



# Introduction

Our KS3 Music curriculum focuses on introducing more opportunities to learn about harmony, all learners should be able to form and use primary chords in a number of keys and embellish these with bass lines, melodies, and rhythmic accompaniment. In later stage, we aim for further increase of the rhythmic scope of melodies on keyboard instruments, following staff notation written on two staves.

Grading Breakdown	
<b>Assessment</b>	50%
<b>Classwork</b>	10%
<b>Project Work</b>	10%
<b>Participation</b>	10%
<b>Homework</b>	10%
<b>Select Learner Attribute/s</b>	5%
<b>Musicianshipskill</b>	5%



## Year 7

<b>Term 1</b>	Topics: Classroom and instrumental music making (Ukulele)	Scope: In the ukulele lessons, learners learn the fundamentals of producing a sound and the importance of gesture. They learn holding the instrument with a correct posture with and without their instruments. They learn strumming at an appropriate volume. They learn to play sequences of notes using chord progressions, improvise call-and-response phrases, alongside the music teacher.
<b>Term 2</b>	Topics: Classroom and instrumental music making (Ukulele)	Scope: This programme continues to provide learners with the next stage of learning on the ukuleles. Learners will revisit the importance of posture and basic breathing exercises, and they will start to link their playing with staff notation and chord progressions, playing long melodies whilst maintaining a consistent sound on the ukulele. They will develop good basic strumming and plucking technique. They are also able to play simple ensemble pieces and rounds together towards the end of the year.
<b>Term 3</b>	Topics: Classroom and instrumental music making (Ukulele) and Celebration of Learning	Scope: At this stage, learners improve their skills by developing technique through strumming and plucking exercises and scales. They will confidently play ukulele pieces and sing along. They will be performing regularly, and in school special occasions, learners pick piece of music they have been learning and perform it to the rest of the school and their parents.

## How students are assessed

Students are assessed through on-going evaluation by: explaining the importance of cultural influences and historical; showcasing ukulele playing in front of classmates, in school community and family.

# Year 8

<b>Term 1</b>	Topics: Classroom and instrumental music making (Ukulele)	Scope: In the ukulele lessons, learners learn the fundamentals of producing a sound and the importance of gesture. They learn holding the instrument with a correct posture with and without their instruments. They learn strumming at an appropriate volume. They learn to play sequences of notes using chord progressions, improvise call-and-response phrases, alongside the music teacher.
<b>Term 2</b>	Topics: Classroom and instrumental music making (Ukulele)	Scope: This programme continues to provide learners with the next stage of learning on the ukuleles. Learners will revisit the importance of posture and basic breathing exercises, and they will start to link their playing with staff notation and chord progressions, playing long melodies whilst maintaining a consistent sound on the ukulele. They will develop good basic strumming and plucking technique. They are also able to play simple ensemble pieces and rounds together towards the end of the year.
<b>Term 3</b>	Topics: Classroom and instrumental music making (Ukulele), Composition project and Celebration of Learning	Scope: At this stage, learners improve their skills by developing technique through strumming and plucking exercises and scales. They will confidently play ukulele pieces and sing along. They will be performing regularly, and in school special occasions, learners pick piece of music they have been learning and perform it to the rest of the school and their parents. Learners learn to play an extension of a musical theme in unison as a class, with a good sense of ensemble, appropriate dynamics and articulation. Learners explore creating their own themes using a similarly limited note-range, extending these to create their own eight-bar melodies to share with and involve others in their performance.

## How students are assessed

Students are assessed through on-going evaluation by: explaining the importance of cultural influences and historical; showcasing ukulele playing in front of classmates, in school community and family.

# Year 9

<b>Term 1</b>	Topics: Modern Band	Scope: Learners explore music they are familiar with as well as different genres of music (rock, pop, reggae, hip-hop, rhythm & blues, electronic dance music, and other contemporary styles as they emerge). Learners will understand musical instruments that are common to these genres, such as: guitar, bass guitar, drums, keyboard, voice, technology, ukulele, etc.) Learners perform an existing piece of music given by music teacher.
<b>Term 2</b>	Topics: Modern Band	Scope: In this term, learners continue to explore music they are familiar with as well as different genres of music (rock, pop, reggae, hip-hop, rhythm & blues, electronic dance music, and other contemporary styles as they emerge). Learners will choose to play their preferred Modern band instruments and form bands to practise and perform popular music while they continue to establish musical literacy foundations that will serve them in any musical endeavour.
<b>Term 3</b>	Topics: Modern Band and Celebration of Learning	Scope: Learners continue playing their preferred modern band instruments and form bands to practise and perform popular music. They play self-selected songs, practise in small bands, and learn more sophisticated topics to expand their understanding and presentation of modern band music. The term will end with Celebration of Learning in the school.

## How students are assessed

Students are assessed through a final performance, learners must develop the skills successfully, and what the learning outcomes are of the learning that leads towards them, these include:

- Being able to play with a secure sense of pulse, and rhythm
- Playing with a secure understanding of pitch and intonation
- Demonstrating awareness of harmonic progression
- Being able to respond creatively to musical instructions