

								HT1 – HT6
								EOY Assessment Point
							HT6: Minimalism	Key Stage 3 National
								Curriculum Aims
						HT5: 4 chord songs +	Overarching unit	
						Ukulele skills	intent:	Play and perform
				HT4: Samba	HT3 and HT4	Overarching unit		confidently in a range of solo and ensemble
					(with elements of HT1	intent:	To explore Minimalism	contexts using their voice,
					and HT2)	_	through performance,	playing instruments
					Assessment Point:	To gain an	the use of ICT software	musically, fluently and
					Summative or AFL	understanding of how	and instruments.	with accuracy and
			HT3: Musical Styles 1	Overarching unit	<u>Assessment</u>	to play primary and	Develop music theory	expression
				<u>intent:</u>	<u>Programme:</u>	secondary chords on	knowledge	•Learn to compose music
	HT2: Form & Devices –	HT1 & HT2	Overarching unit	Describe cuitt accorde	NA/a alulu alaaa	the ukulele and to put them into context of		and extend and develop
	Composition from a	Assessment Point: Summative or AFL	<u>intent:</u>	Pupils will explore Samba Music through	Weekly class performances	different songs and	Pupils will further	musical ideas by drawing on a range of musical
	given brief	Summative of AFL	Pupils will explore a	listening, performance	throughout the topic	genres.	develop their	structures, styles, genres
HT1: BLUES	Overarching unit	Assessment	variety of styles	and composition	to assess		composition,	and traditions
	intent:	Programme:	through listening,	activities and		Pupils will need to	performance and	Use staff and other
Overarching unit			performance and	demonstrate a good	Key Vocabulary written	understand pop song	musical skills by	relevant notations
<u>intent:</u>	An insight into	Weekly class	composition activities	understanding of key	down to aid future	structure (verse-chorus	creating and playing a Minimalist style piece,	appropriately and
Explore & understand	composing music for a	performances	and demonstrate a	vocabulary when	retrieval	form) and the	demonstrating	accurately in a range of
historical and cultural	commissioned reason.	throughout the topic	good understanding of key vocabulary,	appraising the music.	Independent / partner	importance of how different chords are	knowledge of the form	musical styles, genres and
development of Blues	Pupils will develop an	to assess	compositional devices	Describe soull as and a man and	and class work	used to form a chord	and the key	traditions
Music, exploring	understanding of how	Marri Manahada marrinisha a	and characteristics	Pupils will perform and compose their own	and class work	progression.	characteristics to the	<ul> <li>Identify and use the inter-related dimensions</li> </ul>
instrumentation,	the different musical elements will assist in	Key Vocabulary written down to aid future	when appraising the	Samba Rhythms using	Formative Assessment	p. 08. 000.0	studied genre. The	of music expressively and
structure,	the process.	retrieval	music.	a variety of percussion	of pupil progress each	Pupils will use their	final project will either	with increasing
improvisation and	the processi	retrievar		instruments and	<u>lesson:</u>	ukulele chord and	be created by pairs on	sophistication, including
musical devices.	Pupils will create a	Independent / partner	Pupils will perform and	computer software.	These will be a mixture	progression knowledge	Garageband or in	use of tonalities, different
Pupils will explore	well-structured	and class work	compose within		of teacher, peer and self-assessments	to be able to play a	smaller groups using a variety of instruments	types of scales and other
Blues performance and	composition based	Formative Assessment	different styles of	Samba.	Seir-assessments	series of songs in	chosen by the group.	musical devices
improvisation and	upon a given brief	Formative Assessment of pupil progress each	music using a variety of stimuli and		Key disciplinary	different genres, moving smoothly and	anous ay the group.	•listen with increasing
demonstrate an	(create the underscore	lesson:	instruments, as well as	Become a more	knowledge	effectively between	Increase ability to read	discrimination to a wide
understanding of the	and voiceover for a	These will be a mixture	computer software.	sophisticated musician	Summative	chord transitions.	staff notation	range of music from great composers and musicians
key vocabulary through	radio advert). Pupils will choose a	of teacher, peer and	Table Control of	Develop listening skills	assessments take place		appropriately and	<ul> <li>Develop a deepening</li> </ul>
listening activities.	product and a musical	self-assessments	Reggae / Musical	2 STOIGH HOLEHING SKIIIS	once per term,	Pupils will increase	accurately.	understanding of the
D. H Cal	genre and create an	W	Theatre.	Understand historical	assessing a different	their ability to read	B	music that they perform
By the end of the unit,	advert and music to	Key disciplinary		and cultural	strand of the criteria:	chord and tab notation	Develop musicality and	and to which they listen,
pupils should be able to play a 12-bar blues	advertise it.	<u>knowledge</u> Summative	Interleaving skills:	development of	Performing Music	appropriately and	become a more sophisticated musician.	and its history.
progression, a walking		assessments take place	Recognising musical	each style.		accurately in a range of	sophisticated musician.	
progression, a walking	Develop musicality	assessments take place	elements, Performance	Interleaving skills:		styles, genres and		Final Assessment:



bass line and be able to		ance nor term	skills sommosition	Deading music	Tachnical control /	traditions of ukulele	Davidan listanina	
	B	once per term,	skills, composition	Reading music	Technical control /		Develop listening,	Bootle of the section of
improvise using notes	Develop personal	assessing a different	skills	notation, composition	Accuracy and fluency;	music.	composition, timing	Pupils will be given an
from the blues scale.	compositional style	strand of the criteria:		skills, performance	Performing with		and performance skills.	overall assessment of the
	using ICT and the	Dayfayming Music		skills.	dynamics and	Interleaving skills:		year based on their
Interleaving skills:	understanding of	Performing Music			expression.	Recognising and	Interleaving skills:	performance in each topic,
Reading music	compositional devices	Technical control /				playing chords,	Composition skills,	their written responses to
notation, instrumental		Accuracy and fluency;			Teamwork;	instrumental skills,	instrumental skills,	theoretical questions and
skills, performance	Develop an	Performing with			Aural memory;	performance skills	performance skills,	their ability to use the
skills	understanding of	dynamics and			Pitching		reading music	correct musical
	musical structures,	expression.					notation,.	terminology.
	styles, genres and				Level of expression and			
	musical elements.	Teamwork;			Interpretation of the			
		Aural memory;			music, showing an			
	Increase ability to read	Pitching			assured sense of style			
	staff notation				and attention to detail.			
	appropriately and	Level of expression and						
	accurately	Interpretation of the			The ability to work			
	,	music, showing an			effectively within an			
	Interleaving skills:	assured sense of style			ensemble - Being in			
	Composition skills	and attention to detail.			time with others.			
		The ability to work			Social & Emotional			
		effectively within an			aspects of learning			
		ensemble - Being in			uspects of fearning			
		time with others.			Critical analysis and			
					evaluations of			
		Social & Emotional			performances			
		aspects of learning			performances			
		aspects or reasoning			Composing Music			
		Critical analysis and			Demonstrating a			
		evaluations of			creative, perceptive and			
		performances			insightful selection and			
		periorimances						
		Composing Music			use of elements,			
		Demonstrating a			showing appropriate			
		creative, perceptive and			links to the intentions			
		insightful selection and			for the music, including			
		use of elements,			the suggested			
		showing appropriate			audience/occasion.			
		•			Whether the			
		links to the intentions			composition sounds			
		for the music, including			finished with secure			
		the suggested			technical and			
		audience/occasion.			expressive control			
		Whether the			throughout.			
		composition sounds						
		finished with secure						



te	echnical and	Understanding Music	
expr	ressive control	(Listening & Appraisal)	
t	hroughout.	Recording and	
		Investigating different	
Under	rstanding Music	sounds	
	ning & Appraisal)		
	ecording and	Ability to describe and	
	igating different	compare musical	
	sounds	features in listening	
		tasks, using	
Ability	to describe and	appropriate	
_	npare musical	vocabulary.	
	ures in listening		
	rasks, using	Reflection &	
	ppropriate	Understanding	
	vocabulary.		
	teflection &	Ability to explore the	
	nderstanding	contexts, origins and	
	y to explore the	traditions of different	
	exts, origins and	musical styles with a	
	ions of different	secure understanding	
	cal styles with a	of treble and bass clef	
	e understanding	notation.	
	ble and bass clef		
	notation.	Ability to evaluate the	
		success of their work	
Ability	y to evaluate the	and set realistic targets	
	ss of their work	for refinement.	
	t realistic targets		
	refinement.	Listening intently to	
		others while you are	
Lister	ning intently to	performing within an	
	rs while you are	ensemble	
	rming within an		
	ensemble		
	Career Options		
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## Jobs directly related to your qualifications /degree include:

Music producer; Music therapist; Musician; Private music teacher; Secondary school teacher; Sound designer; Sound technician, broadcasting/film/video; Special effects technician.

## Jobs where your degree would be useful include:

Acoustic consultant; Arts administrator; Broadcast engineer; Choreographer; Community arts worker; Event manager; Marketing executive; Private tutor; Radio broadcast assistant; Radio producer Talent agent; Theatre stage manager

**Catholic Social Teaching In Music** 



The curriculum for Music consistently exposes children to a wide range of backgrounds, abilities, beliefs and cultures. This enables children to understand, appreciate and respect differences in the world and its people, including the things we share in common across cultural, religious, ethnic and socioeconomic communities. Dignity, solidarity, the common good, the option for the poor, peace, creation and environment and the dignity of work and participation are all promoted within Music lessons at St James' and are underpinned by the school's core values: Family, Faith and Excellence.