




### **Music KS3 - Edexcel**

<i>Domains of Knowledge</i>	Rehearsal, Aural, Practical, Analysis, Performance	These domains are built upon the foundation provided by the English National Curriculum and bookended by the assessment criteria used in iGCSE, BTEC and A Level Music. They also extended beyond school to the domains of knowledge used to classify modules taken by students studying music at Conservatoire or University Level.
<i>Concepts</i>	Concepts are adapted and vary from topic to topic but fit within each umbrella domain.	<p>For Example, composing skills (Practical and Aural) : as a concept will be taught in increasing orders from Y7 - Y13</p> <ol style="list-style-type: none"> <li>1. Manipulation of pitch</li> <li>2. Manipulation of tempo</li> <li>3. Use of scales - major, minor, modal</li> <li>4. Harmonising</li> <li>5. Circle of fifths</li> <li>6. Bach Chorales</li> </ol>

#### **Application of 5Cs in Music:**

Music provides a powerful platform for teaching and nurturing values such as **community, compassion, creativity, confidence, and challenge**. Through participation in music ensembles, students experience the importance of teamwork and collaboration, fostering a sense of **community** as they work towards a common goal. The emotional expression inherent in music allows students to connect with the feelings and experiences of others, fostering **compassion** and empathy. The **creative** process of composing or improvising music encourages students to think outside the box, explore new ideas, and express themselves artistically. As students tackle complex musical pieces or overcome technical **challenges**, they develop **confidence** in their abilities and gain a sense of accomplishment. The pursuit of musical excellence and the continuous refinement of skills presents a constant **challenge**, encouraging students to push their boundaries and strive for personal growth. In this way, music education not only develops musical skills but also instils important values that extend beyond the realm of music, nurturing well-rounded individuals.

<b>Assessment</b>	Assessment in Music is ongoing throughout the year and will focus on the ability and command of the Domains	
<b>Other Opportunities</b>	 <p><b>TBS Music Academy</b> Encourage, Empower, Excite</p> <p>Clubs and 1:1 lessons provided - contact HoF</p>	<p>Music Events throughout the year: Lunchtime Open mics Winter Concert Spring Showcase One World Gala/ Summer SHowcase Assembly performances Other Event Performances</p>

	Year 7	Year 8	Year 9
<b>Term 1</b>	Baseline and Introduction to Music	Minimalism and 'Found Sounds'	Jazz Fusion
<b>Topic and Content</b>	<ol style="list-style-type: none"> <li>Understand and recognise the Elements of Music: MELODY, ARTICULATION, DYNAMICS, TIMBRE, STRUCTURE, HARMONY, INSTRUMENTATION, RHYTHM, TEXTURE. ,</li> <li>Draw on the Elements of Music as a resource when composing, creating and improvising and use the Elements of Music effectively when performing and singing.</li> </ol>	<ol style="list-style-type: none"> <li>Understand changes in twentieth century music and how composers 'broke away' from late-Romantic ideals.</li> <li>Understand that twentieth century music consisted of many different types, styles, movements and genres.</li> <li>Understand and demonstrate how minimalist composers develop pieces from small starting points.</li> <li>Know and demonstrate the compositional techniques used by expressionist composers.</li> </ol>	<ol style="list-style-type: none"> <li>Know how Chords and Triads are performed, notated, and used in Jazz and Blues e.g., within a 12-bar Blues Chord Sequence.</li> <li>Know, recognise, and perform Chords I, IV, V, VI, VII, VIII, IX, X, XI, XII in different ways e.g., as a Walking Bass Line. Understand and demonstrate what makes an "effective" Jazz improvisation e.g., using the notes of the Blues Scale.</li> <li>Know and recognise different types and styles of Jazz and instruments,</li> </ol>

	3. Recognise the Elements of Music when listening to and appraising music from different times and different places	5. Manipulate motifs, cells and note/tone rows using a variety of musical development techniques	timbres and sonorities within Jazz and Blues music. 4. Understand and demonstrate integration of two other musical traditions within a performance. E.g Raga Music or Celtic folk
Domains	Rehearsal, Aural, Practical, Analysis, Performance	Rehearsal, Aural, Practical, Analysis, Performance	Rehearsal, Aural, Practical, Analysis, Performance
Concepts in Topic	Composing skills, Pitch, Melody, Musical theory, performance, keyboard skills	Composing techniques, Musical theory, performance, keyboard skills, DAW software, sound editing and manipulation.	Musical theory of scales and modes, performance, instrumental skills, improvisation, ethnomusicology.
Modifications to adapt to students' needs			
Methods of Assessment	Baseline assessment Aural quizzes Performances	Composition and Performance	Performance
Term 2	The World of Pentatonic Music	Raga Music	Live Lounge
Topic and Content	1. Use different forms of Accompaniments to accompany traditional Gamelan Balungan in different ways, showing an awareness of intervals, texture and the Harmony created.	1. Understand changes in world history and the impact of this on the prevalence of Raga based music in South Asia.	1. Understand the different textural and structural elements of a song/popular song. 2. Understand and use the different musical information given on a lead sheet in creating a Musical

	<ol style="list-style-type: none"> <li>2. Understand the different textural layers and form and structure of Gamelan.</li> <li>3. Know some of the different instruments, timbres and sonorities often used in the performance of Gamelan</li> <li>4. Understand and use the Pelog of Slendro scales creating an effective performance of Gamelan</li> </ol>	<ol style="list-style-type: none"> <li>2. Understand that Raga based music across Asia consists of many different types, styles, movements and genres.</li> <li>3. Understand and demonstrate how to use a Raga to develop melodies from small starting points.</li> <li>4. Know and demonstrate how a taal is used within a performance of Raga based music.</li> <li>5. Manipulate typical structures, taals and ragas to create a musical arrangement.</li> </ol>	Arrangement of a Popular Song.
Domains	Rehearsal, Aural, Practical, Analysis, Performance	Rehearsal, Aural, Practical, Analysis, Performance	Rehearsal, Aural, Practical, Analysis, Performance
Concepts in Topic	Composing, Musical theory, performance, keyboard skills,	Composing, Musical theory, performance, keyboard skills,	Musical theory, performance, instrumental skills
Modifications to adapt to students' needs			
Methods of Assessment	Composition and Performance	Composition and Performance	Performance
Term 3	Programme Music	Music for Film and Video Games	Music and the Media - Composing to a brief

<p>Topic and Content</p>	<ol style="list-style-type: none"> <li>1. Understand what Form and Structure is in music.</li> <li>2. Understand what Question and Answer, Binary, Ternary and Rondo Forms are in music.</li> <li>3. Know how to label or identify different sections within a complete piece of music.</li> <li>4. Understand and demonstrate how to write a melody in form.</li> <li>5. Understand how to vary, adapt and change a melody for different atmospheres/scenarios using the Elements of Music.</li> </ol>	<ol style="list-style-type: none"> <li>1. Understand the various ways in which music is used within a range of computer and video games from different times.</li> <li>2. Understand, describe and use common compositional and performance features used in computer and video game music.</li> <li>3. Understand how to vary, adapt and change a melody (character theme) for different atmospheres/scenarios.</li> <li>4. Understand the importance of sound effects and how these are used at certain cues to enhance gameplay within a computer or video game.</li> </ol>	<ol style="list-style-type: none"> <li>1. How music can enhance the visual images and dramatic impact of film and can reflect the emotional and narrative messages of the drama.</li> <li>2. How timing is a crucial factor in the composition and performance of music for film.</li> <li>3. How film music can change the viewer's interpretation of a scene.</li> <li>4. How to create an effective musical narrative for a film scene, using appropriate techniques to create an intended effect</li> </ol>
<p>Domains</p>	<p>Rehearsal, Aural, Practical, Analysis, Performance</p>	<p>Rehearsal, Aural, Practical, Analysis, Performance</p>	<p>Rehearsal, Aural, Practical, Analysis, Performance</p>
<p>Concepts in Topic</p>	<p>Composing, Musical theory, performance, keyboard skills,</p>	<p>Musical theory (including notation), performance, keyboard skills, Composing: harmonising using triads, Leitmotifs, mastery of tempo, articulation and dynamics, DAW software, sound editing and manipulation.</p>	<p>Composing, Musical theory, performance, keyboard skills, DAW software, Video sound editing and manipulation.</p>
<p>Modifications to adapt to students' needs</p>			

Methods of Assessment	Composition and Performance	Composition and Performance	Composition and Performance
Term 4	Afro Beats	Creative Performing : Live Lounge - Musical Futures	Postcard Pieces : Live Lounge - Musical Futures
Topic and Content	<ol style="list-style-type: none"> <li>1. To recognise, perform and create African music with an understanding of musical conventions and processes</li> <li>2. To explore different rhythmic processes used in African music – cyclic rhythms, polyrhythms, syncopation and call and response and apply these to own composition and performance activities</li> <li>3. To learn about different African musical instruments and make connections between these sounds and timbres available within the classroom</li> <li>4. Listen to a range of different African music, identifying characteristic musical features</li> </ol>	<p>Understand the different textural and structural elements of a song/popular song.</p> <p>Understand and use the different musical information given on a lead sheet in creating a Musical Arrangement of a Popular Song.</p>	<p>Understand the different textural and structural elements of a song/popular song.</p> <p>Understand and use the different musical information given on a lead sheet in creating a Musical Arrangement of a Popular Song.</p>
Domains	Rehearsal, Aural, Practical, Analysis, Performance	Rehearsal, Aural, Practical, Analysis, Performance	Rehearsal, Aural, Practical, Analysis, Performance
Concepts in Topic	Composition and Performance	Composing, Musical theory, performance, keyboard skills, DAW software	Composing, Musical theory, performance, keyboard skills, DAW software

Modifications to adapt to students' needs			
Methods of Assessment	Composition and Performance	Composition and Performance	Composition and Performance
End of Key Stage Points	<p>Built of the English National curriculum Key Of Key Stage Points and Linked to 5Cs:</p> <ol style="list-style-type: none"> <li>1. Play and perform confidently in a range of solo and ensemble contexts using their voice, playing instruments musically, fluently and with accuracy and expression (<u>Confidence</u>)</li> <li>2. Improvise and compose; and extend and develop musical ideas by drawing on a range of musical structures, styles, genres and traditions (<u>Creativity</u>)</li> <li>3. Use staff and other relevant notations appropriately and accurately in a range of musical styles, genres and traditions. (<u>Challenge</u>)</li> <li>4. Identify and use the inter-related dimensions of music expressively and with increasing sophistication, including use of tonalities, different types of scales and other musical devices. (<u>Challenge</u>)</li> <li>5. Listen with increasing discrimination to a wide range of music from great composers and musicians. (<u>Community</u>)</li> <li>6. Develop a deepening understanding of the music that they perform and to which they listen, and its history. (<u>Community</u>)</li> <li>7. To have built self esteem and resilience from a creative standpoint. (<u>Compassion</u>)</li> </ol>		