

The aims of this KS3 curriculum are:

Musicianship

- Allow all children the chance to develop, improve and feel success in their practical and theoretical musicianship by embedding the core elements of music consistently throughout the curriculum with tasks designed to allow all children to participate at a level they are comfortable with.

Social Interaction

- Assert the importance of all children engaging with and enjoying practical music making in small and large groups to encourage good social interactions with peers.

Performance Opportunities

- Provide all students with the opportunity to experience and participate in live music performance to an audience to raise aspirations, build resilience, confidence and pride in themselves, their school and their community.

Cultural Capital and Awareness

- Offer all students the opportunity to experience live music performances via extra-curricular trips to raise aspirations and develop a cultural capital for all. Furthermore, foster an appreciation and understanding of other cultures locally and world-wide with a curriculum that exposes students to a variety of familiar and less familiar musical genres.

Oracy and Written Communication

- Development of reading/written communication and oracy via written and verbal musical appraisal and scoring, self/peer evaluation of performances and communicating ideas to others.

Term	Topics	Knowledge covered and skills developed	Assessment
Autumn 1	Exploring the Graphic Score	Students will be introduced to the elements of music: pitch, rhythm, tempo, structure, texture, timbre and dynamics via an interactive project. Using a creative combination of drawing, music and movement, exploring tuned and un-tuned percussion, technology and listening to different instrument sounds students will work as a whole class and a small group to immerse themselves in the fantastic world of music. - Developing understanding of core elements of music - Introducing and developing collaborative group work	Student performances and group work will be audio/video recorded throughout the project to evidence their progress against musical skill statements.

Autumn 2	Songs from the Stage	This project will allow students to develop their vocal performance skills and give them their first experience of live musical performance to an audience. The project explores some of the greatest stage musical hits through the ages and allows students to begin to develop their stage etiquette and resilience. - Developing vocal skills: breathing, projection, tuning (unison) and phrasing - Exposure and development of group rehearsal for live performance and stage etiquette	The whole class will be audio/video recorded throughout the project to evidence their progress against musical skill statements. The final assessment will be the live performance to an audience.
Spring 1	Stomp the Rhythm	This project introduces the students to rhythm and notation using percussion and non-standard instrumentation in the style of the stage show 'Stomp'. Students will explore and develop their understanding of notated rhythms in music and demonstrate their understanding through a devised whole class performance. - Introduction of notated rhythms: Crotchet, quaver, semi-quaver and crotchet rest - Introduction of layered musical texture - Develop compositional creativity	Student performances and group work will be audio/video recorded throughout the project to evidence their progress against musical skill statements.
Spring 2	A Pitch Perfect World	The world is full of the most amazing sounds and this project allows students to learn about pitch through the music of India (Raga), Indonesia (Pentatonic slendro) and the Western major scale. Students will explore the styles and develop their melodic performance skills using a range of tuned percussion and keyboards. - Introduction of longer rhythms: semi-breve and minim - Introduction of treble clef and octave from C-C - Introduction of the music score and notated pitches from middle C to C1 - Introduction of duet/pair work (as opposed to group work) - Discussion and exploration of unfamiliar language cultures and traditions – draw similarities/contrast	Student duet performances and group work will be audio/video recorded throughout the project to evidence their progress against musical skill statements.
Summer 1	Compose Yourself	This project will provide students with the opportunity to experiment with guitar, piano and drum kit. The students will create a video of themselves where they showcase their skills and abilities, likes and dislikes and will compose music for the background as a group band task.	Students' completed musical compositions (group task) will be self, peer and teacher assessed against musical skill statements.

		- Introduction of Music Technology software: learning the basics of the interface - Developing compositional creativity within a given musical structure - Demonstrate understanding of the elements when composing - Learn and remember the notes of the keyboard	
Summer 2	Music for Adverts	This project allows the students the opportunity to extend their creativity in composition by composing music for a given stimulus (art work, video clips, photo) Students will explore how to use certain textures, timbres and tonalities to achieve specific moods or feelings and then apply this knowledge to their own work. - Develop compositional creativity - Develop note reading at the midi keyboard Develop a basic understanding of tonality and utilise accidentals to create specific moods via online music technology software: Bandlab.	Students' finished musical compositions will be self, peer and teacher assessed against musical skill statements.

YEAR 8

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Autumn 1	Dene's got the Blues (Performance)	This project allows students to learn all about the important historical and social significance of the Blues. They will develop their keyboard and vocal skills as well as learning about the 12 bar blues structure and the Blues scale. Students will work in pairs and small groups to perform some of the greatest Blues hits at the keyboard.	Students' individual, duet and group performances will be audio/video recorded throughout the project to evidence their progress against musical skill statements.

		- Discussion and exploration of significant historical events and how they have impacted society. Also the huge influence Blues music has had on many, many other styles - Development of keyboard skills: correct left and right handed technique - Introduction to triads, degrees of the scale and sharp/flat notes (accidentals) - Development of score reading notes of the treble clef and introduction of the bass clef - Development of understanding of notated syncopation and dotted notes	
Autumn 2	Dene's got the Blues (Composition)	This project builds upon the skills of the previous project and now focusses on students utilising the skills they have learned, developing their own ideas within a given structure and developing their improvising skills in the Blues style. Students will explore how Blues lyrics are written in an AAB format, explore the walking bass line (using bass clef) and have their first exposure to improvising using the blues scale. - Develop score reading skills (treble and bass) - Understand and develop key Blues features: AAB lyrics, walking bass line and improvisation - Introduction to improvisation with a scale by utilising the Blues improvisation techniques: Trill, slide and triplets.	Students' individual, duet and group compositions/performances will be audio/video recorded throughout the project to evidence their progress against musical skill statements.
Spring 1 & Spring 2	Battle of the '4 chord' Bands	In this project, Year 8 are pitted against each other for the title of best band! Year 8 classes will explore songs from various genres meeting the '4 chord' pattern and will develop their piano and vocal skills and be introduced to guitar, bass and drum kit technique and notation. This project will focus on students learning the craft of small ensemble work and mastering, timing, tuning and stage presence. - Introduction of guitar, bass and drum skill technique and notation - Further development of piano and vocal technique - Development of small ensemble work skill (timing, tuning) Development of stage presence and etiquette	The whole class will be audio/video recorded throughout the project to evidence their progress against musical skill statements. The final assessment will be the live performance to an audience.
Summer 1		This project takes students on a journey through the Western Classical Canon from Baroque to classical, the romantics and the modernists. The project allows them to explore some of the most memorable 'earworms' in history. Students will explore the famous motifs in small groups on a variety of instruments and re-	Student duet performances and group work will be audio/video recorded throughout the project to

	Orchestral Earworms	create the masterpieces to gain an understanding of how trends and styles have changed through time. - Introduction to the Western canon of music and trends - Development of reading standard notation - Introduction to harmony and melody	evidence their progress against musical skill statements.
Summer 2	Summer Hits: Fusion Remix	This project builds upon the skills of the previous project allowing students the opportunity to remix a Classical sample with another style. The project will guide students through the concept of fusion via practical and listening exercises. Students choose a classical motif to develop and fuse with another selected style to create a fusion composition. - Development of a stimulus (compositional creativity and skill) - Develop understanding of different styles of music - Discussion and exploration of unfamiliar language cultures and traditions – draw similarities/contrast	Students' finished musical compositions will be self, peer and teacher assessed against musical skill statements.

YEAR 9

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Autumn 1	Music for the Silver Screen	Students are taught about some of the industry's most celebrated film composers and given the opportunity to explore their film scores practically as a class. Students will learn the idiosyncrasies of film composer's styles and techniques that composers use to make their music so memorable. - Introduction to musical analysis and appraisal of composers - Development of score reading	Students will record a pair podcast/Vlog demonstrating their understanding of a composer's style – this can include practical performances of the score if the student wishes. The teacher will assess each pair podcast/vlog and provide feedback.
Autumn 2	Heroes vs. Villains: Film Music Composition	This project builds upon the skills of the previous project and allows students to take the knowledge that they have acquired of film composers techniques and styles into their own compositions. Each student will work independently on a composition based around the theme of heroes and villains utilising the skills they have previously learned. - Introduction of intervals for effect - Understanding and development of musical elements for contrasting effect in composition - Developing creativity in composition	Students' finished musical compositions will be self, peer and teacher assessed against musical skill statements.
Spring 1	Songs to change the world...	Some songs made a huge impact on society, whether that was challenging racism, standing up to the government or simply bringing peace and this project leads students through a journey of songs that caused a stir and the impact that had at the time and on the future. Students will explore these songs in a variety of ways: practical workshops, listening and appraising tasks and class discussion. - Development of performance skills in small ensembles - Development of listening and appraisal skills - Discussion and exploration of controversial/challenging topics such as racism to teach understanding and empathy	Students' duet performances and group work will be audio/video recorded throughout the project to evidence their progress against musical skill statements.

Spring 2	Becoming a singer/songwriter	Singer-songwriters are a lifeblood of the music industry: from Cat Stevens and Bob Dylan to Paul McCartney to Stormzy, Alex Turner and Ed Sheeran, singer-songwriters have written some of the most memorable songs in our lifetimes and this project celebrates their contributions. Students will learn the basics of song-writing: from lyric creation to harmonising a melody and guitar/keyboard skills – each student will be equipped with the tools they need to write their very own hit single. - Development of melody and harmony in a variety of keys - Development of chord progressions/cadences for songs - Development of compositional creativity	This unit will be assessed either individually, pair or small group by the teacher. Songs can be created and performed live, written for someone else to perform live or composed on Music software. Student's finished musical compositions will be self, peer and teacher assessed against musical skill statements.
Summer 1and2	DeneFest	Year 9 students will be in charge of organising a class 'DeneFest' a celebratory festival of Music bringing together all that has been learned as a class at KS3 and showcasing it to the whole school. Year 9 students take the Summer term to plan and organise all aspects of their class's Dene fest including marketing, promotion, technical and stage crew, sound and lighting/visual, music performances, presenting, media coverage/print, costume design and health and safety. All students will be attached to a team and will work collaboratively under the guidance of the teacher. This project forms a stepping stone into KS4. - Understanding the performance and vocational aspects of the Music Industry and what they do separately and how they collaborate (marketing, promotion, technical and stage crew, sound and lighting/visual, music performances, presenting, media coverage/print, costume design and health and safety) - Development across a wide range of music industry skills needed for KS4	Each student chooses their team at the start of the project and keeps a log of their progress and achievements which is assessed by the teacher. The final performance will be audio/video recorded and photos/videos will be taken of the production process by the students.