



KS3 Curriculum Overview

	Year 7	Year 8	Year 9
2024-2025	<p>Music at Oldbury Academy intends for students to develop their performance, composition and analytical skills in music, taking into account the National curriculum. We adapt elements of our programmes of study to take account of our local context. We believe music will play a part in making a difference to who our students are, and who they will become as they seek to discover their musical identity. The key concepts for music at Oldbury Academy are focused on developing knowledge and skills in key music areas such as the musical elements, genres and instruments as well as developing performance, composition and rehearsal disciplines within lessons. Students are given opportunities to listen to a variety of musical styles and explore a selection of composers and performers that cover a range of styles and genres including film score, urban styles and reggae. We intend for our curriculum to give students the ability, through high-quality teaching and enriched experiences, both in the classroom and beyond, to make a positive contribution to society, both personally and professionally. Parents, teachers and governors have a shared commitment to the skills we want to see developed in our students. Personal development skills such as leadership, organisation, resilience, initiative and communication are also consistently embedded into the learning environment. These skills are enhanced in KS4 when students get the opportunity to complete tasks in particular job roles from the music industry. The music department ensures there are multiple opportunities for students to develop these skills over their time at school with us.</p>		
Topic 1 (year 7/8) Autumn term (year 9)	<p>Overview <u>Key Music Skills and Music History 1</u> Students will develop their cultural capital by learning about the core musical elements and how to read standard music notation. They will look at instrument families and genres of music to They will discover new skills on the keyboard by learning chords, melody and bass lines. They will be doing this as they learn to play <i>melodies and chords of well-known songs</i>. As well as learning to play the song, students will develop their listening skills by analysing how the musical elements are evident in the song and they will also look at the lyrics (SMSC) to see how they fit in with British values.</p>	<p>Overview <u>Keyboard Skills</u> Students will further develop their music theory skills and some keyboard skills by learning how to use correct technique (both hands). They will also develop their cultural capital by learning how keyboard skills and particular music genres are used in mainstream music production and look at how popular artists use simple chords to make big hits. They will be doing this as they learn to play <i>a selection of songs</i>. As well as learning to play the song, students will analyse the lyrics developing their literacy skills (identifying literary devices and SMSC seeing how they fit in with British values.) and do some melody and chord composition.</p>	<p>Overview <u>Music Skills Development</u> Learners will have the opportunity to develop a musical discipline through engagement in practical tasks, while documenting their progress and planning for further improvement. As a performer, producer or creator in the music industry, learners need to continually develop their skills and techniques in order to be successful and secure a regular flow of gigs and commissions. In this topic, learners will participate in classes where you will develop technical, practical, personal and professional skills and specialise in music performance. Throughout your development, you will review your progress and consider how to make improvements. You will learn how musicians share their work and collaborate with others and will develop your own skills as a musician in how to use other platforms to share your work and skills development with others.</p>
	<p>Skills Theory skills: Reading staff notation, developing aural skills, Research, verbal and written analysis of music Practical skills: timing, pace and pitch, simple musical technique for keyboard .Performance skills (rhythmical tuned) Knowledge and application of the key musical elements.</p>	<p>Skills Theory skills: Developing aural skills, Research, verbal and written analysis Practical skills: timing, pace and pitch, simple musical technique for keyboard .Performance skills (rhythmical tuned) Knowledge and continued application of the key musical elements.</p>	<p>Skills Theory skills: Developing aural skills, Research, verbal and written analysis, responding to a brief Practical skills: Performance skills, notation software (where applicable), keyboard skills, development and analysis</p>
	<p>Assessments Baseline assessment: (45 minutes) week 1 Written, Listening, and key skills assessment looking at prior knowledge of the musical elements, music notation, identification of musical styles and instruments. Mid-term Assessment: Key skills are assessed as well as new theory taught during the unit End of Unit assessment: Peer and self-assessment along with teacher feedback to take place in the penultimate week of half term, GCSE or BTEC graded and recorded.</p>	<p>Assessments Baseline assessment: (45 minutes) week 1 End of Unit assessment: Peer and self-assessment along with teacher feedback to take place in the penultimate week of half term, GCSE or BTEC graded and recorded.</p>	<p>Assessments Baseline assessment: (45 minutes) week 1 Mid-term Assessment: Key skills are assessed as well as new theory taught during the unit End of half term: Practical assessment on using key grading criteria (teacher assessed). Peer and self-assessment In-class submission of completed piece by set deadline. (skills audit to be completed)</p>
Topic 2 Half term 2 Spring Term (Year 9)	<p>Overview <u>World Music- Reggae</u> Students will explore music from the Caribbean with a particular focus on reggae music. Students will analyse how the music began by exploring the social, economic and religious culture of the 50s, 60s and 70s in Jamaica. Students will developing their British values of tolerance and respect as they look at different ways of life across the world. Students will then learn to play 3 little birds after studying the key features of reggae music. They will be encourage to create their own reggae piece or improvise over the same song.</p>	<p>Overview <u>Composing Pop Music</u> Students get an insight into the music industry by becoming song-writers for this unit. They will look in detail at how famous song-writers create the songs and what they use as their motivation. Literacy skills will be developed as students look at rhyming schemes, syllables, metaphor and similes. Student will develop their British values by exploring a variety of themes that they could write about whilst respecting other student's choices. They will use their keyboard skills to produce some backing to their song but will also be introduced to sequencing by learning how to produce simple music tracks.</p>	<p>Overview <u>Exploring Music Products and Styles</u> In this component, students will begin to develop their understanding of different types of music product and the techniques used to create them. You will explore how musical elements, technology and other resources are used in the performance, creation and production of music. You will also practically explore the key features of different genres of music and music theory and apply your knowledge and understanding to developing your own creative work.</p>



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	<p>Skills Theory skills: Developing aural skills, Verbal and written analysis of different types reggae songs and research of the culture) Practical skills: Timing, pace and pitch. Composition skills (combining sounds, improvisation, performing for occasion), Performance skills (ensemble, play by ear, confidence) independent rehearsal skills.</p>	<p>Skills Theory skills: Developing aural skills, Verbal and written analysis of different writers and types of songs/lyrics Practical skills: Timing, pace and pitch. Composition skills (combining sounds, improvisation, performing for occasion), sequencing, texture.</p>	<p>Skills Theory skills: Developing aural skills, Verbal and written analysis of different types of music product and musical genre Research skills (case studies) Practical skills: Music production Music performance. Composition skills (combining sounds, improvisation), teamwork and independent rehearsal skills. Sequencing.</p>
	<p>Assessments End of Unit assessment: Students can either produce a solo or pair performance or their piece and there will be a written theory test based on reggae music and Bob Marley. Peer/self-assessment as well as teacher assessment based on GCSE/BTEC grading criteria.</p>	<p>Assessments Students will be assessed on the quality of their lyrics, how well they fit the theme they have chosen and how well their music fits the theme and genre chosen. Peer/self-assessment as well as teacher assessment based on GCSE/BTEC grading criteria.</p>	<p>Assessments Assessment: Students will have written assessments based on the information taught and then have practical tasks to perform, produce or compose in one of the particular style</p>
<p>Topic 3 Half term 3 Summer Term (Year 9)</p>	<p>Overview <u>Music for a Moving Image: Cartoon Music</u> Students will develop their British values as they explore the British love of cartoons. They will study how music affects cartoons by looking at a selection of them then, as a class and then in groups, students will produce a backing track by recreating sounds and musical motifs to match an animated clip. To develop their cultural capital, they learn about Foley artists from Hollywood and how children from other schools complete similar projects. Students will need to ensure that they can describe how the musical elements are being used in their performances and composition.</p>	<p>Overview <u>Music for a Film</u> Students study how film sound tracks effect the picture by doing in-depth research into John Williams, instruments used in movies and Leitmotifs. Students learn a few leitmotifs and, after analysis of them, compose their own to use as part of a soundtrack they put together to accompany a short movie scene. Students will need to focus on matching their music to a visual film to create a certain atmosphere.</p>	<p>Overview <u>Responding to a Commercial Brief/Song-writing</u> Students will get an insight into responding to a music brief by completing tasks as a composer. During this unit, students will look at the advertising industry and how they use music for their TV and radio adverts. Students will then have the task of composing their own advert. Learners will also look into the skills used in song-writing by taking an in-depth look at some famous artists and how they wrote their lyrics and composed their music. Learners will then have the task of composing their own songs.</p>
	<p>Skills Theory skills: Developing aural skills, Verbal and written analysis of different types of cartoons and animations. Research skills (case studies) Practical skills: Timing, pace and pitch. Composition skills (combining sounds, improvisation), teamwork and independent rehearsal skills.</p>	<p>Skills Theory skills: Developing aural skills, Verbal and written analysis of different types of cartoons and animations. Research skills (case studies) Practical skills: Timing, pace and pitch. Composition skills (combining sounds, improvisation), teamwork and independent rehearsal skills.</p>	<p>Skills Theory skills: Developing knowledge of the music industry and its media links, techniques on how to compose music for adverts and produce them. Melody-writing, lyric-writing, use of chord progressions Practical skills: Composition, production, Performance Timing, presentation (verbal). Composition and production skills (combining sounds, layering, recoding), teamwork and independent rehearsal skills. Sequencing.</p>
	<p>Assessments Mid-term Assessment: Key skills are assessed as well as new theory taught during the unit End of Unit assessment: Peer and self-assessment along with teacher feedback to take place in the penultimate week of half term, GCSE or BTEC graded. Live recording of sounds with clip</p>	<p>Assessments End of Unit assessment: Peer and self-assessment along with teacher feedback to take place in the penultimate week of half term, GCSE or BTEC graded. Live recording of sounds with clip</p>	<p>Assessments Students will be assessed on their work throughout the process using the grading criteria given. They also will be assessed on their final submission based on the checklist below:</p> <ul style="list-style-type: none"> • Plan • Lyrics and song sheets (chords or sheet music) if applicable • Advert script/ schedule • Final Advert • Final song • Evaluation and review, inc. What went well? How it could be improved?