

Subject: Music	Components			Composite	KS3 Mission Statement
	What new knowledge/content do we introduce?			What do students <i>do</i> with this knowledge?	By the end of Year 9, a WVC music student will...
	<i>Year 6 - Transition Project – Passenger – supported by WVC Performing Arts ambassadors. Project can include all primary students beginning their Bronze Arts award with the aim of completing it in the Autumn term Year 7.</i>				
	Year 7	Year 8	Year 9		
Autumn	<ul style="list-style-type: none"> • Just play • Elements and Keyboard Skills 	<ul style="list-style-type: none"> • Film • Computer Game 	<ul style="list-style-type: none"> • Rhythms of the World 	<i>Students engage with a range of different musical foci across KS3. Each topic builds upon a spiral of learning that build on previous learning and has a different focus genre or style.</i> <i>Students are asked to learn new concepts through a topical focus; for example, learning to play chords on the keyboard to perform the 12 bar blues. Skills across each discipline feed understanding in each other.</i>	<ol style="list-style-type: none"> 1. Enjoy learning music 2. Have increased confidence to make music. 3. Have improved coordination and instrumental skills 4. Have improved listening skills 5. Increase their technical ability 6. Be able to work creatively and take risks 7. Develop independent learning skills 8. Understand and know the characteristics and influence of music from a range of historical periods.
Spring	<ul style="list-style-type: none"> • Samba • Rhythm & Notation 	<ul style="list-style-type: none"> • Blues • Reggae 	<ul style="list-style-type: none"> • Conventions of Pop 		
Summer	<ul style="list-style-type: none"> • Find Your Voice • Battle of the Bands 	<ul style="list-style-type: none"> • African Drumming • Battle of the Bands 	<ul style="list-style-type: none"> • Song Writing • Arts Award Silver • Battle of the Bands 		
Rationale for these specific components and	<p>Students begin year 7 following the Primary school Transition project. Students arrive with an insight into Music at WVC . We follow a core Musical Futures pedagogy that allows a real world music learning processes which creates a culture that is engaging, inspiring and promotes inclusion and diversity.</p>	<p>Year 8 begins with look at the immediate world of Music that our students access regularly, Film Music and Computer Music. Students look at key themes, how they are created and the typical features of film music. We study 2 main film composers and use this as a way to explore careers in Music and researching vocational</p>	<p>Year 9 begins with a virtual trip focusing in the Rhythms of the World. Students experience familiar and unfamiliar rhythms and musical traditions. It begins with a review of Samba and African drumming. Further developing their ensemble skills, listening and leadership skills. Students are then introduced to a new genre of Bhangra, looking at</p>		

<p>composite outcomes:</p>	<p>Building on their experience students then begin <u>Just Play</u> which is based on the large whole class band/ensemble music making principle, which focusses on aural and visual learning, encouraging, sound before symbol.</p> <p>Students experience an inclusive approach where everyone takes part at their own level, it is vital that students have the agency to change, to try, to feel this is for them. All learning is Absorbing by being practical and hands-on. The songs choices are relevant whilst broadening the students experience. It is vital that learners engage and identify with the music. Lessons are collaborative and students will make friends in a sociable environment. The learning is informal students lead the learning whilst teachers model, guide and support. <u>Just Play</u> is varied students will perform, listen, compose, improvise, work on a range of instruments and voices, use technology, explore a range of genres and styles. The lessons are a progressive music learning experience, authentic where possible with highlighted progression routes. Students are respectful no matter what their ability or experience, are treated as musicians, and are supported to learn and develop. Students will learn the fundamentals of pitch, dynamics, texture, rhythm, timbre and structure. All baseline testing is completed through a practical process.</p>	<p>routes. The term then moves on to computer game music, performing and sequencing popular themes and how they are created. Students use these skills to compose their own pieces.</p> <p>Students then continue building their ensemble skills and further demonstrate the use of chords through Blues. This gives students a historical awareness of the development of Blues music, which provides a fundamental basis for their work on year 9, together with furthering their keyboard/instrumental skills developed in Year 7. All students develop their understanding of melodic devices including riffs and improvisation.</p> <p>Reggae then applies students' prior understanding of melody and accompaniment, riffs, keyboard, ukulele and guitar skills, chords and ensemble skills, to a new genre, with specific stylistic conventions. Through whole class ensemble work students continue to build their ensemble awareness through this practical project.</p> <p>Building on their ensemble skills students develop further their understanding of rhythm, through African drumming. Exploring rhythms and</p>	<p>the fusion of traditional techniques fused with technology.</p> <p>Students continue Year 9 building on the Blues and Reggae in year 8, students look at how they have influenced the typical conventions of pop, incorporating key vocabulary and listening skills, as well as awareness of stylistic features, that prepare students well for GCSE. Students focus on Rock and Roll, Rock Anthems and Pop Ballads. Understanding the links between the styles and the iconic practitioners that have heavily influenced the genre. Embedding their understanding of chords and more complicated chords, structure, instrumentation and identifying key musical features.</p> <p>Building on their knowledge of how songs are constructed and crafted students embark on a song writing project. Students learn how to structure a song, write lyrics, use chords and typical chord progressions, building their toolkit for composing.</p> <p>This has fully prepared the student to participate in the whole school Battle of the Bands to end year 9. The year 9 students will be given autonomy to run the whole event. This contribute to them achieving Arts Award Silver, A – Take Part, B – Be an audience, C – study an Arts Hero, D – Demonstrate your learning. This supports our 4 C's, building</p>		<p>genres, styles and traditions</p>
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	<p>Students also prepare for a celebration performance where students perform in an ensemble supported by KS4 students. . This supports our 4 C's, building CONFIDENCE, creating a rehearsal CULTURE, CHALLENGING skills and students will CELEBRATE their progress in a supportive environment,</p> <p>In the second half of the autumn term students develop instrumental skills that can be used throughout KS3, with a term of ukulele and guitar skills and keyboard skills.</p> <p>Spring term begins with bang in line with the festival season in Brazil, students have an enriched experience to be part of an 'Escola de Samba' building further their ensemble skills, understanding of rhythm and layers. Crucially students are given the opportunity to develop their leadership skills. This is supported with a focus on traditional rhythm and notation following the sound before symbol principle,</p> <p>In the Summer term students embark on 'Find your Voice'. Students create small-group performances using voice and technology. Choosing from a range of songs. Building on their ensemble and song playing experience, students vocalise to understand song structure, harmony and how to recreate essential element of a song.</p>	<p>techniques used as well as the cultural context.</p> <p>Finally, students embark the whole school 'Battle of the Bands'. This supports our 4 C's, building CONFIDENCE, creating a rehearsal CULTURE, CHALLENGING skills and students will CELEBRATE their progress in a supportive environment,</p> <p>Students can continue their Blues/Reggae pieces or choose from a repertoire of current songs to practice, rehearse, refine and perform.</p>	<p>CONFIDENCE, creating a rehearsal CULTURE, CHALLENGING skills and students will CELEBRATE their progress in a supportive environment,</p>		
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	<p>The year culminates in a battle of the bands project. Drawing on their experience so far students choose to learn to play, practice, rehearse and ultimately perform a song of their choice.</p>				
<p>How is challenge embedded into the KS3 curriculum? Each topic offered includes a range of activities centred on meeting the same learning objectives. Primarily, challenge is centred on a range of assessment options which are at different levels of difficulty. For example, in a Samba project, the teacher allocates students to parts with different difficulty levels, ensuring that all have the opportunity to participate meaningfully and in a challenging environment, but with sufficient scaffolding to achieve. Student leadership is also encouraged and developed.</p>			<p>How does the KS3 curriculum above build on previous learning in KS2? Students join WVC from a range of primary schools, which have a huge disparity of music provision, particularly in terms of curriculum music. The KS2 NC leads into the KS3 NC but in reality most students have not met the KS2 NC in many ways – particularly, experience of using instruments and reading notation. We begin Year 7 with an inclusive project that encourages and develops agency to .promote a life long love of music. Students are assessed on how they engage and progress.</p>		