

Music KS3 Course Overview

Years 7-9, 2010-2011

Introduction

This document sets out the Music curriculum for Years 7 to 9 at ICHK. Its main aims are to establish a clear vision for teaching and learning and to translate this vision into a framework for everyday use.

General Vision

In keeping with the [ICHK vision statement](#), it is hoped that through the application of this curriculum students will:

- Be challenged to learn at a high but appropriate level of their potential;
- Communicate and express themselves by creating, developing and extending their ideas;
- Work confidently and cooperatively with others to reach a common goal;
- Develop critical skills through evaluating their own work and work of others;
- Develop enquiring minds and learn to process information, reason, question and evaluate;
- Be motivated to take responsibility for their own learning.

Music Vision

At Key Stage 3, Music forms part of the Arts curriculum at ICHK. The overall goals of the course are to assist all students:

- to respond emotionally and intelligently to a wide range of music representative of many styles and cultures;
- to engage with and analyse music, develop views and justify opinions;
- to draw on experience of a wide range of musical contexts and styles to inform judgements;
- to explore ways music can be combined with other art forms and other subject disciplines.

The curriculum takes a project-based approach to achieve the curriculum goals and to cover the following essential skills and processes:

- Performing (vocal, instrumental and the use of music technology)
- Composing (songwriting, arranging and improvising)
- Listening and aural perception
- Appraising

Structure

The curriculum is composed of a number of projects. The following is a guide to the themes that may be covered; however, these are subject to change.

Year 7

1. Rhythm and Pulse

This project arouses students' awareness of the importance of pulse as a fundamental element upon which music is built and performed. Through the integrated activities of performing, composing and listening, students will begin development of their own feeling for and awareness of rhythm and pulse. Students will compose a rhythmic vocal piece using a music notational software and perform their composition at the end of the project.

2. Vocal Music

Throughout the project, students will listen to a variety of genres of music featuring different types and styles of singing to allow them to learn to differentiate between different solo voices, different vocal ensembles and relate sounds to a particular style of singing and chanting. Students will develop an ability to sing music in

two or more parts and an awareness of the voice as an instrument by exploring the way the voice can be used as a vocal percussion instrument.

3. Music and Space

This project develops students' ability to compose using acoustic and electronic sound sources to represent music that is connected with the planets and space. Students will listen to and analyse music relating to space. They will make expressive use of vocal and instrumental possibilities to create, structure, adapt and refine compositions in groups and share these with the class using graphic notation to record their ideas.

Year 8

1. Rhythm and Pulse

This project arouses students' awareness of the importance of pulse as a fundamental element upon which music is built and performed. Through the integrated activities of performing, composing and listening, students will begin development of their own feeling for and awareness of a regular pulse. Students will be able to make a clear distinction between pulse and rhythm and will learn to use rhythm grids as a method of recording rhythm patterns. Students will compose a rhythmic percussion piece using music notational software and will perform their composition at the end of the project.

2. The Beatles - Using Primary Chords in Songs

Within this unit of study, students will develop their listening and appraising skills by listening to a variety of music by the Beatles. They will learn to arrange one song with particular notice to chords and riffs with music notational software and GarageBand.

3. Jazz Improvisation

This project helps develop student's ability to identify, explore and make creative use of musical devices and structures found in jazz. During this project, students will develop their improvisation skills within a given genre, learn about features of blues and ragtime, and analyse how jazz has influenced popular songs.

4. Indian Music

In this project, students will examine how music is used and performed in a non-Western culture, India. They will develop an awareness of the cultural and historical background of Indian music through listening and compositional tasks and will develop their knowledge and skills in areas such as scales, improvisation and notation. Students will become aware of the terms raga and tala and will learn the names of common Indian musical instruments.

Year 9

1. Minimalist Music

This project introduces students to the development and conventions of minimalist music. Students will analyse how minimalist composers use small rhythmic motifs to build up a bigger piece and learn about "phase shift". Students will then move from rhythmic motifs to learn about melodic motifs and their use by minimalist composers such as Mike Oldfield in his piece "Tubular Bells". Students will perform different parts of "Tubular Bells" using the piano or the computer keyboard.

2. Film Music

This project enables students to recognize appropriate properties of music for a short film clip. To appraise film music, students will explore atmospheres, moods and effects created by different types of films, thereby gaining an understanding of how composers write music for films. Students will then apply this to their own creative work.

3. Samba Music

This project introduces the style of Latin American Samba and identifies its roots in African and Spanish/Portuguese music. Concepts revisited include the importance of a steady beat/pulse as a foundation of rhythmic music, looping rhythms, polyrhythms, call and response and improvisation. Through performing Samba, students will learn the sounds and understand the roles of each instrument used in Samba and experience the joy and physical impact of percussion ensemble music.

Assessment

Each project will be assessed by outcome of each task (performances and listening activities) and completion of group compositions and performances with the following guidelines or level descriptors based upon the National Curriculum and reported in line with the ICHK Assessment Scale:

1. Statements of expectation

Statements of expectation describe what most students will know and be able to do at the end of each project. These statements are provided specifying progression with reference to the levels, based upon the National Curriculum, that students can attain.

2. Student self-assessment criteria

Facilitate formative assessment by helping students know the standards expected of them in relation to the skills of performing, composing, listening and appraising and for students to reflect on their progress. For each aspect, progressive criteria statements will be provided.

3. Peer appraisal prompts

Facilitate students appraising each other's work. Prompts might identify specific criteria that help students make objective comments along with opportunities to make subjective comments.

4. Student target sheets

Facilitate formative assessment by helping students identify targets at the beginning of each project and reflect on their success in meeting the target at the end.

5. Recordings or video clips of student work

Exemplify expectations and standards.

Differentiation

Students in Year 7 will go through a transitional period in which learning is focused on basic elements of music and developing basic music skills. Throughout the Music course in Years 7-9, students will be supported to ensure the curriculum is accessible to all students, whilst providing appropriate challenge. The selection of teaching materials and learning activities is based upon the common background of the students. More specifically, differentiation strategies will be provided:

- Core tasks are set for the whole class. They are planned against a required standard to be achieved by the majority of students. Supplementary and more challenging extension activities are introduced for the higher ability students in the class. This will be achieved in a class performance piece where there are different levels of difficulty in each of the class performance parts, or in a composition task where different tasks are set for different students in the group.
- Musically talented students are given a different task from the rest of the class, or are offered extra-curricular activities as part of specifically designed programmes.

Main Resource Requirements

Textbooks for reference:

- Opus, Progress in Music, 11-14
- New Music Matters 11-14

Software:

- GarageBand
- Finale NotePad 2008

Musical Instruments:

- A variety of pitched classroom instruments
- A variety of un-pitched classroom or world instruments
- Electronic keyboards

Others:

- Internet resources
- CDs and DVDs

Links to Relevant Syllabus and Curriculum Documents

[National Curriculum Key Stage 3](#)

ICHK Teaching & Learning & ICHK Student Documents

Please refer to the following documents for related information:

- [ICHK Curriculum document for Years 7-9](#)
- ICHK Teacher document
- [ICHK Assessment Scale](#)
- ICHK Academic Honesty Policy

Calendar

Week	Term 1	Term 2	Term 3
1	Year 7: Rhythm and Pulse Assessment 1: First draft of group rhythmic vocal composition Assessment 2: Second draft of group rhythmic vocal composition	Year 7: Vocal Music Assessment 1: Call and Response Song Writing / Music Research Year 8: The Beatles Assessment: Music Arrangement of a Beatles' song Year 9: Film Music Assessment 1: Listening Test (Thematic materials)	Year 7: Music and Space Assessment 1: Sound project Year 8: Indian Music Assessment 1: Group composition Year 9: Samba Music Assessment 1: Music Arrangement
2			
3			
4	Year 8: Rhythm and Pulse Assessment 1: First draft of group rhythmic composition using percussion instruments Assessment 2: Second draft of group rhythmic composition using percussion instruments Year 9: Minimalist Music Assessment 1: Group performance of Clapping Music Assessment 2: Group performance of Tubular Bells	CNY Holiday	Year 7: Music and Space Assessment 2: Listening Test Year 8: Indian Music Assessment 2: Listening Test Year 9: Samba Music Assessment 2: Group performance
5			
6			
7	Mid Term Break		
8			
9	CAS Week	Year 7: Vocal Music Assessment 2: Music Arrangement of a popular song Assessment 3: Music performance of a vocal piece	
10			
11	Year 7: Rhythm and Pulse Assessment 3: Performance of vocal rhythmic composition Year 8: Rhythm and Pulse Assessment 3: Performance of group rhythmic composition using percussion instruments Year 9: Minimalist Music Assessment 3: Motif Writing Assessment 4: Listening Test	Year 8: Jazz Improvisation Assessment 1: Music research on Jazz styles Assessment 2: Lyric writing Assessment 3: Listening test Year 9: Film Music Assessment 2: Music arrangement Assessment 3 Motif writing for film	Summer Break
12			
13			
14			
15			
16	Easter Holidays		
17			
	Christmas Holidays		

Week	Term 1	Term 2	Term 3
18	Christmas Holidays		