



LAURUS
RYECROFT

**Curriculum and
Assessment in Music at
KS3**

Curriculum Statement: Music

Music is a more potent instrument than any other for education.

- Plato

Powerful Knowledge in Music

Music can be separated into three different disciplines – Performing Music, Composing Music, Listening & Appraising Music. The three branches of Music are taught and developed together with the aim to build personal skills that students can draw upon to succeed, not only in music lessons but also beyond school life and in future employment. The life skills that are developed, and are at times explicitly taught, are an integral part of the development of the subject specific skills as well as creating well-rounded individuals. The core principles that are developed would include: Problem solving, perseverance, diligence, team work, time management, organisation, responsibility, cultural history, listening skills, confidence, social skills, discipline, self-evaluation, interpersonal skills, sense of achievement.

Opportunities are embedded for students to be able to hone and develop the practical aspects of performance and composition, but equally important is the ability to understand how the development of life skills, such as confidence, self-awareness, perseverance and discipline give them a holistic experience that they can take beyond their musical studies.

Curriculum features

The curriculum is structured based on the expectations for GCSE & A Level Music; key concepts and skills required by the end of these courses are fed down into schemes of work from Year 7 upwards. This is designed to raise expectations and standards from the start of Key Stage 3 and ensure that musical knowledge is being understood both practically and theoretically. Year 7, 8 and 9 will study various musical genres, (historical and cultural) and through these different cultures and styles will explore, develop and refine their musical skills. Each project will focus on one of the 3 subject specific skills, so that over the key stage students will return to these concepts enabling them to build and advance their knowledge and skill set further as the progress through the Key Stages.

Co Curriculum enrichment

The extensive extra-curricular music programme enables and supports musicianship in students of varying abilities, giving opportunities for students to experience a wide variety of genres and musical ensembles. As well as all-inclusive ensembles for mixed ability students who want the enjoyment of performing with others and developing their musical skills, such as Pop Choir, Guitar Group and Orchestra, we also offer students the chance to audition for more advanced musical groups such as Senior Choir and Soul Band. These ensembles are able to challenge the students and prepare them for further studies in the field. The annual School Production is another opportunity to stretch and challenge the students; either by performing in the Production Band (for students Grade 5+ on their instrument) or by auditioning to be a member of the cast, where the expectation is that all cast members and musicians develop performance talent and professionalism. These clubs/events are not only to encourage enjoyment in the arts but also for students to learn about professional expectations and performance discipline. Students are also able to apply to become a Music Ambassador, taking on a leadership role within the department and developing their own musical skills as well as supporting younger students with their music making.

Music Curriculum at KS3 – An Overview

Year 7

During Year 7, students explore the elements of music through a variety of mediums and genres. Students will learn to analyse and describe the music that they listen to using music specific vocabulary. They will compose and perform in groups with the focus on effective music making and transferable skills. This year provides the opportunity for students to maintain and develop the invaluable skills of learning by ear, notation reading and rehearsing and performing as part of an ensemble. Students will be given the opportunity to compose and perform using their voices, body percussion, tuned and untuned percussion, ukuleles, and keyboards.

Year 8

In Year 8 students will continue to develop their skills in listening & appraising, performance and composition. They will develop their understanding and musical awareness through a range of workshops using their voices, ukuleles, classroom percussion, guitars and music technology. They will compose and record their own music using a range of notation including staff notation and TAB. They will also learn about different musical contexts, and perform in a variety of settings and genres. Students will explore different timbres, structures, and key characteristics, alongside using the musical elements to create music for a specific medium.

Year 9

In Year 9 students will develop their ability to recognise, analyse and demonstrate a range of music techniques; the aim of which is to produce successful and polished pieces of work, in preparation for the GCSE Music course. They will analyse, compose and perform music from different cultures, genres and musical traditions; learning how to plan and develop their compositions to create stylish and idiomatic pieces. They will create music for a range of different applications, including music for film and television. They will also have the opportunity to perform at a higher level in groups and on their own, developing their skills as musicians and again preparing the way for the GCSE Music course.

KASH Reporting Criteria in Music: Knowledge and Skills at KS3

Year 7:

Students will develop their **KNOWLEDGE** of:

- various musical terms, symbols and genres
- a range of musical elements - pitch, dynamics etc.
- being able to recognise basic musical symbols – treble clef, stave etc.
- being able to recognise basic rhythmic musical symbols – crotchets, minims etc.
- being able to recognise various genres of music and know some of the musical features of that genre

Students will develop their **SKILLS** in:

Performing Music:

- sing in tune with reasonable fluency and accuracy
- perform simple parts on the keyboard and tuned percussion
- keep in time with others
- perform by ear and simple notations

Composing Music:

- improvise repeated patterns
- improvise simple melodic/rhythmic phrases
- share a range of ideas in group tasks
- create compositions which have a sense of structure
- compose using a variety of notations
- create compositions which explore different sounds and the musical elements

Understanding Music:

- recognise a variety of different instrument sounds, knowing the instrument families
- know the musical elements and recognise some in listening tasks
- make improvements to their own work
- identify different genres of music and some of their features in a listening task
- begin to use appropriate musical vocabulary when creating or evaluating work

KASH Reporting Criteria in Music: Knowledge and Skills at KS3

Year 8:

Students will develop their **KNOWLEDGE** of:

- a range of musical elements – pitch, dynamics etc.
- musical symbols – notes on a staff, treble clef, staff etc
- notes of the keyboard
- some notes on a musical staff, read fairly accurately from a score with note names
- rhythmic musical symbols – crotchets, minims etc.
- various genres of music and know some of the musical features of that genre

Students will develop their **SKILLS** in:

Performing Music:

- sing with expression and clear diction
- demonstrate reasonable confidence/high level of confidence in performance
- maintain an appropriate role within a group (leading, solo part or support)
- keep their own part going in a group performance
- perform fluently and accurately on the keyboard and tuned percussion

Composing Music:

- improvise melodic/rhythmic material within extended structures
- use tempo and dynamics creatively
- create compositions which explore different sounds and the musical elements
- refine and improve work effectively in rehearsals, developing initial ideas further

Understanding Music:

- recognising a variety of different instrument sounds, knowing the instrument families (to a higher level)
- knowing and recognizing musical elements in listening tasks (to a higher level)
- suggesting improvements to their own and others' work
- describing and compare musical features in listening tasks, using appropriate vocabulary
- exploring the contexts, origins and traditions of different musical styles
- using appropriate musical vocabulary when creating or evaluating work

KASH Reporting Criteria in Music: Knowledge and Skills at KS3

Year 9:

Students will develop their **KNOWLEDGE** of:

- the elements of music (pitch, dynamics, tempo, texture, sonority (timbre), rhythm, metre, melody, harmony, tonality, articulation).
- musical symbols (such as notes on a staff, treble clef, time signatures, accidentals).
- notes of the keyboard (able to know the notes without support).
- treble clef notation (have a good understanding of treble clef notation for use in practical tasks).
- rhythmical musical symbols (crotchets, minims, quavers, equivalent rests etc.).
- musical genres (developing understanding of the musical features within a variety of musical genres. exploring the contexts, origins and traditions of different musical styles).
- musical vocabulary (knowledge of various musical terms, including Italian terms and ability to apply them correctly to various musical tasks).

N.B. This knowledge is in addition to the development of their Year 8 musical knowledge, which will now be explored at a more advanced level.

Students will develop their **SKILLS** in:

Performing Music:

- singing with expression, clear diction, fluency and accuracy – both solo and in a group
- demonstrating high level of confidence in performance
- maintaining an appropriate role within a group (leading, solo part or support)
- showing awareness of the needs of others in group tasks
- performing fluently and accurately on the keyboard and tuned percussion
- performing longer parts from memory and/or from music notations

Composing Music:

- improvising melodic/rhythmic material within extended structures
- using tempo and dynamics creatively
- sustaining and developing musical ideas
- making significant contributions to a group
- composing music for different genres which explore musical features and devices
- using rehearsal time effectively to refine material.

Understanding Music:

- identifying different genres of music and their features within listening tasks.
- describing and comparing musical features in listening tasks, using appropriate vocabulary
- recognising a variety of different instrument sounds, knowing the instrument families (to a higher level)
- knowing the musical elements and recognising them in listening tasks (to a higher level)

- considering successful/non-successful outcomes and improve their own and others' work
- describing and comparing musical features in listening tasks, using appropriate vocabulary
- evaluating how venue, occasion and purpose affect the way music is created performed and heard
- exploring the contexts, origins and traditions of different musical styles
- beginning to analyse music in more detail, using key words and musical terms
- using appropriate musical vocabulary when creating or evaluating work

N.B. The skills in performance, composition and listening & appraising are in addition to the skills they have learnt in Year 8 but working to a more advanced level

Foundation Stages in Music – Assessment Criteria at KS3

Each strand of the assessment criteria is addressed separately (in line with GCSE Music). Summative assessments take place once per term, assessing a different strand of the criteria. For this reason progress may not appear as linear.
For example, a student who is a natural performer but less confident composer may receive a higher level in autumn than they do in spring.

	Performing Music	Composing Music	Understanding Music
BFS	<p>Technical Control (Accuracy)</p> <ul style="list-style-type: none"> - Exceptional ability to demonstrate technical control, with excellent accuracy (pitch, rhythm, intonation) and fluency. <p>Expression and Interpretation</p> <ul style="list-style-type: none"> - Exceptional ability to demonstrate expression and interpretation, with an excellent and assured sense of style and attention to detail. 	<ul style="list-style-type: none"> - Selection and use of elements (at least two of rhythm, metre, texture, melody, harmony, tonality, timbre, dynamics, phrasing, articulation structure and form) is exceptionally creative and effective, demonstrating a sophisticated understanding of composition. - The selection and use of elements is exceptionally perceptive and insightful: entirely appropriate to the intentions for the music, including the suggested audience/occasion. - The composition sounds finished with excellent technical and expressive control throughout. 	<ul style="list-style-type: none"> - Ability to describe and compare musical features in listening tasks, using appropriate vocabulary. - Ability to explore the contexts, origins and traditions of different musical styles - Secure understanding of treble clef notation - Ability to evaluate the success of their work and set realistic targets for refinement.
FS5	<p>Technical Control (Accuracy)</p> <ul style="list-style-type: none"> - Highly developed ability to demonstrate technical control, with high levels of accuracy (pitch, rhythm, intonation) and fluency. <p>Expression and Interpretation</p> <ul style="list-style-type: none"> - Highly developed ability to demonstrate expression and interpretation, with a highly developed, secure sense of style and attention to detail. - A more frequent lack of sensitivity towards the expressive and interpretative 	<ul style="list-style-type: none"> - Selection and use of elements (at least two of rhythm, metre, texture, melody, harmony, tonality, timbre, dynamics, phrasing, articulation structure and form) is highly creative and effective, demonstrating a coherent understanding of composition. - The selection and use of these elements is highly perceptive and insightful: clearly appropriate to the intentions for the music, including the suggested audience/occasion. - The composition requires very little more to sound finished, with consistent technical and expressive control throughout. 	<ul style="list-style-type: none"> - Competent ability to identify different genres of music and their features in a listening task. - Competent evaluation of how venue, occasion and purpose affect the way music is created, performed and heard. - Competent grasp of treble clef notation - Balanced evaluation to consider successful/non-successful outcomes and improve their own and others' work

	demands of the music will result in a mark at the lower end of this band.		
FS4	<p>Technical Control (Accuracy)</p> <ul style="list-style-type: none"> - Secure ability to demonstrate technical control - Moderate accuracy (pitch, rhythm, intonation) and fluency. <p>Expression and Interpretation</p> <ul style="list-style-type: none"> - Secure ability to demonstrate expression and interpretation, with a moderately secure sense of style and attention to detail. - Moderate lack of sensitivity towards the expressive and interpretative demands of the music will inhibit how well the character of the music is conveyed. 	<ul style="list-style-type: none"> - Selection and use of elements (at least two of rhythm, metre, texture, melody, harmony, tonality, timbre, dynamics, phrasing, articulation structure and form) shows secure creativity and effectiveness, demonstrating a sound understanding of composition. - The selection and use of these elements shows secure perception and insight: almost always appropriate to the intentions for the music, including the suggested audience/ occasion. - The composition sounds mostly finished, but with some further work required: technical and expressive control is not always consistent. 	<ul style="list-style-type: none"> - Competent knowledge and understanding of the musical elements and can recognise some in listening tasks. - Ability to identify some genres of music and some of their features in a listening task. - Ability to recognise rhythmic musical symbols (crotchets, minims etc.) - Basic understanding of notation. - Ability to suggest improvements to their own and others' work.
FS3	<p>Technical Control (Accuracy)</p> <ul style="list-style-type: none"> - Moderate ability to demonstrate technical control. - Limited accuracy (pitch, rhythm, intonation) and fluency. <p>Expression and Interpretation</p> <ul style="list-style-type: none"> - Moderate ability to demonstrate expression and interpretation, with a basic sense of style and attention to detail. - Limited sensitivity towards the expressive and interpretative demands of the music. 	<ul style="list-style-type: none"> - Selection and use of (at least two of rhythm, metre, texture, melody, harmony, tonality, timbre, dynamics, phrasing, articulation structure and form) is moderately creative and effective, demonstrating a moderate understanding of composition. - The selection and use of these elements is moderately perceptive and insightful: largely appropriate to the intentions for the music, including the suggested audience/occasion. - The composition sounds mostly finished, but with some further work required: occasionally lacks coherence, technical and expressive control is limited and not always consistent. 	<ul style="list-style-type: none"> - Adequate knowledge and understanding of some musical elements - Adequate use of technical and subject specific vocabulary - Ability to recognise a variety of different instrument sounds, knowing instrumental families - Ability to recognise rhythmic musical symbols (crotchets, minims etc.) - Ability to make improvements to their own work

	- A performance which has some sense of character .		
FS2	<p>Technical Control (Accuracy)</p> <ul style="list-style-type: none"> - Basic ability to demonstrate technical control - Some accuracy (pitch, rhythm, intonation) and fluency. <p>Expression and Interpretation</p> <ul style="list-style-type: none"> - Some ability to demonstrate expression and interpretation. - Basic sense of style and minimal attention to detail. - Some sensitivity towards the expressive and interpretative demands of the music. - A performance, which has limited sense of character. 	<ul style="list-style-type: none"> - Selection and use of elements (at least two of rhythm, metre, texture, melody, harmony, tonality, timbre, dynamics, phrasing, articulation structure and form) shows limited creativity and effectiveness, demonstrating a basic understanding of composition. - The selection and use of these elements shows limited perception and insight: sometimes inappropriate to the intentions for the music, including the suggested audience/occasion. - The composition sounds unfinished: often lacking coherence, basic and infrequent technical and expressive control. 	<ul style="list-style-type: none"> - Basic knowledge and understanding of some musical elements - Basic use of technical and subject specific vocabulary - Ability to recognise a range of instrument sounds. - Ability to recognise basic musical symbols (treble clef, stave etc) - Ability to make some improvements to their own work
FS1	<p>Technical Control (Accuracy)</p> <ul style="list-style-type: none"> - Limited ability to demonstrate technical control - Minimal accuracy (pitch, rhythm, intonation) and fluency. <p>Expression and Interpretation</p> <ul style="list-style-type: none"> - Limited ability to demonstrate expression and interpretation. - A rudimentary sense of style and minimal attention to detail. - Minimal sensitivity towards the expressive and interpretative demands of the music. 	<ul style="list-style-type: none"> - Selection and use of elements (at least two of rhythm, metre, texture, melody, harmony, tonality, timbre, dynamics, phrasing, articulation structure and form) shows minimal creativity and effectiveness, - Demonstrates a very simplistic understanding of composition. - The selection and use of elements shows minimal perception and insight: - Limited understanding of the intentions for the music, including the suggested audience/occasion. - Limited evidence of technical and expressive control. 	<ul style="list-style-type: none"> - Limited knowledge and understanding of the elements of music - Limited use of technical and subject specific vocabulary - Ability to recognise some simple instrument sounds

	<p>- A performance, which has virtually no sense of character.</p>	<p>- The selection and use of elements shows minimal perception and insight: largely inappropriate to the intentions for the music, including the suggested audience/occasion.</p> <p>- Incompleteness within the composition</p>	
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Attitudes and Habits

At Laurus Ryecroft we expect all of our students to display the following **Attitudes and Habits in all of their subjects.**

Development in each area will be judged by the subject teacher as either, **emerging, establishing, secure, enhancing or excelling** dependant on the progress being made.

ATTITUDES

- Ready to learn and quick to settle
- Takes responsibility for learning
- Has a thirst for learning
- Willing to work independently with focus/without teacher input
- Willing to actively participate in a variety of situations
- Seeks to develop learning by questioning
- Takes risks to further learning
- Maintains a positive relationship with others
- Shows respect at all times
- Always puts effort into learning/classwork/P & P
- Understands the importance of working to deadlines
- Takes responsibility for their own and others safety in school/classroom/learning environment
- Meets school expectations of behaviour/learning/attendance

HABITS

- Prepared to learn
- Fully equipped for lessons
- Prepared for assessment
- Actively engages with learning
- Always responds to targets/feedback
- Seeks to demonstrate knowledge through answering questions
- Seeks opportunities to be challenged
- Able to work independently with focus
- Willing to ask for help if needed and knows where to find help
- Follows all instructions
- Work is well organised
- P & P is always completed
- Regularly meets deadlines
- Seeks opportunities to participate in extra-curricular activities and/or roles of responsibility
- Attendance follows school's expectations