

LTP – KS3 Music

The intent of Music at NCA is to infect pupils with a love for Music itself, the knowledge within it, its themes and narratives across cultures, whilst simultaneously building core skills in appraisal/analysis, performance and composition. Also to teach pupils to develop the transferable skills, employable critical thinking skills and gain the therapeutic benefits of the discipline. Our progressive and challenging curriculum will allow pupils develop their ability to use musical tools, references, quotations, and compositional devices. Students will be supported in developing knowledge recall and skills building through structured activities, scaffolding, self-assessment tools and knowledge organisers. Students will be supported in their own personal development through a variety of extra-curricular activities, as well as discussing social, moral, cultural, and spiritual concepts found within the music.

Year 7

Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<p>Gospel/ Blues</p> <ul style="list-style-type: none"> • AO1 Perform a simple rhythmic section, or vocal part of a Gospel or Blues Song. • AO2 – in reserve to consider the structural forms that would be needed to build a blues or gospel piece. To suggest such ideas. • AO2 Learn more about the language or ideas of composition in the genres in and around Gospel and Blues. • AO3 Demonstrate and apply musical knowledge around this genre of Blues and Gospel Music • AO4 Use appraising and listening skills, mental analytical skills to separate the elements of Gospel and Blues. To make critical and evaluative comments backed up with evidence. 	<p>Latin American Music/Christmas Music</p> <ul style="list-style-type: none"> • AO1 Perform a basic rhythmic and or a melodic part of a Latin American Song or Latin influenced song i.e. reggaeton, afro-Cuban etc. • AO2 – to compose and/ or develop beginning ideas the structural forms that would be needed to build a Latin Music piece. To be able to suggest ideas. • AO2 Learn more about the language of composition in the genres in and around Latin American Music. • AO3 Demonstrate and apply musical knowledge around this genre of Latin American Music. • AO4 Use appraising and listening skills, mental analytical skills to separate the elements of Latin American or Latin Music. To make critical and evaluative comments backed up with evidence. 	<p>Folk Songs/ Music</p> <ul style="list-style-type: none"> • AO1 Perform a rhythmic and or a melodic part of a famous piece of folk music. • AO2 – to compose and/ or develop beginning ideas the structural forms that would be needed to build a piece of Folk Music. To be able to note and draft ideas. • AO2 Learn more about the language of composition in the genres in and around Folk Music. • AO3 Demonstrate and apply musical knowledge about film music • AO4 Use appraising and listening skills, mental analytical skills to separate the elements of Folk Music. To make critical and evaluative comments backed up with evidence 	<p>The Concerto</p> <ul style="list-style-type: none"> • AO1 Perform a rhythmic section, or vocal part of a Concerto or classical piece. • AO2 – To compose small parts, sections using the structural forms that would be needed to build a Concerto piece. To suggest such ideas and record them using notation and or electronic DAW stations. • AO2 Learn more about the language or ideas of composition in the genres in and around The Concerto • AO3 Demonstrate and apply musical knowledge around this genre of Concerto • AO4 Use appraising and listening skills, mental analytical skills to separate the elements of The Concerto relating to previous musical forms: Renaissance, Baroque, early Classical. To make critical and evaluative comments backed up with evidence based on the concepts/ elements of music. 	<p>Film Music</p> <ul style="list-style-type: none"> • AO1 Perform a rhythmic and or a melodic part of a famous piece of film music. • AO2 – to compose and/ or develop beginning ideas the structural forms that would be needed to build a piece of Film Music. To be able to note and draft ideas. • AO2 Learn more about the language of composition in the genres in and around Film Music. • AO3 Demonstate and apply musical knowledge about film music • AO4 Use appraising and listening skills, mental analytical skills to separate the elements of Film Music. To make critical and evaluative comments backed up with evidence. 	<p>Revision and summative practical assessments</p>

Year 8

Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<p align="center">Gospel/ Blues</p> <ul style="list-style-type: none"> • AO1 Perform a more complex rhythmic section, or vocal part of a Gospel or Blues Song. AO2 – in reserve to consider the structural forms that would be needed to build a blues or gospel piece. To suggest such ideas. • AO2 Learn more about the language or ideas of composition in the genres in and around Gospel and Blues. • AO3 Demonstrate and apply musical knowledge around this genre of Blues and Gospel Music • AO4 Use appraising and listening skills, mental analytical skills to separate the elements of Gospel and Blues. To make critical and evaluative comments backed up with evidence. 	<p align="center">Latin American Music/Christmas Music</p> <ul style="list-style-type: none"> • AO1 Perform a basic rhythmic and or a melodic part of a Latin American Song or Latin influenced song i.e. reggaeton, afro-Cuban etc. • AO2 – to compose and/ or develop beginning ideas the structural forms that would be needed to build a Latin Music piece. To be able to suggest ideas. • AO2 Learn more about the language of composition in the genres in and around Latin American Music. • AO3 Demonstrate and apply musical knowledge around this genre of Latin American Music. • AO4 Use appraising and listening skills, mental analytical skills to separate the elements of Latin American or Latin Music. To make critical and evaluative comments backed up with evidence. 	<p align="center">Folk Songs/ Music</p> <ul style="list-style-type: none"> • AO1 Perform a rhythmic and or a melodic part of a famous piece of folk music. • AO2 – to compose and/ or develop beginning ideas the structural forms that would be needed to build a piece of Folk Music. To be able to note and draft ideas. • AO2 Learn more about the language of composition in the genres in and around Folk Music. • AO3 Demonstrate and apply musical knowledge about film music • AO4 Use appraising and listening skills, mental analytical skills to separate the elements of Folk Music. To make critical and evaluative comments backed up with evidence 	<p align="center">The Concerto</p> <ul style="list-style-type: none"> • AO1 Perform a rhythmic section, or vocal part of a Concerto or classical piece. • AO2 – To compose small parts, sections using the structural forms that would be needed to build a Concerto piece. To suggest such ideas and record them using notation and or electronic DAW stations. • AO2 Learn more about the language or ideas of composition in the genres in and around The Concerto • AO3 Demonstrate and apply musical knowledge around this genre of Concerto • AO4 Use appraising and listening skills, mental analytical skills to separate the elements of The Concerto relating to previous musical forms: Renaissance, Baroque, early Classical. To make critical and evaluative comments backed up with evidence based on the concepts/ elements of music. 	<p align="center">Film Music</p> <ul style="list-style-type: none"> • AO1 Perform a rhythmic and or a melodic part of a famous piece of film music. • AO2 – to compose and/ or develop beginning ideas the structural forms that would be needed to build a piece of Film Music. To be able to note and draft ideas. • AO2 Learn more about the language of composition in the genres in and around Film Music. • AO3 Demonstate and apply musical knowledge about film music • AO4 Use appraising and listening skills, mental analytical skills to separate the elements of Film Music. To make critical and evaluative comments backed up with evidence. 	<p align="center">Revision and summative practical assessments</p>