

Plan Of Learning For The Year (Unit/Topic/Project Context)

Half Term 1: Singing

- This unit is an introduction to music at KS3 building on your work from primary school. You will explore how you can use our voice to create and perform music in a variety of ways.

Half Term 2: Musical Elements

- The musical elements are the basis of all types of music. They are the 'ingredients' which make up every piece of music you hear. You will use music technology to compose your own pieces.

Half Term 3: World Rhythms

- In this unit we will develop our ensemble performance skills and understanding of rhythm. You will perform as an ensemble using djembe drums from West Africa.

Half Term 4: Keyboard Skills & Notation

- In this unit we will start to develop your instrumental skills and your ability to read musical notation. You will learn how to perform with the correct technique on the keyboard and how to understand the way music is written down.

Half Term 5: Band Skills 1

- Building on your keyboard skills and knowledge of musical notation, we will now focus on performing in a small ensemble. You will put together a band performance using keyboard, drums, guitar and vocals.

Half Term 6: Stormzy Vs Mozart

- This unit will develop our skills using music technology. You will also explore the contrasting styles of Western Classical music and grime and create your own re-mix using musical elements from both styles.

Feedback, Retrieval & Assessment

- Self and peer assessment via discussion
- Whole class feedback via discussion
- Questioning
- Half termly practical assessment based on performance or composition (teacher assessed)
- Half termly listening and subject specific vocabulary assessment (teacher assessed)

Super curriculum opportunities / extra-curricular activities

- All Saints Voices (vocal group)
- All Saints Band (all instrumentalists)
- Peripatetic lessons from specialist teachers for piano, drums, guitar, voice, flute and violin
- School musical (singing, acting and dancing)

Cultural Capital, SMSC, Careers and Futures

- Studying a wide range of musical styles and genres
- Studying an array of composers and artists
- Developing specific musical skills such as vocal technique, instrumental skills, reading musical notation and aural awareness
- Explore a range of job roles and careers associated with music and performing arts

Common misconceptions

- Apprehension around singing and other performance
- Understanding Italian terms
- Understanding how music benefits all career pathways due to vast number of transferable skills developed
- Understanding musical notation

Connecting New Knowledge

- Subject specific vocabulary taught practically through listening, performance and composition
- Regular revisiting of vocabulary and key concepts, building key knowledge for GCSE
- Knowledge organiser for whole year on back page of student work booklet

Challenge for all

- Clear list of subject specific vocabulary for each topic in student work book
- Differentiated and scaffolded performance and composition tasks
- Challenge tasks in work booklet
- Solo opportunities for more able performers
- Team work and ensemble performance