



THE ARNEWOOD SCHOOL KEY STAGE 3 MUSIC



Implementation:

To build upon musical skills developed in KS2 such as singing, early projects in Year 7 provide a framework from which to approach more complex musical skills such as understanding of melody, harmony and ensemble work.

Year 7

Half Term	Curriculum Focus	Landmark assessment
Autumn 1	Introducing key musical skills within performing and composing. Students will learn and play a piece of music based on an instrument of their choice. They will also compose a piece of music based around a stimulus	Baseline performance assessment based on skills like accuracy and projection Baseline composition assessment based on using musical ideas such as structure and melody
Autumn 2	Singing Students will learn about the mechanics of singing, and how the body works to produce a sound. They will undertake a variety of vocal warm ups designed to improve their singing ability. They will also learn to sing a variety of popular songs by rote, performing them in a group scenario.	Formative assessment of vocal skills throughout the project, including analysis and evaluation. A summative assessment of vocal performance skills to a song of the pupil's choice.
Spring 1	Music For An Occasion Pupils will learn to compose music to a brief. They will look at choices a composer makes, such as which instruments to use, how fast or slow to make music, and how to use chords, which are the building blocks of music.	Formative assessment of composing skills throughout the project, including use of chords and instrument choice. A summative assessment of pupils' compositions based against the brief.
Spring 2	Reggae Students will learn about the features of this genre of music, as well as some historical context. They will develop their performing skills by learning a popular	Formative assessment of performing skills throughout the project, including use of rhythm and riff.





	reggae song – Bob Marley's 'Three Little Birds'.	A summative assessment of pupils' performances
Summer 1	As per Spring 2	As per Spring 2
Summer 2	Rap Students will learn about the features of this genre of music, as well as some historical context. They will then compose their own instrumental beat and develop their own, classroom-friendly lyrics. They will then perform their song.	Formative assessment of performing skills throughout the project, including use of instruments and vocal rhythmic skills. A summative assessment of pupils' performances

Year 8

Half Term	Curriculum Focus	Landmark assessment
Autumn 1	The blues is one of the most important musical genres of the last 100 years. We introduce key musical features of the blues, such as blue notes, riffs, tonality, and syncopation. We discuss and analyse the historical context of how the blues developed. Pupils learn how to play a 12 bar blues bassline and how to add blues chords. Extension work is to add blue notes and create riffs and solos over a walking bass line.	Formative assessment of performing and listening skills throughout the project, including accuracy of technique. A summative assessment of pupils' performances based against the brief.
Autumn 2	The blues (continued). Pupils study a variety of landmark blues songs, and discover how to create their own blues lyrics. Working in small groups and using their knowledge of the 12 bar blues, pupils will then compose their own blues song in its entirety, performing it at the end of the project.	Formative assessment of composing skills throughout the project, including use of chords and ability to match lyrics with music. A summative assessment of pupils' compositions based against the brief.
Spring 1	Pop Ballads Pupils will listen to a variety of pop ballads from the last 30 years and discuss and analyse the features of these. These include 4-chord progressions, using harmony, layering sounds, and timbre. Pupils will learn to compose music to a brief by using a 4 chord sequence, and developing lyrics and a melody.	Formative assessment of composing skills throughout the project, including use of chords and instrument choice. lyrics





Spring 2	Pop Ballads (contd) Pupils will continue learning about pop ballads, using the features of existing songs to develop their own compositional ideas. Pupils will understand how instrument choice affects the emotion of a song, and choose appropriate instruments for their composition. They will perform their own pop ballad at the end of the project.	Formative assessment of performing skills throughout the project, including use of rhythm and riff. A summative assessment of pupils' performances
Summer 1	Arranging Pupils listen to Pachelbel's Canon, and discuss and analyse key features of this music. We then see how this music has been remixed for use in a more modern way, by changing instruments, adding drum beats and creating modern lyrics that match the music. Pupils then learn how to play some of the passages from the Canon. Using technology, they then try to remix the music to create their own musical arrangement.	Formative assessment of performing skills throughout the project, including use of rhythm and riff. A summative assessment of pupils' performances
Summer 2	Film Music Pupils will learn about the features of this genre of music, as well as watching and listening to examples of famous film music. They will analyse how composers use musical elements such as pitch, tempo, rhythm, sonority and tonality to match music to film scenes in a variety of film genres. Pupils will then use this knowledge to compose their own film music scene.	Formative assessment of performing skills throughout the project, including use of instruments and vocal rhythmic skills. A summative assessment of pupils' performances

