



# Music KS3

## Curriculum Overview

**Key Stage 3 Curriculum Journey: Year Key Stage 3 Music**

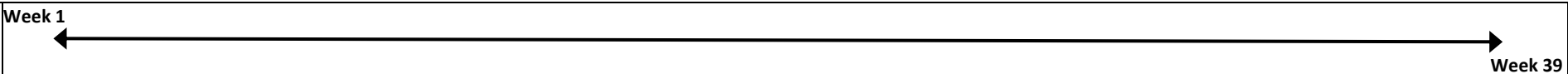
Year 7	<div> <div>Week 1</div> <div> <div></div> <div>Week 39</div> </div> </div>					
	<i><b>Baseline Assessment Graphic Scores</b></i>	<i><b>Keyboard Skill and Standard Notation</b></i>	<i><b>The Great Composers</b></i>	<i><b>Instruments of the Orchestra</b></i>	<i><b>Gamelan Music</b></i>	<i><b>Reggae Music</b></i>
<div>Key content (know that...Know how...)</div>	<ul style="list-style-type: none"> <li>The interrelated dimensions.</li> <li>The application of interrelated dimensions.</li> <li>Introduction to composing using graphic scores.</li> <li>Introduction to listening and application of interrelated dimensions.</li> <li>Introduction to recognising interrelated dimensions through music.</li> <li>Composing to a set brief.</li> <li>Using your voice to create music.</li> <li>Improvise using your voice and body percussion.</li> </ul>	<ul style="list-style-type: none"> <li>Standard notation.</li> <li>Treble and bass clef application and reading.</li> <li>Performing and arranging whilst following pieces of music in treble and bass clef.</li> <li>The C major scale.</li> <li>The A minor scale.</li> <li>Simple chords.</li> <li>Application of knowledge to perform/arrange a piece of music for the keyboard in treble and/or bass clef.</li> <li>The interrelated dimensions.</li> <li>Using your voice to sing in tune.</li> </ul>	<ul style="list-style-type: none"> <li>The classical periods of music: Baroque, Romantic, Classical.</li> <li>A selection of great composers from the classical periods.</li> <li>Reading standard notation.</li> <li>Performing extracts of work from the great composers.</li> <li>Use of accidentals (b/#).</li> <li>Composing in the style of a great composer.</li> <li>Listening to pieces of the great composers and exploring the application and identification of the interrelated dimensions</li> <li>Historical understanding of the classical periods and the key</li> </ul>	<ul style="list-style-type: none"> <li>The symphonic orchestra.</li> <li>Instruments and sections within the symphonic orchestra.</li> <li>Key composers of symphonic music.</li> <li>What is symphonic music?</li> <li>Instrument of the orchestra families.</li> <li>Composing using Digital Audio Work stations.</li> <li>Composing using the keyboard.</li> <li>Reading standard notation.</li> <li>Writing in standard notation.</li> <li>Historical understanding of programme music.</li> </ul>	<ul style="list-style-type: none"> <li>Exploration of the cultural links to the Gamelan orchestra.</li> <li>Listening application and ability to recognise interrelated dimensions.</li> <li>Composing to a set brief in the style of a gamelan orchestra.</li> <li>Instruments in the gamelan orchestra.</li> <li>Compositional and performance devices within the gamelan orchestra.</li> </ul>	<ul style="list-style-type: none"> <li>The ukulele and keyboard as an instrument. Build on previous learning (relation to keyboard and ukulele). Link back to chords and harmony.</li> <li>Revisit to strengthen skills used when learning Ukulele.</li> <li>Basic guitar skills – fingering, strumming, plucking, frets, strings.</li> <li>Performing, reading and composing chord progressions</li> <li>Sing in tune whilst playing an instrument.</li> <li>Performing, reading and composing</li> </ul>

[illegible]

	<p>range of solo and ensemble contexts using their voice, playing instruments musically, fluently and with accuracy and expression</p> <ul style="list-style-type: none"> <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 other relevant notations appropriately and accurately in a range of musical styles, genres and traditions</li> <li>• 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</li> <li>• Listen with increasing discrimination to a wide range of music from great</li> </ul>	<p>range of solo and ensemble contexts using their voice, playing instruments musically, fluently and with accuracy and expression</p> <ul style="list-style-type: none"> <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> <li>• 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</li> <li>• Listen with increasing discrimination to a</li> </ul>	<p>range of solo and ensemble contexts using their voice, playing instruments musically, fluently and with accuracy and expression</p> <ul style="list-style-type: none"> <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> <li>• 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</li> <li>• Listen with increasing discrimination to a</li> </ul>	<p>range of solo and ensemble contexts using their voice, playing instruments musically, fluently and with accuracy and expression</p> <ul style="list-style-type: none"> <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> <li>• 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</li> <li>• Listen with increasing discrimination to a</li> </ul>	<p>range of solo and ensemble contexts using their voice, playing instruments musically, fluently and with accuracy and expression</p> <ul style="list-style-type: none"> <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> <li>• 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</li> <li>• Listen with increasing discrimination to a</li> </ul>	<p>range of solo and ensemble contexts using their voice, playing instruments musically, fluently and with accuracy and expression</p> <ul style="list-style-type: none"> <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> <li>• 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</li> <li>• Listen with increasing discrimination to a</li> </ul>
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	<p>composers and musicians</p> <ul style="list-style-type: none"> <li>Develop a deepening understanding of the music that they perform and to which they listen, and its history.</li> </ul>	<p>wide range of music from great composers and musicians</p> <ul style="list-style-type: none"> <li>Develop a deepening understanding of the music that they perform and to which they listen, and its history.</li> </ul>	<p>wide range of music from great composers and musicians</p> <ul style="list-style-type: none"> <li>Develop a deepening understanding of the music that they perform and to which they listen, and its history.</li> </ul>	<p>wide range of music from great composers and musicians</p> <ul style="list-style-type: none"> <li>Develop a deepening understanding of the music that they perform and to which they listen, and its history.</li> </ul>	<p>wide range of music from great composers and musicians</p> <ul style="list-style-type: none"> <li>Develop a deepening understanding of the music that they perform and to which they listen, and its history.</li> </ul>	<p>wide range of music from great composers and musicians</p> <ul style="list-style-type: none"> <li>Develop a deepening understanding of the music that they perform and to which they listen, and its history.</li> </ul>
Assessments	<ul style="list-style-type: none"> <li>Students will be assessed in the 3 areas:</li> <li>Performance: Performing using graphic scores. Composing to a set brief. Listening and Appraisal: Listen with increased discrimination and analysis of the interrelated dimensions (elements of music).</li> </ul> <p>The assessment will take place as a summative assessment at points throughout the scheme of work.</p> <ul style="list-style-type: none"> <li>Students will also receive live</li> </ul>	<ul style="list-style-type: none"> <li>Students will be assessed in the 3 areas:</li> <li>Performance: Performing on the keyboard. Composing/arranging a keyboard piece. Listening and Appraisal: Listen with increased discrimination and analysis of the interrelated dimensions (elements of music).</li> </ul> <p>The assessment will take place as a summative assessment at points throughout</p>	<ul style="list-style-type: none"> <li>Students will be assessed in the 3 areas:</li> <li>Performance: Performing a selection of extracts from the great composers. Composing to set brief linked to the classical periods of music. Listening and Appraisal: Listen with increased discrimination and analysis of the interrelated dimensions (elements of music).</li> </ul> <p>The assessment will take place as a</p>	<ul style="list-style-type: none"> <li>Students will be assessed in the 3 areas:</li> <li>Performance: Performing a set piece as an orchestra. Composing to set brief linked to programme music. Listening and Appraisal: Listen with increased discrimination and analysis of the interrelated dimensions (elements of music).</li> </ul> <p>This will take place in a summative assessment in the final weeks of the scheme of work.</p>	<ul style="list-style-type: none"> <li>Students will be assessed in the 3 areas:</li> <li>Performance: Performing as gamelan ensemble, set to a brief. Composing: Composing to set brief in the style of gamelan. Listening and Appraisal: Listen with increased discrimination and analysis of the interrelated dimensions (elements of music).</li> </ul> <p>This will take place in a summative assessment in the final weeks of the scheme of work.</p>	<ul style="list-style-type: none"> <li>Students will explore the historical, cultural and geographical background of Reggae music.</li> <li>They will listen and identify key interrelated dimensions and components of music that stylistically contribute to Reggae music.</li> <li>Interim assessment – performance skills, as a soloist and as part of an ensemble.</li> <li>Summative Assessment – composition skills, understanding harmony,</li> </ul>

	<p>assessments and feedback throughout the scheme of work.</p>	<p>the scheme of work.</p> <ul style="list-style-type: none"> <li>Students will also receive live assessments and feedback throughout the scheme of work.</li> </ul>	<p>summative assessment at points throughout the scheme of work.</p> <ul style="list-style-type: none"> <li>Students will also receive live assessments and feedback throughout the scheme of work.</li> </ul>	<p>Students will also receive live assessments and feedback throughout the scheme of work.</p>	<p>Students will also receive live assessments and feedback throughout the scheme of work.</p>	<p>understanding rhythm, composing for a set instrument, understanding chord progressions, tonality.</p> <ul style="list-style-type: none"> <li>Live assessment and feedback throughout scheme of work. - Assessment ongoing throughout their work and progress to be captured through audio/filmed points throughout the scheme.</li> </ul>
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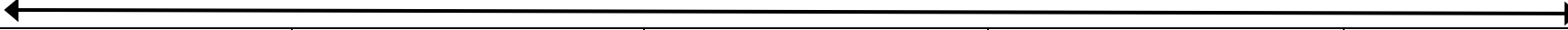
Year 8	Week 1  Week 39				
	<i>Music of Brazil - Samba</i>	<i>Blues Music</i>	<i>Chromaticism</i>	<i>Music for Film</i>	<i>Music for Video Games</i>
	<b>Key content (know that...Know how...)</b> <ul style="list-style-type: none"> <li>• The interrelated dimensions.</li> <li>• The application of interrelated dimensions.</li> <li>• Historical, geographical and cultural exploration of Samba music.</li> <li>• Samba instrumentation – surdoo, repinique. Ganza, agogo, apito, tambourim etc...</li> <li>• Syncopation.</li> <li>• Improvisation.</li> <li>• Composition and performance within the samba style.</li> </ul>	<ul style="list-style-type: none"> <li>• Standard notation.</li> <li>• Treble and bass clef application and reading.</li> <li>• 12 Bar blues.</li> <li>• Chords 1, 4, 5 in the blues.</li> <li>• Improvisation using the blues scale.</li> <li>• Extended chords (dominant 7ths).</li> <li>• Composers of the blues.</li> <li>• Historical, cultural and geographical understanding of the blues origins.</li> <li>• Composing in the blues style.</li> <li>• Performing in the blues style.</li> <li>• Keyboard, guitar and ukulele instrumentation.</li> <li>• Listening with increasing discrimination.</li> </ul>	<ul style="list-style-type: none"> <li>• Exploration of accidentals.</li> <li>• Exploration of extracts of work of Beethoven, Tchaikovsky.</li> <li>• The chromatic scale.</li> <li>• Keyboard skills.</li> <li>• Standard notation – treble and bass clef notation reading.</li> <li>• Dexterity.</li> <li>• Performing selected extracts and compositional ideas based around chromaticism.</li> <li>• Composing to a set brief making use of chromaticism.</li> </ul>	<ul style="list-style-type: none"> <li>• Exploring the importance of why we have music in films.</li> <li>• Historical exploration of music in films.</li> <li>• Key film music composers.</li> <li>• Leitmotifs in film music.</li> <li>• Explore, rehearse and perform leitmotifs.</li> <li>• Listen to pieces of music for film with discrimination and recognise interrelated dimension functions within them.</li> <li>• Composing music for film.</li> </ul>	<ul style="list-style-type: none"> <li>• Exploration of the cultural links music for video games.</li> <li>• Video game music composers.</li> <li>• The development of DAWs and music technology (rise of the synthesizer).</li> <li>• Video game music themes.</li> <li>• Performance of music for video game extracts.</li> <li>• Application of the interrelated dimensions.</li> <li>• Standard notation reading.</li> <li>• Composing for video game.</li> <li>• Composing for video game extract using a DAW.</li> </ul>

		<ul style="list-style-type: none"> <li>• The interrelated dimensions.</li> </ul>			
Prior Knowledge	<ul style="list-style-type: none"> <li>• Rhythm</li> <li>• Tempo</li> <li>• Texture</li> <li>• Interrelated dimensions.</li> <li>• Listening with increasing discrimination.</li> </ul>	<ul style="list-style-type: none"> <li>• Simple chords (triads).</li> <li>• Keyboard, guitar, ukulele skills.</li> <li>• Interrelated dimensions.</li> <li>• Composing using pitch.</li> <li>• Improvisation.</li> </ul>	<ul style="list-style-type: none"> <li>• Recognise key components of the interrelated dimensions.</li> <li>• Application and exploration of some interrelated dimensions</li> <li>• Performance using standard notation.</li> <li>• Standard notation and keyboard skills.</li> <li>• Composing, performing and rehearsal.</li> <li>• Keyboard knowledge.</li> <li>• Instruments of the orchestra: identification and recognise.</li> </ul>	<ul style="list-style-type: none"> <li>• Recognise instrumentation.</li> <li>• Recognise instrumentation through listening with discrimination.</li> <li>• Application and identification of the interrelated dimensions (elements of music).</li> </ul>	<ul style="list-style-type: none"> <li>• Recognise key components of the interrelated dimensions.</li> <li>• Application and exploration of some interrelated dimensions</li> <li>• Performance using standard notation.</li> <li>• Standard notation and keyboard skills.</li> <li>• Composing, performing and rehearsal.</li> <li>• Keyboard knowledge.</li> <li>• Instruments of the orchestra and music technology: identification and recognise.</li> </ul>
KS3 National Curriculum Links	<ul style="list-style-type: none"> <li>• Play and perform confidently in a range of solo and ensemble contexts playing instruments musically, fluently and with accuracy and expression</li> </ul>	<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</li> </ul>	<ul style="list-style-type: none"> <li>• Play and perform confidently in a range of solo and ensemble contexts playing instruments musically, fluently and with accuracy and expression</li> </ul>	<ul style="list-style-type: none"> <li>• Play and perform confidently in a range of solo and ensemble contexts, playing instruments musically, fluently and with accuracy and expression</li> </ul>	<ul style="list-style-type: none"> <li>• Play and perform confidently, playing instruments fluently and with accuracy and expression</li> <li>• Improvise and compose; and extend</li> </ul>



	<ul style="list-style-type: none"> <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 other relevant notations appropriately and accurately in a range of musical styles, genres and traditions</li> <li>• 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</li> <li>• Listen with increasing discrimination to a wide range of music from great composers and musicians</li> <li>• Develop a deepening understanding of the music that they perform and to which they listen, and its history.</li> </ul>	<p>with accuracy and expression</p> <ul style="list-style-type: none"> <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> <li>• 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</li> <li>• Listen with increasing discrimination to a wide range of music from great composers and musicians</li> <li>• Develop a deepening understanding of the music that they perform and to which they listen, and its history.</li> </ul>	<ul style="list-style-type: none"> <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> <li>• 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</li> <li>• Listen with increasing discrimination to a wide range of music from great composers and musicians</li> <li>• Develop a deepening understanding of the music that they perform and to which they listen, and its history.</li> </ul>	<ul style="list-style-type: none"> <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> <li>• 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</li> <li>• Listen with increasing discrimination to a wide range of music from great composers and musicians</li> <li>• Develop a deepening understanding of the music that they perform and to which they listen, and its history.</li> </ul>	<p>and develop musical ideas by drawing on a range of musical structures, styles, genres and traditions</p> <ul style="list-style-type: none"> <li>• Use staff and other relevant notations appropriately and accurately in a range of musical styles, genres and traditions</li> <li>• 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</li> <li>• Listen with increasing discrimination to a wide range of music from great composers and musicians</li> <li>• Develop a deepening understanding of the music that they perform and to which they listen, and its history.</li> </ul>
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		they listen, and its history.			
<b>Assessments</b>	<ul style="list-style-type: none"> <li>Students will be assessed in the 3 areas:</li> <li>Performance: Performing using relevant notation. Composing to a set brief. Listening and Appraisal: Listen with increased discrimination and analysis of the interrelated dimensions (elements of music).</li> </ul> <p>The assessment will take place as a summative assessment at points throughout the scheme of work.</p> <ul style="list-style-type: none"> <li>Students will also receive live assessments and feedback throughout the scheme of work.</li> </ul>	<ul style="list-style-type: none"> <li>Students will be assessed in the 3 areas:</li> <li>Performance: Performing on the keyboard/guitar/ukulele. Composing/ arranging a keyboard piece. Listening and Appraisal: Listen with increased discrimination and analysis of the interrelated dimensions (elements of music).</li> </ul> <p>The assessment will take place as a summative assessment at points throughout the scheme of work.</p> <ul style="list-style-type: none"> <li>Students will also receive live assessments and feedback throughout the scheme of work.</li> </ul>	<ul style="list-style-type: none"> <li>Students will be assessed in the 3 areas:</li> <li>Performance: Performing a selection of extracts from the great composers. Composing to set brief linked to chromaticism. Listening and Appraisal: Listen with increased discrimination and analysis of the interrelated dimensions (elements of music).</li> </ul> <p>The assessment will take place as a summative assessment at points throughout the scheme of work.</p> <ul style="list-style-type: none"> <li>Students will also receive live assessments and feedback throughout the scheme of work.</li> </ul>	<ul style="list-style-type: none"> <li>Students will be assessed in the 3 areas:</li> <li>Performance: Performing leitmotifs. Composing to set brief linked to music for film. Listening and Appraisal: Listen with increased discrimination and analysis of the interrelated dimensions (elements of music).</li> </ul> <p>This will take place in a summative assessment in the final weeks of the scheme of work. Students will also receive live assessments and feedback throughout the scheme of work.</p>	<ul style="list-style-type: none"> <li>Students will be assessed in the 3 areas:</li> <li>Performance: Performing a selection of music for video game pieces. Composing to set brief in the style music for video games. Listening and Appraisal: Listen with increased discrimination and analysis of the interrelated dimensions (elements of music).</li> </ul> <p>This will take place in a summative assessment in the final weeks of the scheme of work. Students will also receive live assessments and feedback throughout the scheme of work.</p>

Year 9	Week 1 					Week 39
	<i>Music for Media</i>	<i>Riffs</i>	<i>Music for Video Games</i>	<i>Electronic Dance Music</i>	<i>Northern Pop/Rock Music</i>	
	Key content (know that...K now how...)					
	<ul style="list-style-type: none"> <li>The purpose of music in adverts.</li> <li>Explore and listen with discrimination to soundscapes and their intended effect,.</li> <li>Rehearse and perform jingles.</li> <li>Chord progressions.</li> <li>Writing for underscores.</li> </ul> <p>Applying the interrelated dimensions through listening, performing and composing.</p> <ul style="list-style-type: none"> <li>Exploration of foley sound design.</li> <li>Hit points.</li> </ul> <p>Application of hitpoints. Standard notation.</p>	<ul style="list-style-type: none"> <li>Standard notation.</li> <li>Treble and bass clef application and reading.</li> <li>Standard chord progressions.</li> <li>Cultural understanding of riffs and their function in music.</li> <li>Arranging riffs.</li> <li>Composing riffs.</li> <li>Performing riffs from a variety of popular music and rock styles.</li> <li>Keyboard, guitar and ukulele instrumentation.</li> <li>Listening with increasing discrimination.</li> <li>The interrelated dimensions</li> <li>Working as a soloist and ensemble..</li> <li>Exploration of drum notation and reading of drum notation.</li> </ul>	<ul style="list-style-type: none"> <li>Exploration of the cultural links music for video games.</li> <li>Video game music composers.</li> <li>The development of DAWs and music technology (rise of the synthesizer).</li> <li>Video game music themes.</li> <li>Performance of music for video game extracts.</li> <li>Application of the interrelated dimensions.</li> <li>Standard notation reading.</li> <li>Composing for video game.</li> </ul> <p>Composing for video game extract using a DAW.</p>	<ul style="list-style-type: none"> <li>Historical exploration of the history of dance music.</li> <li>Four on the floor, bass drop, programming, beat matching, sample manipulation.</li> <li>Explore, rehearse and perform EDM dance music hooks.</li> <li>Listen to pieces of music from key composers in the EDM genre with discrimination and recognise interrelated dimension functions within them.</li> <li>Composing a piece of EDM music on a DAW.</li> <li>Music technology effects.</li> </ul>	<ul style="list-style-type: none"> <li>Northern bands and styles of music.</li> <li>Exploration of working as a band ensemble.</li> <li>Solo music skills.</li> <li>Working as a band to arrange a version of s pop/rock song.</li> <li>Music rehearsal discipline.</li> <li>Listening to pieces of popular/rock music from the north and exploring the use of inter-related dimensions.</li> <li>Opportunity to perform using your voice or chosen instrument.</li> <li>Standard notation/other relevant notation reading.</li> </ul>	

		<ul style="list-style-type: none"> <li>Singing using your voice.</li> </ul>			
<b>Prior Knowledge</b>	<ul style="list-style-type: none"> <li>Interrelated dimensions.</li> <li>Listening with increasing discrimination.</li> <li>Leitmotif.</li> <li>Chord progressions and extended chords.</li> <li>Use of a DAW for composing soundscapes.</li> </ul>	<ul style="list-style-type: none"> <li>Simple chords (triads) – major and minor.</li> <li>Keyboard, guitar, ukulele skills.</li> <li>Interrelated dimensions.</li> <li>Composing using pitch.</li> <li>Improvisation.</li> </ul>	<ul style="list-style-type: none"> <li>Recognise key components of the interrelated dimensions.</li> <li>Application and exploration of some interrelated dimensions</li> <li>Performance using standard notation.</li> <li>Standard notation and keyboard skills.</li> <li>Composing, performing and rehearsal.</li> <li>Keyboard knowledge.</li> <li>Instruments of the orchestra and music technology: identification and recognise.</li> </ul>	<ul style="list-style-type: none"> <li>Recognise instrumentation.</li> <li>Recognise instrumentation through listening with discrimination.</li> <li>Application and identification of the interrelated dimensions (elements of music).</li> <li>The development of DAWs.</li> <li>Composing using a DAW.</li> </ul>	<ul style="list-style-type: none"> <li>Recognise key components of the interrelated dimensions.</li> <li>Application and exploration of some interrelated dimensions</li> <li>Performance using standard notation.</li> <li>Standard notation and keyboard skills.</li> <li>Guitar tab.</li> <li>Composing, performing and rehearsal.</li> <li>Keyboard knowledge.</li> <li>Popular music instruments.</li> <li>Riffs.</li> <li>Drum notation.</li> </ul>
<b>KS3 National Curriculum Links</b>	<ul style="list-style-type: none"> <li>Play and perform confidently in a range of solo and ensemble contexts playing instruments musically, fluently and</li> </ul>	<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</li> </ul>	<ul style="list-style-type: none"> <li>Play and perform confidently, playing instruments fluently and with accuracy and expression</li> </ul>	<ul style="list-style-type: none"> <li>Play and perform confidently in a range of solo and ensemble contexts, playing instruments musically, fluently and</li> </ul>	<ul style="list-style-type: none"> <li>Play and perform confidently in a range of solo and ensemble contexts, playing instruments musically, fluently and</li> </ul>

	<p>with accuracy and expression</p> <ul style="list-style-type: none"> <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 other relevant notations appropriately and accurately in a range of musical styles, genres and traditions</li> <li>• 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</li> <li>• Listen with increasing discrimination to a wide range of music from great composers and musicians</li> <li>• Develop a deepening understanding of the music that they perform and to which</li> </ul>	<p>with accuracy and expression</p> <ul style="list-style-type: none"> <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> <li>• 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</li> <li>• Listen with increasing discrimination to a wide range of music from great composers and musicians</li> <li>• Develop a deepening understanding of the music that they perform and to which they listen, and its history.</li> </ul>	<ul style="list-style-type: none"> <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> <li>• 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</li> <li>• Listen with increasing discrimination to a wide range of music from great composers and musicians</li> <li>• Develop a deepening understanding of the music that they perform and to which they listen, and its history.</li> </ul>	<p>with accuracy and expression</p> <ul style="list-style-type: none"> <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> <li>• 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</li> <li>• Listen with increasing discrimination to a wide range of music from great composers and musicians</li> <li>• Develop a deepening understanding of the music that they perform and to which they listen, and its history.</li> </ul>	<p>with accuracy and expression</p> <ul style="list-style-type: none"> <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> <li>• 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</li> <li>• Listen with increasing discrimination to a wide range of music from great composers and musicians</li> <li>• Develop a deepening understanding of the music that they perform and to which they listen, and its history.</li> </ul>
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	they listen, and its history.				
<b>Assessments</b>	<ul style="list-style-type: none"> <li>Students will be assessed in the 3 areas:</li> <li>Performance: Performing using graphic scores. Composing to a set brief. Listening and Appraisal: Listen with increased discrimination and analysis of the interrelated dimensions (elements of music).</li> </ul> <p>The assessment will take place as a summative assessment at points throughout the scheme of work.</p> <ul style="list-style-type: none"> <li>Students will also receive live assessments and feedback throughout the scheme of work.</li> </ul>	<ul style="list-style-type: none"> <li>Students will be assessed in the 3 areas:</li> <li>Performance: Performing on the keyboard/chosen instrument. Composing/ arranging a riff on your chosen instrument. Listening and Appraisal: Listen with increased discrimination and analysis of the interrelated dimensions (elements of music).</li> </ul> <p>The assessment will take place as a summative assessment at points throughout the scheme of work.</p> <ul style="list-style-type: none"> <li>Students will also receive live assessments and feedback throughout the scheme of work.</li> </ul>	<ul style="list-style-type: none"> <li>Students will be assessed in the 3 areas:</li> <li>Performance: Performing a selection of extracts from music for video games. Composing to set brief linked to video games. Listening and Appraisal: Listen with increased discrimination and analysis of the interrelated dimensions (elements of music).</li> </ul> <p>The assessment will take place as a summative assessment at points throughout the scheme of work.</p> <ul style="list-style-type: none"> <li>Students will also receive live assessments and feedback throughout the scheme of work.</li> </ul>	<ul style="list-style-type: none"> <li>Students will be assessed in the 3 areas:</li> <li>Performance: Performing a key themes from selected EDM pieces. Composing to set brief linked to pEDM style. Listening and Appraisal: Listen with increased discrimination and analysis of the interrelated dimensions (elements of music).</li> </ul> <p>This will take place in a summative assessment in the final weeks of the scheme of work. Students will also receive live assessments and feedback throughout the scheme of work.</p>	<ul style="list-style-type: none"> <li>Students will be assessed in the 3 areas:</li> <li>Performance: Performing as a band ensemble. Composing/arranging to set brief in the style of northern rock/pop music.: Listen with increased discrimination and analysis of the interrelated dimensions (elements of music).</li> </ul> <p>This will take place in a summative assessment in the final weeks of the scheme of work. Students will also receive live assessments and feedback throughout the scheme of work.</p>