

**KS3-YEAR 7 Curriculum Overview:**

Key Info:	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<p><b>Topic:</b></p> <p><b>Lessons per week:</b></p> <p><b>(1 or 2 per fortnight depending on class)</b></p>	<p align="center"><b>Samba</b></p> <p align="center"><b>(Kits &amp; Drums)</b></p> <p>A scheme that gives students the basic skills needed in music (performance and composition) and the key vocabulary that is used throughout KS3 and 4.</p>	<p align="center"><b>African</b></p> <p align="center"><b>(Kits &amp; Drums)</b></p> <p>A scheme that gives students the basic skills needed in music (performance and composition) and the key vocabulary that is used throughout KS3 and 4.</p>	<p align="center"><b>British Invasion</b></p> <p align="center"><b>(Ukulele)</b></p> <p>A scheme that gives students the basic skills needed in music (performance and composition) and the key vocabulary that is used throughout KS3 and 4.</p>	<p align="center"><b>Pop</b></p> <p align="center"><b>(Ukulele)</b></p> <p>A scheme that gives students the basic skills needed in music (performance and composition) and the key vocabulary that is used throughout KS3 and 4.</p>	<p align="center"><b>Classical Music-Adverts</b></p> <p align="center"><b>(Keyboard)</b></p> <p>A scheme that gives students the basic skills needed in music (performance and composition) and the key vocabulary that is used throughout KS3 and 4.</p>	<p align="center"><b>Media and Film Music</b></p> <p align="center"><b>(Keyboard)</b></p> <p>A scheme that gives students the basic skills needed in music (performance and composition) and the key vocabulary that is used throughout KS3 and 4.</p>
<p><b>Key Knowledge/Skills covered in the scheme</b></p>	<p>Elements of music – focus on texture, tempo and structure but also considering the others,</p> <p>Ensemble performance using various textures etc.</p> <p>Understanding the key features of Samba music and applying them to composition and performance.</p>	<p>Elements of music – focus on texture, tempo and structure but also considering the others. Applying what they know about Samba to another world music. Understanding the cultural significance of African music.</p> <p>Ensemble performance using various textures etc.</p> <p>Understanding the key features of African music and applying them to composition and performance.</p>	<p>Performance – ukulele (solo and ensemble)</p> <p>Reading TAB</p> <p>Key listening skills using elements</p> <p>Identifying key features of British Invasion music and how this influenced music genres that followed.</p>	<p>Performance – ukulele (solo and ensemble)</p> <p>Reading TAB</p> <p>Key listening skills using elements</p> <p>Identifying key features of pop music understanding how these have developed from British Invasion and similarities between pop and the world music covered previously (Samba and African)</p>	<p>Applying the elements of music to compositions</p> <p>Understanding motifs and identifying the difference between classical and romantic music – understanding that classical is more than just an umbrella term!</p> <p>Composition based on a well known motif</p> <p>How classical music is used in adverts etc</p>	<p>Applying the elements of music to compositions</p> <p>Considering how the elements would vary depending on the mood/scene etc of the film.</p> <p>Composition – initially looking at creating atmospheres using the elements of music. Then composing leitmotifs.</p> <p>Leitmotifs – how are these similar to motifs learnt about in the classical scheme. How are they different.</p>
<p><b>Assessment</b></p> <p><b>(Bold-School assessment data input)</b></p> <p><b>(Colour coded to link with GCSE/BTEC Component focus)</b></p>	<p><b>Performance, composition and analysis as is required throughout all three components of BTEC music. Focus on the key features and identifying them within existing pieces and applying them to their own performances/compositions.</b></p> <p>Assessment throughout of their ability to understand and apply key features to practical and written tasks.</p>	<p><b>Performance, composition and analysis as is required throughout all three components of BTEC music. Focus on the key features and identifying them within existing pieces and applying them to their own performances/compositions.</b></p> <p>Assessment throughout of their ability to understand and apply key features to practical and written tasks.</p> <p align="center"><b>Data drops: Tuesday 23<sup>rd</sup> November</b></p>	<p><b>Performance, composition and analysis as is required throughout all three components of BTEC music. Focus on the key features and identifying them within existing pieces and applying them to their own performances/compositions.</b></p> <p>Assessment throughout of their ability to understand and apply key features to practical and written tasks.</p>	<p><b>Performance, composition and analysis as is required throughout all three components of BTEC music. Focus on the key features and identifying them within existing pieces and applying them to their own performances/compositions.</b></p> <p>Assessment throughout of their ability to understand and apply key features to practical and written tasks.</p> <p align="center"><b>Data drops: Tuesday 8<sup>th</sup> March</b></p>	<p><b>Performance, composition and analysis as is required throughout all three components of BTEC music. Focus on the key features and identifying them within existing pieces and applying them to their own performances/compositions.</b></p> <p>Assessment throughout of their ability to understand and apply key features to practical and written tasks.</p>	<p><b>Performance, composition and analysis as is required throughout all three components of BTEC music. Focus on the key features and identifying them within existing pieces and applying them to their own performances/compositions.</b></p> <p>Assessment throughout of their ability to understand and apply key features to practical and written tasks..</p> <p align="center"><b>Data drops: Tuesday 5<sup>th</sup> July</b></p>
<p><b>Building on prior learning</b></p>	<p>All schemes include skills taught in previous terms. Most of year 7 come with very little musical knowledge so a common ground needs establishing first. Ukulele is accessible and enables them to engage in music and gain confidence. Singing is incorporated to get them to understand that singing is also a significant part of music and develops on the singing they always do in primary school. All students who have instrumental lessons/past experience are pushed and challenged more quickly than those without; progression is established on an individual basis within all schemes.</p>					
<p><b>Links to National Curriculum</b></p>	<p>National curriculum – performing and composing, recognising and applying the elements of music, a basic understanding of 'theory' (notation), to evaluate music from different styles/periods.</p> <ul style="list-style-type: none"> <li>• play and perform confidently in a range of solo and ensemble contexts using their voice, playing instruments musically, fluently and with accuracy and expression</li> <li>• improvise and compose; and extend and develop musical ideas by drawing on a range of musical structures, styles, genres and traditions</li> <li>• use staff and other relevant notations appropriately and accurately in a range of musical styles, genres and traditions</li> </ul>					
<p><b>Next Stage of Education:</b></p>	<p>BTEC includes identifying features of different genres of music using the elements of music. Composition and performance – for C3 students have to compose and perform</p>					

<b>Links to GCSE/BTEC Specification</b>	Students must be able to engage practically for BTEC therefore basic skills on the ukulele and keyboards can be transferred should they opt with little other instrumental experience.
<b>Independent/Home learning</b>	Learning of key vocabulary and rehearsals within the department. Reading tasks centred on the given topics/styles to broaden the repertoire of students.
<b>Cross-Curricular Links</b>	Links to all other PA subjects through performance skills and composition links to devising/choreographing. Key vocabulary can also be cross referenced here. PHSE/Sphere for confidence etc (SMSC).
<b>Cultural Capital &amp; Extra Curricular Opportunities</b>	Performance opportunities. Extra-curricular clubs and access to the practice rooms during break and lunch. Potential trips/visitors to engage them in other opportunities for performance etc whether this be them performing or watching performances.
<b>Positive Impact on personal Development (SMSC)</b>	Building confidence Understanding the resilience needed to master such skills Majority will be experiencing new skills that they may never have an opportunity to experience otherwise. Chance to develop skills for working with others, listening, communication etc