

Music- Cumbria Music Service

INTENT- KS3

Our KS3 music curriculum is meticulously designed to create a dynamic and engaging learning experience that inspires students' enduring love for music. Our intentions for this curriculum are rooted in the following principles:

Building fundamental musical skills, exploring diverse musical traditions, encouraging creative expression, enhancing critical listening skills, promoting collaboration and teamwork, integrating technology in music, providing performance opportunities, teaching music history and context, using assessment for growth cultivating a lifelong appreciation for music

Through this comprehensive KS3 music curriculum, we aspire to nurture well-rounded individuals who are not only musically literate but also creative, culturally aware, and equipped with skills that go beyond the boundaries of the music classroom, enriching their lives and communities.

SKILLS AND KNOWLEDGE

Students will develop their KNOWLEDGE of

Singing:

- Learn correct posture, breathing and diction when singing
- Through singing songs develop: an accuracy of pitch, awareness of shape of melody and phrasing, character and style
- a knowledge of structure – verse & chorus, call and response
- Sing a variety of styles of songs
- Sing in two parts – this can be as a round or in Harmony

Playing an instrument:

- Learn how to look after the instrument and maintain it to a good standard
- Learn good posture and basic playing technique
- Play a steady beat in a group or individually
- Play melodies using a small range of notes
- Copy a short melodic phrase by ear
- Maintain a rhythmic or melodic ostinato
- Follow symbols or notation for rhythm and pitch
- Learn to control the instrument to produce contrasting dynamics

Explore different sounds the instrument can make

- Compose actions and/or words to songs
- Explore how different musical elements can tell a story, paint a picture or create a mood.
 - Play instruments and sing using 'call and response' and 'question and answer'
 - Develop improvising skills using rhythm and/or pitch
- Create and play an ostinato or simple rhythmic accompaniment and play with a melody
- Recognise patterns and repetition in pieces or Songs

Review Evaluate:

- Discuss what makes a good performance
- Identify how to improve a performance – instrumental technique and musical elements
- Reflect: listen to different types of music and discuss how they reflect different venues and occasions: E.g. ceremonial music, dance music, special occasions.
 - Discover how musical elements can change the mood of music – happy, sad, scary or lively

Aural and Theoretical Knowledge:

- Recognise the difference between the term Pulse and Rhythm – demonstrate by clapping, singing and playing with music
- Explore dynamic contrasts, articulation and tempo changes – be able to describe music using these terms
- Describe how music moves in steps or leaps and recognise if the pitch is going up or down in a melody
- Using simple rhythmic notation clap, sing or play accurately with a pulse
- Follow notation or symbols to play a piece of music
- Recognise simple structures of songs or pieces: verse/chorus, ABA
- Recognise repeated sections of pieces

Students will develop their SKILLS in

Singing:

- Basic Posture with relaxed shoulders
- Dynamic Contrasts
- Breathing to show phrases
- Range of an octave, mostly by step

Playing an instrument:

- Safe handling and maintenance of instrument
- Basic Posture
- Clear tone
- First 4 or 5 notes (or 3 chords)
- Rhythms (using notation) with two note lengths

Explore different sounds the instrument can make

- Compose actions and/or words to songs
- Explore how different musical elements can tell a story, paint a picture or create a mood
- Play instruments and sing using 'call and response' and 'question and answer'
- Develop improvising skills using rhythm and/or pitch
- Create and play an ostinato or simple rhythmic accompaniment and play with a melody
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Evaluate and Reflect:

- Improve own work
- How music reflects different cultural contexts
- How venue and occasion influence performance and Composition

Aural and Theoretical:

- Pulse – move in time to the music
- Contrasting dynamics – forte/piano and articulation – staccato/legato
- Identify quavers, crotchets and minims including rests in 4 beat rhythms
- Recognise pitch movements - 3 note melody
- Use of graphic score and notation
- Recognise simple structures (introduction, verse and chorus)

SKILLS AND KNOWLEDGE

Students will develop their KNOWLEDGE of	Students will develop their SKILLS in
<p>Cultural Development:</p> <ul style="list-style-type: none"> Sing and play pieces from different: <ul style="list-style-type: none"> countries, periods of music, styles Learn traditional singing games Explore music written by different composers <p>Personal Development:</p> <ul style="list-style-type: none"> Play and perform individually and in a small group to the class Develop rehearsal skills to enable a large group performance: <ul style="list-style-type: none"> working in a team listening to others reflecting on the performance <p>Performing with others:</p> <ul style="list-style-type: none"> Perform a range of pieces; singing and playing with an awareness of others Develop performing skills: <ul style="list-style-type: none"> audience awareness listening to others as you play following a conductor receiving audience appreciation 	<p>Cultural Development:</p> <ul style="list-style-type: none"> Music from western classical tradition popular music Traditional music from other parts of the world Traditional children’s songs and singing games <p>Personal Development:</p> <ul style="list-style-type: none"> Perform in a group to teacher Take turns – play a solo to teacher Express contrasting emotions through music – happy/sad <p>Performing with others:</p> <ul style="list-style-type: none"> Support other musicians – play or sing a part to accompany an instrumental piece or song Perform as a group in a school assembly or concert

CURRICULUM LESSONS ALLOCATED OVER THE 2 WEEK TIMETABLE

Year 7	Year 8
2 x one hour session	2 x one hour session

Overview

Whole school vision links to this subject

Shared Cultural Identity: Music often reflects the cultural identity of a community or group. By celebrating and sharing their musical traditions, communities can strengthen their cultural bonds and create a sense of belonging for all members, including those from diverse backgrounds.

Inclusive Performances: Inclusive music performances, such as community choirs, bands, or orchestras, welcome individuals of all ages, abilities, and skill levels. These groups provide opportunities for people to come together, share their love of music, and build social connections.

Youth Engagement: Engaging young people in music activities, such as school bands or community youth orchestras, fosters a sense of belonging and community among young musicians. It also provides them with valuable life skills.

Careers linked to Music

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|---|---|
| <ul style="list-style-type: none"> Musician/Performer Composer Music Teacher/Instructor Music Producer Recording Engineer Sound Designer Music Therapist Music Journalist/Critic Music Agent/Manager Conductor Music Technology Specialist | <ul style="list-style-type: none"> Concert Promoter Music Lawyer A&R (Artist and Repertoire) Representative Tour Manager Music Historian/Ethnomusicologist Music Retailer Music Librarian Music Retailer Arranger/Orchestrator |
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CURRICULUM THEMES



Cross Curriculum links

Physical Education: Use music to enhance physical activities like dance, aerobics, or yoga. Music can provide rhythm and motivation for exercise routines.

Geography: Study the geography of music by exploring the origins and influences of various musical styles from different regions of the world.

Drama/Theatre: Combine music and drama in musical theatre productions or explore the use of music to enhance storytelling in theatrical performances.

Religious Studies: Examine the role of music in religious rituals and ceremonies across different faiths and cultures.

Year 7/8 - Music Curriculum



Curriculum theme:

Exploring and Discovering Music

In KS3 music, we aim for an experience that encourages students to embark on a musical journey, discovering various genres, cultures, and historical periods. It fosters appreciation, critical listening, creativity, and a lifelong love for music

KS2 recap

2. Create and Develop Musical Ideas.

- Improvise a 1 bar rhythm
- Improvise a 1 bar melodic phrase (3 pitches)
- Use of musical choices to create an effect

3. Respond and Review

Evaluate:

- Discuss what makes a good performance
- Identify how to improve a performance –

instrumental technique and musical elements

Reflect:

- Listen to different types of music and discuss

how they reflect different venues and occasions:

E.g. ceremonial music, dance music, special occasions.

- Discover how musical elements can change the

mood of music – happy, sad, scary or lively

1. Control Sounds through Singing and Playing

Singing:

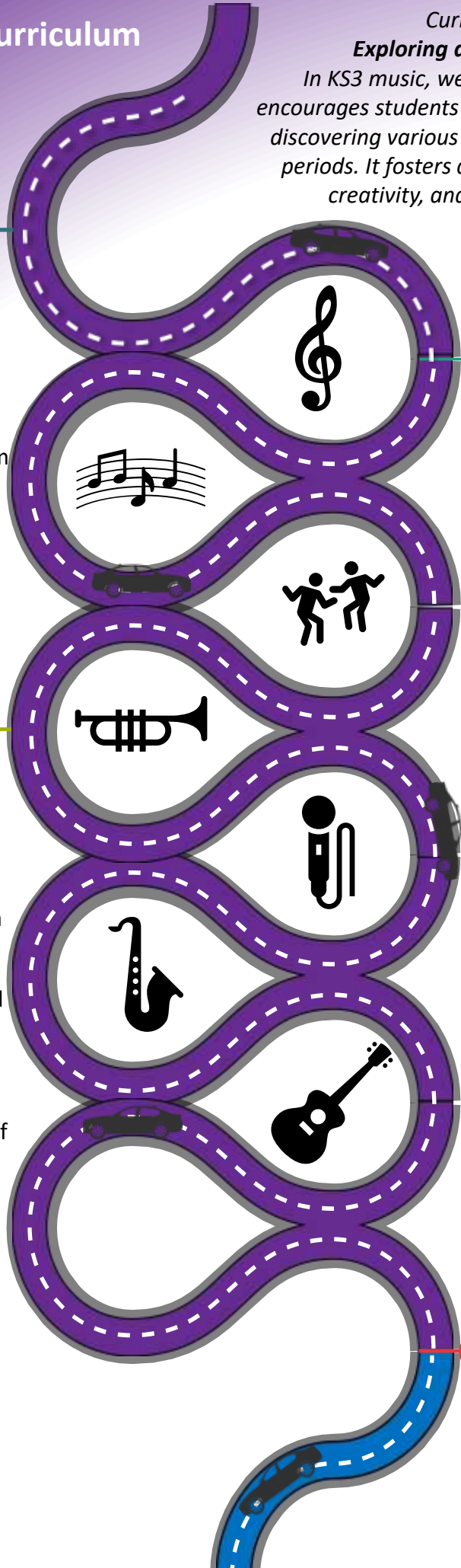
- Basic Posture with relaxed shoulders
- Dynamic Contrasts
- Breathing to show phrases
- Range of an octave, mostly by step

Playing an instrument:

- Safe handling and maintenance of instrument
- Basic Posture
- Clear tone
- First 4 or 5 notes (or 3 chords)
- Rhythms (using notation) with two note lengths

Progressing into year 8

Students will use skills developed in Year 7 on three new Cumbrian Adventures, digging deeper into the culture, adventure and enterprise of our local area.



Year 7/8 – Music Curriculum



Year 7 recap

5. Breadth of Study

Cultural Development:

- Sing and play pieces from different: countries, periods of music, style. Learn traditional singing games. Explore music written by different composers

Personal Development:

- Play and perform individually and in a small group to the class. Develop rehearsal skills to enable a large group performance: working in a team, listening to others, reflecting on the performance.

Performing with others:

- Perform a range of pieces; singing and playing with an awareness of others. Develop performing skills: audience awareness, listening to others as you play, following a conductor & receiving audience appreciation

Curriculum theme:

Exploring and Discovering Music

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4. Listen and Apply Knowledge and Understanding

Aural and Theoretical Knowledge:

- Recognise the difference between the term Pulse and Rhythm – demonstrate by clapping, singing and playing with music
- Explore dynamic contrasts, articulation and tempo changes – be able to describe music using these terms
- Describe how music moves in steps or leaps and recognise if the pitch is going up or down in a melody
- Using simple rhythmic notation clap, sing or play accurately with a pulse
- Follow notation or symbols to play a piece of music
- Recognise simple structures of songs or pieces: verse/chorus, ABA
- Recognise repeated sections of pieces

Progressing into year 9

