

### Subject Vision

Music is a universal language that embodies one of the highest forms of creativity. A high-quality music education should engage and inspire students to develop a love of music and their talent as musicians, and so increase their self-confidence, creativity, and sense of achievement. As students progress, they should develop a critical engagement with music, allowing them to compose and to listen with discrimination to the best in the musical canon.

At Ratton, the overriding ethos for Key Stage 3 is giving students experiences and teaching what it feels like to be a musician. Key Stage 4 will centre around the extension of music knowledge through the various routes chosen by the student (Academic, Performance or Technology)

### Subject End Points

- Play and perform in a range of solo and ensemble contexts with confidence and fluency showing a high level of instrumental skill.
- Improvise and compose creative ideas fluently and can confidently develop ideas.
- Appraise music confidently and accurately using appropriate musical language.
- Use staff and other relevant notations appropriately and accurately.
- Develop fluency in the use of music technology in the performance and production of music.

### Subject Domains of Knowledge

- Rhythm/Metre/Tempo
- Melody
- Harmony
- Texture
- Sonority/Dynamics
- Structure
- Music's connection to time and place.

### Subject Key Concepts

- Improvisation
- Composition
- Performance
- Critically listening
- Music Expression and intention

## Medium Term Curriculum Plan

### Year 7: Music

Units	Unit 1 Baseline Assessment/Orientation	Unit 2 Keyboard Skills
<b>Unit Overview</b>	An introductory unit which allows teacher to assess prior musical experience and ability from Primary education as well as introduce students to music at Ratton School.	A basic introduction to playing the keyboard through a set of simple performance pieces. Students will focus on developing knowledge of staff notation, initial keyboard skills and rehearsal skills.
<b>Lesson Sequence</b>	<p><b>Standard Powerpoint:</b> <a href="#">2. Baseline &amp; Orientation</a></p> <ol style="list-style-type: none"> <li><b>Changing Places – Part 1</b> – In this lesson students will learn part 1 of changing places and develop instrumental skills.</li> <li><b>Changing Places – Part 2</b> – In this lesson students will learning part 2 of changing places and develop ensemble skills.</li> <li><b>Changing Places – Part 3</b> – In this lesson students will learning part 3 of changing places and develop instrumental skills.</li> <li><b>Soundtrap: Instrumentation</b> – In this lesson, students will develop a knowledge of using Soundtrap and appropriate instrumentation.</li> <li><b>Soundtrap: The Beatmaker</b> – In this lesson, students will develop an understanding of beat divisions and standard drum beats.</li> <li><b>Soundtrap: Recording Ideas</b> – In this lesson, students will learn how to record and sequence ideas.</li> </ol>	<p><b>Standard Powerpoints:</b> <a href="#">3. Keyboard Skills</a></p> <ol style="list-style-type: none"> <li><b>Eastenders</b> – In this lesson students will learn basic keyboard skills including correct hand position.</li> <li><b>Beauty &amp; The Beast</b> – In this lesson students will learn about different note values and basic keyboard skills.</li> <li><b>Over The Rainbow</b> – In this lesson students will learn about accidentals and how to identify them.</li> <li><b>Bare Necessities</b> - In this lesson students will learn about more complex rhythms including rests.</li> <li><b>Assessment Preparation</b> – In this lesson students will choose their preferred piece and practise for their assessment.</li> <li><b>Assessment Lesson</b> – In this lesson students will complete their assessment.</li> </ol>
<b>Key Domains and Concepts</b>	<p><b>Key Domains</b></p> <ul style="list-style-type: none"> <li>Rhythm/Metre/Tempo</li> <li>Melody</li> </ul>	<p><b>Key Domains</b></p> <ul style="list-style-type: none"> <li>Rhythm/Metre/Tempo</li> <li>Melody</li> </ul>

<p><b>taught in this Unit / Term</b></p>	<ul style="list-style-type: none"> <li>• Texture</li> <li>• Sonority/Dynamics</li> </ul> <p><b>Key Concepts</b></p> <ul style="list-style-type: none"> <li>• Composition</li> <li>• Performance</li> <li>• Critically listening</li> <li>• Music Expression and intention</li> </ul>	<p><b>Key Concepts</b></p> <ul style="list-style-type: none"> <li>• Performance</li> </ul>
<p><b>KS4 End Points</b></p>	<p>Play and perform in a range of solo and ensemble contexts with confidence and fluency showing a high level of instrumental skill.</p> <p>Improvise and compose creative ideas fluently and can confidently develop ideas.</p> <p>Develop fluency in the use of music technology in the performance and production of music.</p>	<p>Play and perform in a range of solo and ensemble contexts with confidence and fluency showing a high level of instrumental skill.</p> <p>Use staff and other relevant notations appropriately and accurately.</p>
<p><b>Declarative Knowledge (Students should know)</b></p>	<ul style="list-style-type: none"> <li>• To be able to find notes on a Glockenspiel</li> <li>• To know how to complete certain operations on a sequencer.</li> </ul>	<ul style="list-style-type: none"> <li>• Understand how the notes on a keyboard are organised</li> <li>• Understand simple note values</li> <li>• Can identify some notes on a staff</li> </ul>
<p><b>Procedural Knowledge (Students should be able to do)</b></p>	<ul style="list-style-type: none"> <li>• Use a sequencer in a basic way</li> <li>• Be able to perform a melody in time with a backing track</li> <li>• To be able to perform a range of rhythms</li> <li>• To be able to perform with others.</li> </ul>	<ul style="list-style-type: none"> <li>• Can perform a range of rhythms</li> <li>• Can perform a simple melody without accompaniment</li> <li>• Can perform in time with a backing track and peers</li> <li>• Can demonstrate good keyboard techniques</li> </ul>
<p><b>Developing T3 Literacy and Numeracy</b></p>	<p>In addition to KS3 starters: Melody, Rhythm, Pulse, Tempo, Staff, Notation, Sequencer, Instrumentation, Texture, Loops</p>	<p>In addition to KS3 starters: Melody, Rhythm, Pulse, Tempo, Staff, Notation, Sharp/flats, Time Signature.</p>
<p><b>Assessment (Summative and Formative)</b></p>	<p><b>Summative:</b> Changing places performance <b>Formative:</b> Teacher verbal feedback during practical tasks.</p>	<p><b>Summative:</b> Final assessed performance on chosen piece. <b>Formative:</b> Teacher verbal feedback during practical tasks.</p>

<b>Links to Prior Learning</b>	Any prior learning from KS2 and external instrumental tuition.	Initial learning of position of notes on Glocks from baseline. Possible additional knowledge from primary and private tuition.
<b>Next steps in learning</b>	All KS3 courses and beyond.	KS3 - Year 7: Jazz improvisation, Year 8: Chords, Year 8: Songwriting: Year 8: Ensemble performance, Year 9: Solo performance. KS4 – GCSE performance and Vocational performances.
<b>Common Barriers to learning in this unit</b>	Lack of confidence in music due to lack of experience Issues with KS2 music teaching and learning	Lack of instrumental tuition prior to secondary school. Lack of student resilience Lack of fine motor skills
<b>Units</b>	<b>Unit 3</b> <b>Singing and Ukulele</b>	<b>Unit 4</b> <b>Jazz Improvisation</b>
<b>Unit Overview</b>	An introduction to the ukulele and learning of basic chords and strumming patterns. Students will also develop their confidence in singing and performance.	Students will develop their skills in experimentation, creativity and composition through improvisation. Teaching will focus on melody, rhythm and pitch.
<b>Lesson Sequence</b>	<p><b>Standard PowerPoints:</b> <a href="#">4. Singing and Ukulele</a></p> <ol style="list-style-type: none"> <li><b>Liza Jane – Learn</b> – In this lesson students will be introduced to the chords C and F on the ukulele and learn to sing Lil'Liza Jane.</li> <li><b>Liza Jane – Performance</b> – In this lesson students will rehearse and perform the song Lil'Liza Jane.</li> <li><b>The G Chord</b> – In this lesson, students will learn to play the G chord on ukulele as well as be introduced to the 12 Bar Blues.</li> <li><b>Wimoweh</b> – In this lesson students will learn to sing and perform the song Wimoweh.</li> <li><b>I'm Yours</b> – In this lesson students will be introduced to the Am chord and the chord I V VI IV chord sequence.</li> <li><b>Final performance</b> – In this lesson students will perform I'm Yours as their final assessment.</li> </ol>	<p><b>Standard PowerPoints:</b> <a href="#">5. Jazz Improvisation</a></p> <ol style="list-style-type: none"> <li><b>Question and Answer</b> – In this lesson students will be introduced to improvisation through small Q &amp; A improvisations</li> <li><b>4 Bar Improvisation</b> – In this lesson students will aim to become more confident in improvising on independently to an audience.</li> <li><b>8 Bar Improvisations</b> – In this lesson students will develop strategies for extending this improvisations</li> <li><b>Watermelon Man</b> – In this lesson students will learn the head from Watermelon Man.</li> <li><b>The Blues Scale</b> – In this lesson students will develop confidence with improvising with the Blues Scale.</li> <li><b>Assessment lesson</b> – in this lesson students will complete their assessed performance of Watermelon Man with a solo.</li> </ol>

<p><b>Key Domains and Concepts taught in this Unit / Term</b></p>	<p><b>Key Domains</b></p> <ul style="list-style-type: none"> <li>• Rhythm/Metre/Tempo</li> <li>• Melody</li> <li>• Harmony</li> <li>• Sonority/Dynamics</li> <li>• Structure</li> <li>• Music's connection to time and place.</li> </ul> <p><b>Key Concepts</b></p> <ul style="list-style-type: none"> <li>• Performance</li> <li>• Music Expression and intention</li> </ul>	<p><b>Key Domains</b></p> <ul style="list-style-type: none"> <li>• Rhythm/Metre/Tempo</li> <li>• Melody</li> </ul> <p><b>Key Concepts</b></p> <ul style="list-style-type: none"> <li>• Improvisation</li> <li>• Performance</li> <li>• Music Expression and intention</li> </ul>
<p><b>KS4 End Points</b></p>	<p>Play and perform in a range of solo and ensemble contexts with confidence and fluency showing a high level of instrumental skill.</p> <p>Use staff and other relevant notations appropriately and accurately.</p>	<p>Play and perform in a range of solo and ensemble contexts with confidence and fluency showing a high level of instrumental skill.</p> <p>Improvise and compose creative ideas fluently and can confidently develop ideas.</p> <p>Use staff and other relevant notations appropriately and accurately.</p>
<p><b>Declarative Knowledge (Students should know)</b></p>	<ul style="list-style-type: none"> <li>• Various parts of a Ukulele</li> <li>• Ukulele Chords of C, F G and Am</li> <li>• Basic strumming patterns.</li> </ul>	<ul style="list-style-type: none"> <li>• Definition of improvisation</li> <li>• The Pentatonic scale</li> <li>• The Blues Scale</li> </ul>
<p><b>Procedural Knowledge (Students should be able to do)</b></p>	<ul style="list-style-type: none"> <li>• Developing confidence in playing the ukulele and singing at the same time.</li> <li>• Play ukulele chords confidently and fluently</li> <li>• Perform as an ensemble</li> <li>• Perform in time with others.</li> <li>• Developing confidence in singing.</li> </ul>	<ul style="list-style-type: none"> <li>• Improvise using a range of notes and rhythms</li> <li>• Improvise in time with a backing track</li> <li>• Identify when improvisation contains notes or rhythms which do not work.</li> <li>• Perform as part of an ensemble and individually to a small audience.</li> </ul>
<p><b>Developing T3 Literacy and Numeracy</b></p>	<p>In addition to KS3 starters: Melody, Rhythm, Pulse, Tempo, Chord, Tab, Fret, Ensemble.</p>	<p>In addition to KS3 starters: Melody, Rhythm, Pulse, Improvisation, Variation, Pentatonic, Blues Scale, Scale, Pitch</p>

<b>Assessment (Summative and Formative)</b>	<p><b>Summative:</b> Final assessed performance on chosen piece.</p> <p><b>Formative:</b> Teacher verbal feedback during practical tasks and rehearsals.</p>	<p><b>Summative:</b> Final assessed improvisation</p> <p><b>Formative:</b> Teacher verbal feedback during practise improvisations</p>
<b>Links to Prior Learning</b>	<ul style="list-style-type: none"> <li>• Baseline – Performing as an ensemble</li> <li>• Playing of Ukulele in SOME primary schools</li> </ul>	<ul style="list-style-type: none"> <li>• All prior performance units</li> <li>• KS2 improvisation</li> </ul>
<b>Next steps in learning</b>	<p>KS3 - Year 7: Jazz improvisation, Year 7: African Drumming, Year 8: Chords, Year 8: Musicals, Year 8: Songwriting: Year 8: Ensemble performance, Year 9: Solo performance.</p> <p>KS4 – GCSE performance and Vocational performances.</p>	<p>KS3 - Year 7: African Drumming, Year 8: Music and Mood, Year 8: Musicals, Year 8: Songwriting, Year 8: Ensemble performance, Year 9: Film Music</p> <p>KS4 – GCSE performance and Vocational performances.</p>
<b>Common Barriers to learning in this unit</b>	<ul style="list-style-type: none"> <li>• Lack of instrumental tuition prior to secondary school.</li> <li>• Lack of student resilience</li> <li>• Lack of fine motor skills</li> </ul>	<ul style="list-style-type: none"> <li>• Lack of instrumental confidence</li> <li>• Lack of student resilience</li> <li>• Peer pressure.</li> </ul>

Units	Unit 5 Composition	Unit 6 West African Drumming
<b>Unit Overview</b>	Students will develop their compositional skills in the structured environment of mini tasks. Students will also develop their sequencing skills through the composition process.	A unit which explores the musical traditions on West Africa. Students will focus on ensemble performance and improvisatory skills.
<b>Lesson Sequence</b>	TBC – New Unit	<b>Standard PowerPoints:</b> <a href="#">7. African Drumming</a> <ol style="list-style-type: none"> <li>1. <b>Introduction</b> – In this lesson students will be introduced to the key techniques/sounds of the Djembe.</li> <li>2. <b>Gahu</b> – In this lesson students will develop their ensemble skills through learning a traditional piece, Gahu.</li> <li>3. <b>Gahu – Breaks</b> – In this lesson students will learn how traditional pieces are shaped through the various rhythmical breaks</li> <li>4. <b>Kuku</b> – In this lesson students will develop their ensemble skills through learning a traditional piece, Kuku.</li> <li>5. <b>Improvisation</b> – In this lesson students will develop rhythmical improvisation skills.</li> </ol>
<b>Key Domains and Concepts taught in this Unit / Term</b>	<u><b>Key Domains</b></u> <ul style="list-style-type: none"> <li>• Rhythm/Metre/Tempo</li> <li>• Melody</li> <li>• Harmony</li> <li>• Texture</li> <li>• Sonority/Dynamics</li> <li>• Structure</li> </ul> <u><b>Key Concepts</b></u> <ul style="list-style-type: none"> <li>• Composition</li> <li>• Music Expression and intention</li> </ul>	<u><b>Key Domains</b></u> <ul style="list-style-type: none"> <li>• Rhythm/Metre/Tempo</li> <li>• Texture</li> <li>• Sonority/Dynamics</li> <li>• Structure</li> <li>• Music's connection to time and place.</li> </ul> <u><b>Key Concepts</b></u> <ul style="list-style-type: none"> <li>• Improvisation</li> <li>• Composition</li> <li>• Performance</li> <li>• Music Expression and intention</li> </ul>

<b>KS4 End Points</b>	<p>Improvise and compose creative ideas fluently and can confidently develop ideas.</p> <p>Develop fluency in the use of music technology in the performance and production of music.</p>	<p>Play and perform in a range of solo and ensemble contexts with confidence and fluency showing a high level of instrumental skill.</p> <p>Improvise and compose creative ideas fluently and can confidently develop ideas.</p> <p>Use staff and other relevant notations appropriately and accurately.</p>
<b>Declarative Knowledge (Students should know)</b>	<ul style="list-style-type: none"> <li>• Knowledge of key terms relating to composing</li> <li>• Knowledge of compositional techniques</li> </ul>	<ul style="list-style-type: none"> <li>• Knowledge of the three main sounds on a djembe</li> <li>• Knowledge of common West African instruments</li> <li>• Cultural background to West African musical traditions.</li> </ul>
<b>Procedural Knowledge (Students should be able to do)</b>	<ul style="list-style-type: none"> <li>• Compose melodic and harmonic ideas.</li> <li>• Use development techniques to develop cells</li> <li>• Structure their composition</li> <li>• Utilise other musical elements such as dynamics, tempo and texture in their composition.</li> <li>• Demonstrate competent sequencing skills</li> </ul>	<ul style="list-style-type: none"> <li>• Play the djembe using a range of sounds</li> <li>• Play a range of traditional rhythms in time and fluently</li> <li>• Lead a class performance</li> <li>• Improvise using a range of note values and sounds</li> <li>• Perform as an ensemble</li> </ul>
<b>Developing T3 Literacy and Numeracy</b>	In addition to KS3 starters: Melody, Rhythm, Pulse, Tempo, Cell, Development, Loop, Repetition, Variation	In addition to KS3 starters: Rhythm, Pulse, Beat, Tempo, Ostinato, Repetition, Variation, Texture
<b>Assessment (Summative and Formative)</b>	<p>Summative: Final submitted minimalist compositions</p> <p>Formative: Teacher verbal feedback during practical tasks and rehearsals.</p>	<p>Summative: Assessed performances and improvisations</p> <p>Formative: Teacher verbal feedback during practical tasks and rehearsals.</p>
<b>Links to Prior Learning</b>	<p>Year 7: Baseline – Introduction to sequencers</p> <p>Year 7: Jazz Improvisation – Experimentation and creation of ideas</p>	<p>Year 7: Baseline – Ensemble performance</p> <p>Year 7: Jazz Improvisation – Creation of improvisations</p> <p>Year 7: Singing and Ukulele – Ensemble performance and listening skills</p>
<b>Next steps in learning</b>	KS3 - Year 7: African Drumming, Year 8: Intervals, Year 8: Music and Mood, Year 8: Songwriting, Year 9: Dance Music, Year 9: Film Music	KS3 – Year 8: Ensemble Performance, Year 8: Musicals, Year 9: Solo Performance, Year 9: Modern Music.



	KS4: Compositional elements for GCSE and vocational courses. GCSE Appraising: Minimalist music	KS4 – Performance elements for GCSE and vocational courses. GCSE Appraising: Music from other cultures and Music for ensembles.
<b>Common Barriers to learning in this unit</b>	<ul style="list-style-type: none"> <li>• Resilience</li> <li>• Ability to create musical ideas</li> <li>• Ability to recognise dissonant harmonies.</li> <li>• Gaps in sequencing skills</li> </ul>	<ul style="list-style-type: none"> <li>• Lack of instrumental confidence</li> <li>• Fine and gross motor skills</li> <li>• Lack of student resilience</li> <li>• Peer pressure.</li> </ul>