

Performing Arts KS3 Curriculum Intent, Implementation and Impact Overview

	Year: <u>8</u> Subject: <u>Music</u> IMPLEMENTATION					
	Half Term 1	Half Term 2	Half Term 3	Half Term 4	Half Term 5	Half Term 6
National Curriculum Coverage, key concepts and skills ('Big Ideas')	Context: Hooks and Riffs Key Vocabulary: Melodic, lyrical, rhythmic hooks, Ostinato, baseline, melody Prior Learning / LTM: Listen to & recall sounds with increasing aural memory Cultural Capital: To experience the implicit and explicit value of music	Context: Variations Key Vocabulary: Chord, ensemble, popular song, timing Prior Learning / LTM: To work as an ensemble to play a variety of music Cultural Capital: To have the opportunity to play an instrument	Context: Samba Key Vocabulary: syncopation, polyrhythm, groove, rest, pulse Prior Learning / LTM: To develop technical and expressive listening Cultural Capital: To experience & play world music	Context: Reggae Key Vocabulary: Call and response, rhythm, syncopation, skank, bubble Prior Learning / LTM: To understand how music has developed into modern styles Cultural Capital: To experience & play world music	Context: The Blues Key Vocabulary: improvisation, 12 bar blues, melody, blues scale Prior Learning / LTM: To explore world issues through music Cultural Capital: To appreciate how our history has shaped music	Context: A study of popular music Key Vocabulary: Verse, chorus, bridge, middle 8, structure, song form Prior Learning / LTM: Appreciate how current music has developed through the years Cultural Capital: To appreciate current music
Perform confidently in a range of solo and ensemble contexts using voice, instrument, fluently with accuracy and expression	X	X	X	X	X	X
Improvise & compose from a range of structures, styles, genres	X		X		X	X
Use staff other notations appropriately & accurately in a range of styles, genres and traditions	X	X	X	X	X	X
Use inter-related dimensions of music, including use of tonalities, types of scales and other musical devices	X	X	X		X	X
Listen to a wide range of music from great composers and musicians	X	X	X	X	X	X
IMPACT	Assessment: /interpret/perform Progression to KS4: Develop appreciation of styles and genres of music/Exploring professional and commercial skills for the music industry	Assessment: Theory test Progression to KS4: Applying and developing individual skills and techniques/Performing stylistically accurate cover versions/Performing stylistically accurate cover versions	Assessment: Composition and performance Progression to KS4: Develop appreciation of styles and genres of music/Exploring professional and commercial skills for the music industry	Assessment: Performing as an ensemble Progression to KS4: Develop appreciation of styles and genres of music/Performing stylistically accurate cover versions	Assessment: Composition and performance Progression to KS4: Develop appreciation of styles and genres of music/Exploring professional and commercial skills for the music industry/Use of DAW and associated hardware	Assessment: Performance Progression to KS4: Develop appreciation of styles and genres of music/ Exploring professional and commercial skills for the music industry/ Performing stylistically accurate cover versions

Cultural Capital is the body of knowledge a student needs so that they can flourish in the future and not be left behind. LTM = Long Term Memory.