

Year 7 Music - Curriculum Overview and KS3 Progress Descriptors

Aims and Rationale

The aims and rationale of the curriculum in Years 7- 9 in Music are:

- 1) To expose students to a wide variety of different musical genres in order that they can understand, appreciate and comment upon familiar and unfamiliar genres of music.
- 2) To teach students the basic skills they need to access performance tasks (an understanding of different forms of notation and an introduction to a variety of different instruments).
- 3) To help students understand the important role that music plays in societies all around the world.

The three strands that are covered in the Music curriculum (KS3, GCSE and A Level) are appraising, composing and performing. The KS3 curriculum is designed to introduce students to these three strands. Different topics may place greater emphasis on one skill over the others, but all are included in each year of KS3. Appraising skills are included in each topic as a means of discussing and understanding the key features of the genre. Appraisal skills are tested through the end-of-year exams.

Curriculum Content

Unit 1 - Find Your Voice
Unit 2 - What is Music?
Unit 3 - Instruments and Elements
Unit 4 - Rhythm and Metre
Unit 5 - Treble Clef and Keyboards

Key Terms/Themes

Performing
Composing
Listening and Appraising

How we assess at Key Stage 3

At Hitchin Girls' School our curriculum is our progress model. Students benefit from a broad, diverse and challenging curriculum which increases in difficulty and challenge as students progress through the school. The expectation is that all students meet our curriculum at their relevant age range and as such meet the minimum of the secure descriptors below. Those working at an advancing level are working above, while those excelling are consistently working at a level far above their age range.

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	<i>Developing</i>	<i>Secure</i>	<i>Advancing</i>	<i>Excelling</i>
Performing	<ul style="list-style-type: none"> There is limited technical control There is inconsistent use of tempo, dynamics, phrasing and articulation. There are noticeable errors or omissions in pitch and/or rhythm. There is little evidence of adjusting to other parts. 	<ul style="list-style-type: none"> The performance demonstrates generally good technical control. The tempo is usually appropriate, and there is some use of dynamics, phrasing and articulation. There is a good level of accuracy overall and the performance is mostly coherent. The performer demonstrates a good awareness of other parts. 	<ul style="list-style-type: none"> The performance demonstrates consistently good technical control. The tempo is consistent, and opportunities are taken to shape the music through dynamics, articulation and phrasing. There is an involvement with the music and the performance shows an awareness of balance. The performance is consistently accurate and fluent and there is a good reaction to other parts throughout. 	<ul style="list-style-type: none"> The performance demonstrates exceptional technical control throughout. There is sensitive use of dynamics, phrasing and articulation and the performance communicates very well and there is an excellent awareness of balance. The overall accuracy of the performance is excellent and there is a sensitive response and adjustment to other parts as required.
Composing	<ul style="list-style-type: none"> Musical ideas are limited, although an attempt has been made to respond to the brief. The control of musical elements is inconsistent. There is little sense of structure and a limited sense of fluency or contrast. 	<ul style="list-style-type: none"> Musical ideas are good with appropriate relevance to the intended purpose. Stylistic characteristics and conventions for the genre are appropriate. The piece may be formulaic and lack variety. There is good control of musical elements. They have written well for the chosen instruments, although occasionally ideas may be simple. 	<ul style="list-style-type: none"> Musical ideas are developed with relevance to the intended purpose. Stylistic characteristics for the chosen genre/style are well used throughout. The control of musical elements is secure and the use of instrument forces shows contrast. There is a sense of direction, increasing fluency and contrast. 	<ul style="list-style-type: none"> Musical ideas are sensitively developed and extended, successfully meeting the intended purpose. Stylistic characteristics and conventions for the chosen genre are excellently handled throughout and it is an imaginative response to the brief. Instrumental forces and textures are handled appropriately for the chosen instruments. are varied and complex. There is a sense of coherence and wholeness achieved, with a successful sense of direction throughout.

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Listening and appraising	<ul style="list-style-type: none"> • Has a limited knowledge of general musical terminology. Attempts to use correct vocabulary to describe music. • Will occasionally be able to describe the different purposes of music. • Has a limited knowledge of simple musical features and is able to use musical terms to explain these. 	<ul style="list-style-type: none"> • Has a basic knowledge of general musical terminology, and may occasionally be able to understand specific vocabulary. • Understands the significance of purpose and intention in music. • Is able to understand basic musical features 	<ul style="list-style-type: none"> • Has a thorough knowledge of musical terminology and is able to demonstrate specific understanding of different genres/styles through use of correct vocabulary. • Demonstrates an understanding of the significance of purpose and intent in music, and is able to suggest a suitable context for a specific genre/piece of music. • Is able to apply knowledge of musical features and devices to an unfamiliar piece of music. 	<ul style="list-style-type: none"> • Has an excellent understanding of specific musical terminology. Can use correct vocabulary to evaluate the effectiveness of music and to justify opinions of music. • Is able to evaluate the stylistic features of a piece of music in conjunction with its intended purpose or context. • Is able to evaluate the effectiveness of musical features and devices and to express and justify opinions.
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