

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 8: Music

Units	Unit 1 Minimalism	Unit 2 Chords
Unit Overview	Students will develop their compositional skills in the structured environment of Minimalism. Students will also develop their sequencing skills through the composition process.	Students will understand the construction of chords and the variety of ways of playing these on keyboard and ukulele. Keyboard skills will be extended with the addition of left hand playing.
Lesson Sequence	<p>Standard PowerPoints: 6. Minimalism</p> <ol style="list-style-type: none"> Pulse and Cell 1 – In this lesson students will be introduced to minimalism and will develop sequencing skills Cell 2 and Cell 3 – In this lesson students will develop their compositional skills and harmonic skills. Structure and Texture – In this lesson student will develop an understand of how to structure a composition and use layering. Developing ideas – In this lesson students will learn how to develop melodic ideas to maintain the listeners interest. Final composition lesson – In this lesson students will finalise their compositions with use of dynamics and instrumentation Listening lesson – in this lesson students will self and peer appraise minimalism compositions. 	<p>Standard PowerPoints: 2. Chords</p> <ol style="list-style-type: none"> Introduction – In this lesson students will be introduced to the construction of Major and Minor chords. Left Hand – In this lesson students will be taught to play chords whilst playing the root in the left hand. Broken Chords – In this lesson students will learn to play two famous introductions which develop knowledge of Arpeggiated and broken chords Inversions – In this lesson students will develop a knowledge of inversions and their uses. Chord Sequence Composition – In this lesson students will develop the ability to construct chord sequences Chords Challenge 1 – In this lesson students will start the chords challenge. Chords Challenge 2 – In this lesson students will continue the chords challenge Chords Challenge 3 – In this lesson students will continue the chords challenge

<p>Key Domains and Concepts taught in this Unit / Term</p>	<ul style="list-style-type: none"> • <u>Key Domains</u> • Melody • Harmony • Sonority/Dynamics • Structure • <u>Key Concepts</u> • composition • Music Expression and intention 	<p><u>Key Domains</u></p> <ul style="list-style-type: none"> • Rhythm/Metre/Tempo • Melody • Harmony • Music's connection to time and place. <p><u>Key Concepts</u></p> <ul style="list-style-type: none"> • Improvisation • Performance • Music Expression and intention
<p>KS4 End Points</p>	<p><u>Subject End Points</u></p> <ul style="list-style-type: none"> • Improvise and compose creative ideas fluently and can confidently develop ideas. • Develop fluency in the use of music technology in the performance and production of music. 	<p><u>Subject End Points</u></p> <ul style="list-style-type: none"> • 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 • Use staff and other relevant notations appropriately and accurately.
<p>Declarative Knowledge (Students should know)</p>	<ul style="list-style-type: none"> • Knowledge of intervals and how they sound different • Knowledge of Major and minor sounds • Be able to identify and use drones, chord clusters • To identify and understand how the use of dynamics and instrument sound creates tension and release 	<ul style="list-style-type: none"> • Knowledge of Major and minor chord structures • Knowledge of adding a correct bassline to chords • Knowledge of arpeggios, broken chords, tonic triads • Understand blues chord sequence and 4 chord trick
<p>Procedural Knowledge (Students should be able to do)</p>	<ul style="list-style-type: none"> • Compose melodic and harmonic ideas. • Use development techniques to develop cells • Structure their composition • Utilise other musical elements such as dynamics, tempo and texture in their composition. • Demonstrate competent sequencing skills 	<ul style="list-style-type: none"> • Play and perform a range of different chord sequences (12 bar blues, 4 chord trick, specified pieces) in both solo and ensemble contexts. • Confidently play chords in different forms (arpeggio, broken, block, inverted chords) • Respond appropriately to teacher feedback on individual tasks to self-direct progress. • Apply staff and other relevant notations appropriately and accurately.

Developing T3 Literacy and Numeracy	In addition to KS3 starters: Melody, Rhythm, Development, Loop, Repetition, Variation, texture, chromatic notes, drone, chord cluster, intervals	In addition to KS3 starters: Melody, Rhythm, Stave, Notation, Major / minor, arpeggio, broken chords, blues chord pattern, inversion.
Assessment (Summative and Formative)	Summative: Final submitted compositions Formative: Teacher verbal feedback during practical composition task	Summative: Final performance of set piece supported by individual tasks and learning records Formative: Teacher verbal and written feedback during practical performing tasks and rehearsal
Links to Prior Learning	Year 7: Baseline – Introduction to sequencers Year 7: Jazz Improvisation – Experimentation and creation of ideas Year 7 – Composition	Year 7: Baseline – Ensemble performance Year 7: Jazz Improvisation – Creation of improvisations Year 7: Singing and Ukulele – Ensemble performance and listening skills Year 7: Keyboard skills
Next steps in learning	KS3 - Year 8: Chords, Year 8: Music and Mood, Year 8: Songwriting, Year 9: Dance Music, Year 9: Film Music KS4: Compositional elements for GCSE and vocational courses. GCSE Appraisal	KS3 – Year 8: Ensemble Performance, Year 8: Musicals, Year 9: Solo Performance, Year 9: Modern Music. KS4 – Performance elements for GCSE and vocational courses. GCSE Appraising: Music from other cultures and Music for ensembles.
Common Barriers to learning in this unit	<ul style="list-style-type: none"> • Resilience • Ability to create musical ideas • Ability to recognise and use dissonant harmonies appropriately • Gaps in sequencing skills 	<ul style="list-style-type: none"> • Lack of instrumental tuition • Lack of student resilience • Lack of fine motor skills

Units	Unit 3 Ensemble Performance	Unit 4 Musicals
Unit Overview	This unit extended the ensemble skills developed in earlier topics and required students to perform as a group without the support of their teacher during the final performance. Students will develop rehearsal, ensemble, and leadership skills.	A unit which develops cultural capital through exposing students to a range of musicals and giving students an experience of what it is like to play in a pit band.
Lesson Sequence	<p>Standard PowerPoints: 4. Ensemble Performance</p> <ol style="list-style-type: none"> 1. Somewhere Only We Know – In this lesson students will learn the above song and develop instrumental skills related to the song. 2. Wonderwall - In this lesson students will learn the above song and develop instrumental skills related to the song. 3. Love Story - In this lesson students will learn the above song and develop instrumental skills related to the song. 4. Don't Worry Be Happy - In this lesson students will learn the above song and develop instrumental skills related to the song. 5. Rehearsal Skills – In this lesson students will develop the skills needed to run effective rehearsals. 6. Assessment Rehearsal 1 – In this lesson, students will prepare in their groups for the assessed performance. 7. Assessment Rehearsal 2 – In this lesson, students will prepare in their groups for the assessed performance. 8. Assessment – In this lesson, students complete their assessed performance. 	<p>Standard PowerPoint: 5. Musicals</p> <ol style="list-style-type: none"> 1. Introduction and Bass line – In this lesson students will be introduced to musical theatre and begin learning the bass part. 2. Bass Part 2 – In this lesson students will continue learning the bass part for the assessment song. 3. Piano Part - In this lesson students will begin learning the Piano part for the assessment song. 4. Piano Part 2 - In this lesson students will continue learning the piano part for the assessment song. 5. Ukulele Part – In this lesson, Students will begin learning the Ukulele part for the assessment song. 6. String Part – In this lesson students will learn the string part for the assessment song. 7. Rehearsal Lesson – In this lesson students will choose their preferred part and use the lesson to develop accuracy and fluency. 8. Assessment lesson – In this lesson students will



<p>Key Domains and Concepts taught in this Unit / Term</p>	<p><u>Key Domains</u></p> <ul style="list-style-type: none"> • Rhythm/Metre/Tempo • Melody • Sonority/Dynamics • Structure • Music's connection to time and place. <p><u>Key Concept</u></p> <ul style="list-style-type: none"> • Performance • Music Expression and intention 	<p><u>Key Domains</u></p> <ul style="list-style-type: none"> • Rhythm/Metre/Tempo • Melody • Harmony • Sonority/Dynamics • Structure • Music's connection to time and place. <p><u>Key Concepts</u></p> <ul style="list-style-type: none"> • Improvisation • Composition • Performance • Music Expression and intention
<p>KS4 End Points</p>	<p><u>Subject End Points</u></p> <ul style="list-style-type: none"> • Play and perform in a range of solo and ensemble contexts with confidence and fluency showing a high level of instrumental skill • Appraise music confidently and accurately using appropriate musical language. • Use staff and other relevant notations appropriately and accurately. 	<p><u>Subject End Points</u></p> <ul style="list-style-type: none"> • 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.
<p>Declarative Knowledge (Students should know)</p>	<ul style="list-style-type: none"> • Recognise and describe a number of structures and genres of songs • Understand chord structures on both ukulele and keyboards. • Identify and understand the different roles needed in an ensemble performance 	<ul style="list-style-type: none"> • Recognise and describe aspects of different styles of musical theatre • Understand chord structures on both ukulele and keyboards. • Identify and understand the different roles needed in an ensemble performance

		Use staff and other relevant notations appropriately and accurately.
Procedural Knowledge (Students should be able to do)	<ul style="list-style-type: none"> Structure a rehearsal process with a small group in preparation for their final performance Demonstrate a level of skill on their chosen instrument and to choose a piece appropriate to their level Demonstrate and identify progress through deliberate practise over a sequence of lessons Perform a final group piece for assessment in a confident and fluent manner 	<ul style="list-style-type: none"> Structure their own individual practise demonstrating and identifying progress through deliberate practise over a sequence of lessons Demonstrate a level of skill on their chosen instrument and to choose a part appropriate to their level <ul style="list-style-type: none"> Perform a final group piece for assessment in a confident and fluent manner
Developing T3 Literacy and Numeracy	In addition to KS3 starters: Melody, Rhythm, Tempo, Stave, Notation, Major / minor, balance / contrast, texture, arrangement.	In addition to KS3 starters: Melody, Rhythm, Tempo, Stave, Notation, Major / minor, balance / contrast, texture, arrangement, score, libretto
Assessment (Summative and Formative)	Summative: Final performance of group ensemble piece Formative: Teacher verbal feedback during practical performing tasks and rehearsal	Summative: Final performance of class ensemble piece Formative: Teacher verbal feedback during practical performing tasks and rehearsal
Links to Prior Learning	<ul style="list-style-type: none"> Year 7: Baseline – Ensemble performance Year 7: Jazz Improvisation – Creation of improvisations Year 7: Singing and Ukulele – Ensemble performance and listening skills Year 7: Keyboard skills Year 8: chords 	Year 7: Baseline – Ensemble performance Year 7: Jazz Improvisation – Creation of improvisations Year 7: Singing and Ukulele – Ensemble performance and listening skills Year 7: Keyboard skills Year 8: chords Year 8: Ensemble
Next steps in learning	KS3 – Year 8: Musicals, Year 9: Solo Performance, Year 9: Modern Music. KS4 – Performance elements for GCSE and vocational courses. GCSE Appraising: Music from other cultures and Music for ensembles.	KS3 - Year 9: Solo Performance, Year 9: Modern Music. KS4 – Performance elements for GCSE and vocational courses. GCSE Appraising: Music from other cultures and Music for ensembles.

<p>Common Barriers to learning in this unit</p>	<ul style="list-style-type: none"> • Lack of instrumental tuition • Lack of student resilience • Lack of fine motor skills • Difficulties with group and collaborative skills 	<ul style="list-style-type: none"> • Lack of instrumental tuition • Lack of student resilience • Lack of fine motor skills • Prior access to cultural capital
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Units	Unit 5 Songwriting
Unit Overview	This unit consolidates key skills learnt previous (Chords, ensemble performance, Keyboard skills) and allows students to express themselves through the medium of composing a song.
Lesson Sequence	<p>Standard PowerPoints: 6. Songwriting</p> <ol style="list-style-type: none"> 1. Chords – In this lesson students will develop the ability to create a chord sequence which is appropriate to a particular mood. 2. Lyrics – In this lesson students will create lyrics for their song. 3. Chorus Melody – In this lesson students will explore melody writing in the context of choruses 4. Catch up lesson – In this lesson students will use the time to refine elements already in development. 5. Introductions – In this lesson students will develop an appropriate introduction for their song.
Key Domains and Concepts taught in this Unit / Term	<p>Key Domains</p> <ul style="list-style-type: none"> • Rhythm/Metre/Tempo • Melody • Harmony • Sonority/Dynamics • Structure • Music's connection to time and place. <p>Key Concepts</p> <ul style="list-style-type: none"> • Improvisation • Composition • Performance • Music Expression and intention
KS4 End Points	Subject End Points

	<ul style="list-style-type: none"> • 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.
Declarative Knowledge (Students should know)	<ul style="list-style-type: none"> • Knowledge of how to structure a simple chord pattern • Understanding of Major and minor chords • Understanding of rhythm and emphasis for lyrics • Knowledge of appropriate song structures eg – verse, chorus
Procedural Knowledge (Students should be able to do)	<ul style="list-style-type: none"> • Compose a simple chord pattern for a verse and chorus • Structure and compose lyrics to fit with the theme of the song • Identify tasks needed in a sequence of lessons and respond constructively to feedback to demonstrate progress in the creation of a simple song
Developing T3 Literacy and Numeracy	In addition to KS3 starters: Melody, rhythm emphasis, Harmony, structure, development, repetition, contrast, verse, chorus
Assessment (Summative and Formative)	Summative: Final submitted compositions Formative: Teacher and peer verbal feedback during practical composition task
Links to Prior Learning	Year 7: Baseline – Introduction to sequencers Year 7: Jazz Improvisation – Experimentation and creation of ideas

	<p>Year 7 – composition – Minimalism Year 8: Intervals composition Year 8: Music and Mood composition Year 8 English – Poetry based unit</p>
Next steps in learning	<p>KS3 - Year 9: Dance Music, Year 9: Film Music KS4: Compositional elements for GCSE and vocational courses. GCSE Appraisal</p>
Common Barriers to learning in this unit	<ul style="list-style-type: none"> • Resilience • Ability to create musical ideas • Ability to recognise, select and use musical elements appropriately