

Key Stage 3 Music Overview

By the end of KS3 (from National Music plan)

Listening & appraising: Demonstrate knowledge of western classical music and music from a range of musical traditions and understand some of the context that brought the music into being.

Compose with purpose, expression and musical understanding, including when using music technology.

Perform with connection and co-ordination when making music with others.

Sing or play with sufficient control to be able to perform with purpose, expression and musical understanding.

Can use a system, e.g staff notation or tab, to learn and perform music appropriate to the instrument and style (from national music plan)

What we expect students to know and be able to do by the end of each academic year

Year 7:

Singing: three- and four-part rounds, perform with some confidence in front of an audience, perform with a sense of ensemble including observing phrasing, accurate pitching & dynamic contrast.

Listening: identify the musical elements in pieces of music with guidance, understand the context, meaning and purpose behind the music being listened to with guidance. Think about the impact pieces have on the listener with guidance

Composing: Minimalist music.

Building on the melodic compositions from KS2, develop an understanding of composition through the use of music software (Sibelius/MuseScore)

Students will be given a composition brief to work from.

Melody: exploring/creating the use of melodic cells, focusing on repetition.

Structure: ostinato

Texture: layering and contrapuntal

Composing techniques: melodic cells, phase shifting, repetition/loop, ostinato, additive and subtractive melody, metamorphosis and layering

Performing (instrumental teaching): Djembe drumming

As an ensemble students perform a short drum piece they composed. Students will apply the following effectively:

- ✓ Ternary form
- ✓ Polyrhythm
- ✓ Unison
- ✓ Dynamics
- ✓ Call and response
- ✓ Drum Strokes: slap, bass, tone

Year 8:

Singing: chordal harmony in two or three parts (2 parts: "Lean on me" Bill Withers, 'Your song' Elton John, 'Count on me' Bruno Mars, 3 parts: 'Blackbird' The Beatles, "Get Back Up Again" (from Trolls) by Anna Kendrick (Arr. Mac Huff), "Seasons of Love" (from Rent) (Arr. Roger Emerson))

Listening: identify the musical elements in pieces of music with some guidance, understand the context, meaning and purpose behind the music being listened to with some guidance. Think about the impact pieces have on the listener with some guidance. Begin to identify the elements in their own music with guidance.

Composing: Ground Bass

Building on the composition unit and the rhythms, chords and bass lines learnt in Year 7.

In Year 8 students compose a short piece of music, on music software, inspired by the ground bass from Pachelbel's Canon.

Students will be given a composition brief to work from.

Students will apply the following effectively:

Conventions: Ground bass, Basso continuo, Polyphonic texture

Melody: Chord, Chord progression/sequences, Passing notes, Auxiliary note (lower and upper)

Performing (instrumental teaching): The Stand (tabletop drumming)

Performing a full piece as a whole class ensemble. Embedding rhythm and dynamics from African drumming. Developing their ability to read notation and play.

As an ensemble they will perform the piece 'The Stand'

Students must apply the following effectively:

- ✓ Reading and playing the correct notation especially D.S al Coda
- ✓ Rhythm
- ✓ Dynamics
- ✓ Articulation

Year 9:

Singing: homophonic (*pop/rock – ‘bohemian rhapsody’, ‘sound of silence’*) and/or polyphonic (*choral music or musical theatre*) harmony in three parts

Listening: identify the musical elements in pieces of music independently, understand the context, meaning and purpose behind the music being listened to independently. Think about the impact pieces have on the listener independently. Begin to identify the elements in their own music with some guidance.

Composing: Film Music

Composing in Year 9 builds on the melodic development and harmonic structure from the composition units Minimalism (Yr 7) & Ground Bass (Yr 8))

In Year 9 the focus is on musical expression and composing for a purpose through the use of music software as student should have their own compositional voice by the end of Year 9.

Students will choose from three composition briefs.

Performing (instrumental teaching): Samba

This unit builds on the drumming units from year 7 & 8.

The unit will focus on more complex rhythms and develop students' knowledge and skills of playing in an ensemble. Compared to the previous units, Samba has a range of instruments and will challenge student's ensemble playing skills

As an ensemble students will perform the piece 'Simple!'

Students will need to apply the following devices effectively:

- ✓ Polyrhythm
- ✓ Call and response
- ✓ Ostinato
- ✓ Syncopation
- ✓ Groove
- ✓ Apito

Key Stage 3 Summative Assessment and Marking

Summative feedback will be verbal.

Year	'High Stakes' summative assessment tests	
	Summative Assessment 1	Summative Assessment 2
7	African Drumming <i>Composing</i> <i>Performing</i> <i>L&A</i> Baseline Assessment	Minimalism <i>Composing</i> <i>L&A</i>

8	'The Stand' Music Drumming <i>Performing</i> <i>L&A</i>	Music Through Time: Ground Bass Composition <i>Composing</i> <i>L&A</i>
9	Samba Drumming <i>Performing</i> <i>L&A</i>	Film Music <i>Composing</i> <i>L&A</i>

Grading summative assessments.

The KS3 assessment criteria are split into 3 areas:

- Performing
- Composing
- Listening & Appraising

The KS3 criteria has been carefully created to ensure it measures the knowledge and skills students need to develop a good foundation in performing and composition with the addition to background theoretical knowledge of how music works through listening and appraising. This in turn will allow them to achieve at KS4.

We have reviewed the weightings of each area at KS4:

- C1 – Performing (30%)
- C2 – Composing (30%)
- C3 – Knowledge and Understanding (40%)

From this we have made the decision that at KS3 the criteria will be split evenly (33.3%) for each component to ensure students gain a broad and balanced curriculum in the knowledge and skills of Music.

Each area will be marked out of 10.

There are **two** summative assessments a year:

Summative assessment 1 = Performing

Summative assessment 2 = Composing

Both assessments will include Listening & Appraising

Therefore, **each summative assessment will be out of 20.**

There will be two marks per level per area:

8 **Emerging:** 1-2 **Developing:** 3-4 **Achieving:** 5-6 **Exceeding:** 7-8
Excelling: 9-10

Numbers 1,3,5,7 & 9 = students are **demonstrating some** of the knowledge and skills in the level

Numbers 2,4,6,8 &10 = students **demonstrating all** of the knowledge and skills in the level