content of the curriculum is progressive and is based on **consolidating and revisiting** content over time to secure progress over time.
- The curriculum seeks **depth of study rather than breadth** to build understanding and to seek meaning; stretching and challenging children to think.
- The Age Related Expectations and exemplars are **widely published** to support child, parent, teacher, leader and other staff understanding of the expected standards and the content of the curriculum, **enabling wider ownership of the curriculum**
- **Two key areas of assessment:**
  - **Shared on-line MCQ assessments four times a year** to assess knowledge/skills acquisition and elements of application and understanding. Immediate feedback from on-line supports understanding of gaps and re-teaching.
  - **Teacher assessment of learning that uses standardised exemplar material** to assess agreed subject written responses/assessments, supporting teachers to make a broad assessment of children's attainment against DOYA.
- Given the shared AREs and assessment cycle teachers are freed to **plan to meet need** and support all children to feel and be successful. Approaches to **pedagogy are based on cognitive science:**
  - Supporting children to experience **desirable difficulty** and grapple with learning in their proximal zone.
  - Explicitly secure **knowledge and skills** through **application** to build **understanding and seek meaning**
  - **Specificity of feedback** for impact and the **developed and precise use of modelling, explanations and questioning** to secure progress.
  - Emphasis on the development of **reading (widely and often), oracy and quality of writing**.

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### KS3 Curriculum Vision by Subject

**Music is an inclusive subject which enables all students to develop practical skills in performance and composition, whilst engaging in active listening.**

ARE Descriptors

Year 7			
KS2 Prior Learning	Knowledge and Skills	Understanding	Meaning
<p>What is the key knowledge, skills, understanding and meaning that children bring from the AREs in KS2 in this subject?</p>	<p>What is the key knowledge and skills that we want to pass on to children as ARE in Year 7 that build up from KS2?</p> <p>Students can perform a melodic line or accompaniment part in time.</p> <p>Students can construct ideas with a sense of structure and coherence.</p>	<p>What do we want children to build through the application of knowledge and skills, including key concepts and misconceptions?</p> <p>Students know key terminology and can apply this in responding to pieces of music, identifying how the elements of music are used.</p>	<p>What is the meaning that we want children to seek by age that supports their personal growth?</p> <p>Students are able to appreciate music across different styles and genres. In doing so they will develop a secure foundation to build confidence, perseverance and self discipline.</p>

Year 8			
Year 7 Prior Learning	Knowledge and Skills	Understanding	Meaning
<p>What is the key knowledge, skills, understanding and meaning that children bring from the AREs in Year 7 in this subject?</p>	<p>What is the key knowledge and skills that we want to pass on to children as ARE in Year 8 that build up from Year 7?</p> <p>Students can perform a melodic line or accompaniment part with fluency and in time.</p> <p>Students can construct ideas with clear structure and coherence.</p>	<p>What do we want children to build through the application of knowledge and skills, including key concepts and misconceptions?</p> <p>Students know key terminology and can apply this in responding to pieces of music, detailing how the elements of music are used.</p>	<p>What is the meaning that we want children to seek by age that supports their personal growth?</p> <p>Students are able to explore and appreciate music across different styles and genres. In doing so they will develop confidence, perseverance and self-discipline.</p>

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### Curriculum and Assessment Skeleton

Year 7				
ARE Point	1	2	3	4
Unit Title	Elements of Music	Ten Pieces	Ensemble Skills	Traditional Music
MCQ Listening Exam	Listening exam			Listening exam
DOYA	D O Y A	D O Y A	D O Y A	D O Y A

Year 8				
ARE Point	1	2	3	4
Unit Title	Baroque Music	Blues Music	Hooks, Riffs & Song Writing	Film Music
MCQ Listening Exam	Listening exam			Listening exam
DOYA	D O Y A	D O Y A	D O Y A	D O Y A

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### Medium Term Plans

Subject: Music – Year 7	Unit Title: Elements of Music	ARE Point: 1
<p><b>Key Essentials:</b>            Know the elements of music            Apply the elements of music in listening activities            Understand staff notation            Develop keyboard technique            Perform a solo piece</p>	<p><b>WHY are children LEARNING this?</b>            The elements of music are the fundamental building blocks of all aspects of music.</p> <p><b>Homework:</b></p>	
<p><b>Content:</b>            Baseline listening            Discussion of 'what is music?'            Introduce elements of music and apply to short practical &amp; listening tasks            Introduce note values and rhythm pyramid            Introduce treble clef            Sightreading task using knowledge of note values &amp; treble clef            Locate notes on keyboard            Perform a solo piece            MCQ Listening exam – 10 questions which assesses understanding of key terminology and aural skills</p>	<p><b>HOW will ORACY, READING and WRITING be developed?</b></p> <p><b>Oracy</b>            Students will respond to pieces of music with answers and contribute to discussions in class.            Students will provide verbal feedback to each other and engage in discussion about their own progress</p> <p><b>Reading</b>            Students will read key terminology that is presented to them            Students will read staff notation</p>	
<p><b>Concepts:</b>  <i>Students know key terminology and can apply this in responding to pieces of music, identifying how the elements of music are used.</i>            Students know the elements of music            Students can apply the elements of music in listening and practical tasks</p> <p><i>Students are able to appreciate music across different styles and genres. In doing so they will develop a secure foundation to build confidence, perseverance and self discipline.</i>            Students listen to music across different styles and genres            Students build confidence to verbalise responses in listening tasks</p>		

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<p>Students build perseverance and self discipline in rehearsal of solo performances Students build confidence in solo performance</p>	<p><b>Writing</b> Students will write definitions for the elements of music Students will write responses to listening extracts, referring to the elements of music</p>
<p><b>Terminology and Vocabulary (subject specific and academic):</b> Rhythm Pitch Timbre Texture Tempo Dynamics Stave Treble clef Semibreve, minim, crotchet, quaver, semiquaver Solo</p>	
<p><b>Extended Response (writing, performance or product):</b> Solo keyboard performance (5 pieces with varying levels of challenge)</p>	<p><b>WHAT will PROGRESS look like in this unit?</b></p> <p><b>Deepening</b> Students give an extended response to listening extracts using key terminology (written or verbal) and can draw comparisons between pieces of music Students give an extended solo performance (eg. more complex melody combined with chords) Students can construct and combine ideas in a structure with coherence and detail</p> <p><b>On Track</b> Students know and can apply key terminology in response to listening extracts (written or verbal) Students can perform melodic lines or accompanying parts in time  Students can compose ideas with a sense of structure and coherence</p> <p><b>Yet To Achieve</b></p>

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	<p>Students can respond to music (written or verbal) with some knowledge of key terminology</p> <p>Students can perform a melodic line or accompanying part with some fluency</p> <p>Students can create simple ideas which show a rudimentary understanding of music</p> <p><b>At An Early Stage</b></p> <p>Students can recall some key terminology with support</p> <p>Students can perform a melodic line or accompaniment with limited fluency</p> <p>Students can begin to explore musical ideas</p>
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Subject: Music - Year 7	Unit Title: Ten Pieces	ARE Point: 2
<p><b>Key Essentials:</b>            Know the elements of music            Apply the elements of music in listening activities            Understand simple composition techniques (eg. ostinato and motif)            Explore and appreciate the qualities of ten pieces of music</p> <p>Understand staff notation            Perform a solo of a short section from a Classical piece of music            Develop keyboard technique            Develop composition skills by using a given motif            Develop an understanding of different timbres</p>	<p><b>WHY are children LEARNING this?</b>            The elements of music are the fundamental building blocks of all aspects of music.</p>	
<p><b>Content:</b>            Recap elements of music through listening            Explore different timbres through body percussion and vocalisations            Recap note values and staff notation            Introduce accidentals and apply to keyboard task</p> <p><b>New pieces with different concept</b></p> <p>Introduce concept of motif through listening and discuss how this can be extended and developed            Create and compose a short piece of music using the opening motif from <b>Beethoven 5<sup>th</sup> Symphony</b></p>	<p><b>Homework:</b></p>	
<p><b>Concepts:</b>  <i>Students know key terminology and can apply this in responding to pieces of music, identifying how the elements of music are used.</i>            Students know the elements of music</p>	<p><b>HOW will ORACY, READING and WRITING be developed?</b>  <b>Oracy</b>            Students will respond to pieces of music with answers and contribute to discussions in class.</p>	

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<p>Students can apply the elements of music in listening and practical tasks</p> <p><i>Students are able to appreciate music across different styles and genres. In doing so they will develop a secure foundation to build confidence, perseverance and self discipline.</i></p> <p>Students listen to music across different styles and genres          Students build confidence to verbalise responses in listening tasks          Students build perseverance and self discipline in rehearsal of solo performances          Students build confidence in solo performance</p>	<p>Students will provide verbal feedback to each other and engage in discussion about their own progress</p> <p><b>Reading</b>          Students will read key terminology that is presented to them          Students will read staff notation</p> <p><b>Writing</b>          Students will write responses to listening extracts, referring to the elements of music</p>
<p><b>Terminology and Vocabulary (subject specific and academic):</b></p> <p>Rhythm          Pitch          Timbre          Texture          Tempo          Dynamics          Stave          Treble clef          Semibreve, minim, crotchet, quaver, semiquaver          Body percussion          Polyrhythm          Vocalisation          Sharp, flat and natural          Ostinato          Motif</p>	
<p><b>Extended Response (writing, performance or product):</b>          Paired composition involving the development of the initial motif from <b>Beethoven's Symphony No. 5</b></p>	<p><b>WHAT will PROGRESS look like in this unit?</b></p> <p><b>Deepening</b>          Students give an extended response to listening extracts using key terminology (written or verbal) and can draw comparisons between pieces of music          Students give an extended solo performance (eg. more complex melody combined with chords)</p>

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	<p>Students can construct and combine ideas in a structure with coherence and detail</p> <p><b>On Track</b>          Students know and can apply key terminology in response to listening extracts (written or verbal)          Students can perform melodic lines or accompanying parts in time          Students can compose ideas with a sense of structure and coherence</p> <p><b>Yet To Achieve</b>          Students can respond to music (written or verbal) with some knowledge of key terminology          Students can perform a melodic line or accompanying part with some fluency          Students can create simple ideas which show a rudimentary understanding of music</p> <p><b>At An Early Stage</b>          Students can recall some key terminology with support          Students can perform a melodic line or accompaniment with limited fluency          Students can begin to explore musical ideas</p>
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Subject: Music - Year 7	Unit Title: Developing Instrumental Skills	ARE Point: 3
<p><b>Key Essentials:</b>            Know the elements of music            Apply the elements of music in listening activities            Understand how different instruments contribute to an ensemble            Learn about the construction of different instruments            Learn how to read and use tab notation for drums and guitar            Develop vocal technique            Rehearse and perform within an ensemble</p>	<p><b>WHY are children LEARNING this?</b>            All students should have the opportunity to develop skills to the extent that they can participate in an ensemble performance.</p>	
<p><b>Content:</b>            Recap elements of music through listening with a focus on timbre             Learn how a guitar is constructed             Learn how to play riffs from guitar tab             Learn the parts of a drumkit             Learn how to play a 4/4 beat on the drums             Learn about vocal technique             Participate in warmup songs and harmony singing in an ensemble             Rehearse in groups to learn a piece of music             Perform this ensemble piece to the class</p>	<p><b>Homework:</b></p>	
<p><b>Concepts:</b>  <i>Students know key terminology and can apply this in responding to pieces of music, identifying how the elements of music are used.</i>            Students know the elements of music            Students can apply the elements of music in listening and practical tasks            Students can identify different timbres and ensembles</p>	<p><b>HOW will ORACY, READING and WRITING be developed?</b>  <b>Oracy</b>            Students will respond to pieces of music with answers and contribute to discussions in class.            Students will provide verbal feedback to each other and engage in discussion about their own progress</p>	

### Key Stage 3 in the Cabot Learning Federation

<p><i>Students are able to appreciate music across different styles and genres. In doing so they will develop a secure foundation to build confidence, perseverance and self discipline.</i></p> <p>Students listen to music across different styles and genres          Students build confidence to verbalise responses in listening tasks          Students build perseverance and self discipline in rehearsal of own part          Students develop the ability to listen to others and understand how their part fits in a wider ensemble          Students build confidence in ensemble performance</p>	<p><b>Reading</b>          Students will read key terminology that is presented to them          Students will read staff notation          Students will read lyrics of the songs that they are learning</p> <p><b>Writing</b>          Students will write responses to listening extracts, referring to the elements of music</p>
<p><b>Terminology and Vocabulary (subject specific and academic):</b></p> <p>Rhythm          Pitch          Timbre          Texture          Tempo          Dynamics          Stave          Treble clef          Semibreve, minim, crotchet, quaver, semiquaver          Sharp, flat and natural          Melody          Chords          Guitar – head, neck, body, strings, fret, plectrum, tab, riff          Drums – bass, snare, hi hats, tom, cymbal, sticks, brushes, tab, fill, 4/4 beat          Voice – posture, breathing, diaphragm, diction, projection, lyrics, harmony          Ensemble          Fluency, confidence, accuracy, expression, rehearsal</p>	
<p><b>Extended Response (writing, performance or product):</b></p> <p>Ensemble performance of the verse and chorus from a popular song</p>	<p><b>WHAT will PROGRESS look like in this unit?</b></p> <p><b>Deepening</b>          Students give an extended response to listening extracts using key terminology (written or verbal) and can draw comparisons between pieces of music</p>

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	<p>Students give an extended solo performance (eg. more complex melody combined with chords)</p> <p><b>On Track</b>          Students know and can apply key terminology in response to listening extracts (written or verbal)          Students can perform melodic lines or accompanying parts in time</p> <p><b>Yet To Achieve</b>          Students can respond to music (written or verbal) with some knowledge of key terminology          Students can perform a melodic line or accompanying part with some fluency</p> <p><b>At An Early Stage</b>          Students can recall some key terminology with support          Students can perform a melodic line or accompaniment with limited fluency</p>
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## Key Stage 3 in the Cabot Learning Federation

Subject: Music - Year 7	Unit Title: Traditional Music	ARE Point: 4
<p><b>Key Essentials:</b>            Know the elements of music            Apply the elements of music in listening activities            Learn about music of a different culture (African, Caribbean or British Folk Music)            Develop an understanding of composition techniques            Perform range music from a range of cultural starting points            Develop ensemble skills on chosen instrument            Rehearse and perform within an ensemble</p>	<p><b>WHY are children LEARNING this?</b>            All students should have the opportunity to develop skills to the extent that they can participate in an ensemble performance. All students will develop an awareness of music of different cultures.</p>	
<p><b>Content:</b>            Recap elements of music through listening with a focus on timbre specific to chosen genre of music (African, Caribbean or British Folk Music)             Discuss and understand the purpose and origins of music in chosen genre</p> <p><b>For example: African</b></p> <p>Know and understand different vocal composition techniques (a cappella, call &amp; response and isicathamiya)</p> <p>Know and understand different rhythmic composition techniques (improvisation, ostinato, master drummer, call &amp; response)</p> <p>Perform a melody line as part of a class ensemble</p> <p>Perform an ostinato as part of a class ensemble</p> <p>Create a polyrhythm and vocal chant in an ensemble</p> <p>Perform this composition to the class</p>	<p><b>Homework:</b></p>	

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<p><b>Concepts:</b>  <i>Students know key terminology and can apply this in responding to pieces of music, identifying how the elements of music are used.</i>          Students know the elements of music          Students can apply the elements of music in listening and practical tasks          Students can describe the features of music from different cultures</p> <p><i>Students are able to appreciate music across different styles and genres. In doing so they will develop a secure foundation to build confidence, perseverance and self discipline.</i>          Students listen to music across different styles and genres          Students build confidence to verbalise responses in listening tasks          Students build perseverance and self discipline in rehearsal of own part          Students develop the ability to listen to others and understand how their part fits in a wider ensemble          Students build confidence in an ensemble performance</p>	<p><b>HOW will ORACY, READING and WRITING be developed?</b></p> <p><b>Oracy</b>          Students will respond to pieces of music with answers and contribute to discussions in class.          Students will provide verbal feedback to each other and engage in discussion about their own progress</p> <p><b>Reading</b>          Students will read key terminology that is presented to them          Students will read staff notation          Students will read lyrics of the songs that they are learning</p> <p><b>Writing</b>          Students will write responses to listening extracts, referring to the elements of music</p>
<p><b>Terminology and Vocabulary (subject specific and academic):</b>          Rhythm          Pitch          Timbre          Texture          Tempo          Dynamics          Semibreve, minim, crotchet, quaver, semiquaver          Call and response          Voice – chant, phrase, a cappella, isicathamiya          Rhythm – pulse, ostinato, polyrhythm, master drummer, improvisation          Rehearsal, fluency, confidence, accuracy, expression          Ensemble</p>	
<p><b>Extended Response (writing, performance or product):</b>          Ensemble performance of combined compositional ideas (polyrhythm and vocal chant)</p>	<p><b>WHAT will PROGRESS look like in this unit?</b></p> <p><b>Deepening</b></p>



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	<p>Students give an extended response to listening extracts using key terminology (written or verbal) and can draw comparisons between pieces of music</p> <p>Students give an extended solo performance (eg. more complex melody combined with chords)</p> <p>Students can construct and combine ideas in a structure with coherence and detail</p> <p><b>On Track</b></p> <p>Students know and can apply key terminology in response to listening extracts (written or verbal)</p> <p>Students can perform melodic lines or accompanying parts in time</p> <p>Students can compose ideas with a sense of structure and coherence</p> <p><b>Yet To Achieve</b></p> <p>Students can respond to music (written or verbal) with some knowledge of key terminology</p> <p>Students can perform a melodic line or accompanying part with some fluency</p> <p><b>At An Early Stage</b></p> <p>Students can recall some key terminology with support</p> <p>Students can perform a melodic line or accompaniment with limited fluency</p> <p>Students can begin to explore musical ideas</p>
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## Key Stage 3 in the Cabot Learning Federation

Subject: Music - Year 8	Unit Title: Baroque Music	ARE Point: 1
<p><b>Key Essentials:</b>            Know the elements of music            Apply the elements of music in listening activities            To recognise the characteristics of the Baroque period            To develop keyboard performance technique            To improve note reading skills</p>	<p><b>WHY are children LEARNING this?</b>            All students</p>	
<p><b>Content:</b>            Recap elements of music through listening            Learn about the history and context of Baroque music            Recap note values and staff notation            Rehearsal of <b>Tocatta in D minor</b>            Solo performance of <b>Tocatta in D minor</b>            Understand what a Ground bass is and how it is used in composition            Learn how to perform the ground bass of <b>Pachelbel's Canon</b> &amp; combine with melodies (solo/paired task)            Use Pachelbel's Canon ground bass as a stimulus for composition</p>	<p><b>Homework:</b></p>	
<p><b>Concepts:</b>  <i>Students know key terminology and can apply this in responding to pieces of music, identifying how the elements of music are used.</i>            Students know the elements of music            Students can apply the elements of music in listening and practical tasks            Students can identify characteristics of Baroque music</p>	<p><b>HOW will ORACY, READING and WRITING be developed?</b></p> <p><b>Oracy</b>            Students will respond to pieces of music with answers and contribute to discussions in class.            Students will provide verbal feedback to each other and engage in discussion about their own progress</p> <p><b>Reading</b></p>	

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<p><i>Students are able to appreciate music across different styles and genres. In doing so they will develop a secure foundation to build confidence, perseverance and self discipline.</i></p> <p>Students listen to music of the Baroque era          Students build confidence to verbalise responses in listening tasks          Students build perseverance and self discipline in rehearsal of own part          Students build confidence in solo/paired performance</p>	<p>Students will read key terminology that is presented to them          Students will read staff notation</p> <p><b>Writing</b>          Students will write responses to listening extracts, referring to the elements of music</p>
<p><b>Terminology and Vocabulary (subject specific and academic):</b></p> <p>Rhythm          Pitch          Timbre          Texture          Tempo          Dynamics          Baroque – harpsichord, continuo, sequence, ground bass          Stave          Treble clef          Semibreve, minim, crotchet, quaver, semiquaver          Sharp, flat and natural</p>	
<p><b>Extended Response (writing, performance or product):</b></p> <p>Solo performance of <b>Tocatta in D minor</b> on the keyboard          Solo/ Paired performance of <b>Pachelbel's Canon</b>          Solo composition based on <b>Pachelbel's Canon</b> ground bass</p>	<p><b>WHAT will PROGRESS look like in this unit?</b></p> <p><b>Deepening</b>          Students give an extended response to listening extracts using key terminology (written or verbal) and can draw comparisons between pieces of music          Students give an extended solo performance (eg. more complex melody combined with chords)          Students can construct and combine ideas in a structure with coherence and detail</p> <p><b>On Track</b>          Students know and can apply key terminology in response to listening extracts (written or verbal)</p>

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	<p>Students can perform melodic lines or accompanying parts in time</p> <p>Students can compose ideas with a sense of structure and coherence</p> <p><b>Yet To Achieve</b></p> <p>Students can respond to music (written or verbal) with some knowledge of key terminology</p> <p>Students can perform a melodic line or accompanying part with some fluency</p> <p>Students can create simple ideas which show a rudimentary understanding of music</p> <p><b>At An Early Stage</b></p> <p>Students can recall some key terminology with support</p> <p>Students can perform a melodic line or accompaniment with limited fluency</p> <p>Students can begin to explore musical ideas</p>
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### Key Stage 3 in the Cabot Learning Federation

Subject: Music - Year 8	Unit Title: Blues Music	ARE Point: 2
<p><b>Key Essentials:</b>            Understand the history of Blues music            Understand the context of Blues music            Develop instrumental techniques through Blues music (keyboard, guitar, bass, drums or voice)            Develop ensemble skills</p>	<p><b>WHY are children LEARNING this?</b>            All students should have the opportunity to develop skills to the extent that they can participate in an ensemble performance of blues music.</p>	
<p><b>Content:</b>            Learn about the origins, history and social context of Blues music            Learn about the structure of the 12 Bar Blues            Learn how to play a 12 bar blues chord sequence             Learn how to play a walking bass and combine this with the 12 bar blues chords             Learn about the structure and characteristics of blues vocals             Develop improvisation skills             Rehearse in groups to combine components of blues music             Perform this ensemble piece to the class</p>	<p><b>Homework:</b></p>	
<p><b>Concepts:</b>  <i>Students know key terminology and can apply this in responding to pieces of music, identifying how the elements of music are used.</i>            Students know the context and origins of Blues music and can apply this to listening activities.   <i>Students are able to appreciate music across different styles and genres. In doing so they will develop a secure foundation to build confidence, perseverance and self discipline.</i></p>	<p><b>HOW will ORACY, READING and WRITING be developed?</b></p> <p><b>Oracy</b>            Students will respond to pieces of music with answers and contribute to discussions in class.            Students will provide verbal feedback to each other and engage in discussion about their own progress</p> <p><b>Reading</b>            Students will read key terminology that is presented to them            Students will read staff notation</p>	

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<p>Students listen to Blues music and understand the components of Blues music          Students build confidence to verbalise responses in listening tasks          Students build perseverance and self discipline in rehearsal of own part          Students develop the ability to listen to others and understand how their part fits in a wider ensemble          Students build confidence in ensemble performance</p>	<p>Students will read lyrics of the songs that they are learning</p> <p><b>Writing</b>          Students will write responses to listening extracts, referring to the elements of music</p>
<p><b>Terminology and Vocabulary (subject specific and academic):</b>          Context – slavery, geographical information, plantations          Bar          Chord – C F G          Walking bass          12 bar blues          Improvisation          Blues scale          Sharp, flat, natural and blue note          Scat singing          AAB lyrics          Ensemble</p>	
<p><b>Extended Response (writing, performance or product):</b>          Solo/Paired performance on keyboard of 12 bar blues chords and walking bass          Ensemble performance of blues piece</p>	<p><b>WHAT will PROGRESS look like in this unit?</b></p> <p><b>Deepening</b>          Students give an extended response to listening extracts using key terminology (written or verbal) and can draw comparisons between pieces of music          Students give an extended solo performance (eg. more complex melody combined with chords)          Students can improvise and combine ideas in a structure with coherence and detail</p> <p><b>On Track</b>          Students know and can apply key terminology in response to listening extracts (written or verbal)</p>

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	<p>Students can perform melodic lines or accompanying parts in time</p> <p>Students can improvise ideas with a sense of structure and coherence</p> <p><b>Yet To Achieve</b></p> <p>Students can respond to music (written or verbal) with some knowledge of key terminology</p> <p>Students can perform a melodic line or accompanying part with some fluency</p> <p>Students can attempt improvisation which shows a rudimentary understanding of music</p> <p><b>At An Early Stage</b></p> <p>Students can recall some key terminology with support</p> <p>Students can perform a melodic line or accompaniment with limited fluency</p> <p>Students can begin to explore improvisation</p>
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## Key Stage 3 in the Cabot Learning Federation

Subject: Music - Year 8	Unit Title: Hooks, Riffs & Songwriting	ARE Point: 3
<p><b>Key Essentials:</b>            Know the components and structure of a popular song            Understand how musical parts are arranged            Create an arrangement of musical components of a popular song using technology            Develop use of ICT software in Music            Compose an original song which feature components of popular music            Develop ensemble skills</p>	<p><b>WHY are children LEARNING this?</b>            All students should have the opportunity to develop skills so that they can understand the popular that they listen to and then recreate this using their own ideas.</p>	
<p><b>Content:</b>            Listen to music to learn about pop song structure            Listen to music to understand the components of pop songs            Recap how to play chords            Recap note values and staff notation in order to perform riffs            Understand how lyrics are structured and set to music            Arrange an existing song using sequencing software            Create a song in pop song structure which includes components (chords, riff and lyrics)            Perform this ensemble composition to the class</p>	<p><b>Homework:</b></p>	
<p><b>Concepts:</b>  <i>Students know key terminology and can apply this in responding to pieces of music, identifying how the elements of music are used.</i>            Students know pop song structure and key components</p>	<p><b>HOW will ORACY, READING and WRITING be developed?</b>  <b>Oracy</b>            Students will respond to pieces of music with answers and contribute to discussions in class.            Students will provide verbal feedback to each other and engage in discussion about their own progress</p>	



### Key Stage 3 in the Cabot Learning Federation

<p><i>Students are able to appreciate music across different styles and genres. In doing so they will develop a secure foundation to build confidence, perseverance and self discipline.</i></p> <p>Students listen to music from popular culture</p> <p>Students build confidence to verbalise responses in listening tasks</p> <p>Students build perseverance and self discipline in rehearsal of own part</p> <p>Students develop the ability to listen to others and understand how their part fits in a wider ensemble</p> <p>Students contribute to the composition of a popular song in an ensemble</p> <p>Students build confidence in ensemble performance</p>	<p><b>Reading</b></p> <p>Students will read key terminology that is presented to them</p> <p>Students will read staff notation</p> <p>Students will read lyrics of the songs that they are learning</p> <p><b>Writing</b></p> <p>Students will write responses to listening extracts, referring to the elements of music</p>
<p><b>Terminology and Vocabulary (subject specific and academic):</b></p> <p>Pop song – introduction, verse, chorus, bridge, instrumental, coda</p> <p>Chord</p> <p>Chord sequence</p> <p>Major/Minor</p> <p>Riff</p> <p>Hook</p> <p>Lyric</p> <p>Arrangement – loop, track, metronome</p> <p>Bassline</p> <p>Drums, bass guitar, keyboard, vocals, guitar, ukulele, vocals</p> <p>Harmonies</p> <p>Ensemble</p>	
<p><b>Extended Response (writing, performance or product):</b></p>	<p><b>WHAT will PROGRESS look like in this unit?</b></p>

## Key Stage 3 in the Cabot Learning Federation

<p>Paired arrangement of an existing popular song</p> <p>Ensemble performance of an original composition</p>	<p><b>Deepening</b></p> <p>Students give an extended response to listening extracts using key terminology (written or verbal) and can draw comparisons between pieces of music</p> <p>Students can perform more substantial melodic lines or accompanying parts in time and with expression and fluency</p> <p>Students can construct and combine ideas in a structure with coherence and detail</p> <p><b>On Track</b></p> <p>Students know and can apply key terminology in response to listening extracts (written or verbal)</p> <p>Students can perform melodic lines or accompanying parts in time</p> <p>Students can compose ideas with a sense of structure and coherence</p> <p><b>Yet To Achieve</b></p> <p>Students can respond to music (written or verbal) with some knowledge of key terminology</p> <p>Students can perform a melodic line or accompanying part with some fluency</p> <p>Students can create simple ideas which show a rudimentary understanding of music</p> <p><b>At An Early Stage</b></p> <p>Students can recall some key terminology with support</p> <p>Students can perform a melodic line or accompaniment with limited fluency</p> <p>Students can begin to explore musical ideas</p>
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### Key Stage 3 in the Cabot Learning Federation

Subject: Music - Year 8	Unit Title: Film Music	ARE Point: 4
<p><b>Key Essentials:</b>            Know the elements of music            Apply the elements of music in listening activities            Understand the purpose of music for film            Develop a deeper understanding of motif            Create an original remix using film motifs from James Bond            Develop use of ICT software in Music            Create an extended composition as a soundtrack to a short film</p>	<p><b>WHY are children LEARNING this?</b>            All students should have the opportunity to develop skills to the extent that they can participate in an ensemble performance.</p>	
<p><b>Content:</b>            Recap elements of music through listening             Discuss the purpose of music in film             Recap note values, staff notation and motif and use this in a sightreading activity to develop an understanding of character motifs             Discuss and plan using a film storyboard             Create a short composition of a motif for a film character             Recap understanding of ostinato and use this to create an ostinato as part of a soundtrack for a short film clip             (Recap understanding of sequence and pedal note – as above)             Create an extended film composition             Perform this composition to the class with the film clip</p>	<p><b>Homework:</b></p>	
<p><b>Concepts:</b>  <i>Students know key terminology and can apply this in responding to pieces of music, identifying how the elements of music are used.</i>            Students know the elements of music            Students can apply the elements of music in listening</p>	<p><b>HOW will ORACY, READING and WRITING be developed?</b>  <b>Oracy</b>            Students will respond to pieces of music with answers and contribute to discussions in class</p>	

### Key Stage 3 in the Cabot Learning Federation

<p><i>Students are able to appreciate music across different styles and genres. In doing so they will develop a secure foundation to build confidence, perseverance and self discipline.</i></p> <p>Students listen to music from different genres of film</p> <p>Students build confidence to verbalise responses in listening tasks</p> <p>Students build perseverance and self discipline in composition of original ideas</p> <p>Students build confidence using ICT to layer different composition techniques</p>	<p>Students will provide verbal feedback to each other and engage in discussion about their own progress</p> <p><b>Reading</b></p> <p>Students will read key terminology that is presented to them</p> <p>Students will read staff notation</p> <p><b>Writing</b></p> <p>Students will write responses to listening extracts, referring to the elements of music</p> <p>Students will use a film storyboard to explore and plan musical ideas for a film composition</p>
<p><b>Terminology and Vocabulary (subject specific and academic):</b></p> <p>Rhythm</p> <p>Pitch</p> <p>Timbre</p> <p>Texture</p> <p>Tempo</p> <p>Dynamics</p> <p>Arrangement – track, metronome, effects, loops</p> <p>Storyboard</p> <p>Motif</p> <p>Melody</p> <p>Chord</p> <p>Ostinato</p> <p>Sequence</p> <p>Dissonance</p> <p>Pedal note</p>	
<p><b>Extended Response (writing, performance or product):</b></p> <p>Paired extended composition of a film soundtrack</p>	<p><b>WHAT will PROGRESS look like in this unit?</b></p> <p><b>Deepening</b></p>

## Key Stage 3 in the Cabot Learning Federation

	<p>Students give an extended response to listening extracts using key terminology (written or verbal) and can draw comparisons between pieces of music</p> <p>Students can construct and combine ideas in a structure with coherence and detail</p> <p><b>On Track</b></p> <p>Students know and can apply key terminology in response to listening extracts (written or verbal)</p> <p>Students can compose ideas with a sense of structure and coherence</p> <p><b>Yet To Achieve</b></p> <p>Students can respond to music (written or verbal) with some knowledge of key terminology</p> <p>Students can create simple ideas which show a rudimentary understanding of music</p> <p><b>At An Early Stage</b></p> <p>Students can recall some key terminology with support</p> <p>Students can begin to explore musical ideas</p>
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## Key Stage 3 in the Cabot Learning Federation

### DOYA Exemplification

- Deepening (D): describes a child who has reached the year group expectation and is now taking this deeper into more abstract work. These children are following their passion within a broad curriculum that inspires the full range of attainment and interest.
- On track/Working at current age related expectation (O): describes a child who is working at the age related expectation and fulfils all the descriptors.
- Yet to be on track (Y): describes a child who shows some working at age related expectations by fulfilling some of the descriptors, but is not yet on track to achieve all of them.
- At an earlier stage in their learning journey (A): describes a child who working at a level below the age related expectation, typically around a year behind.