

KS3 Music Curriculum Overview
2019-2010

Topic Title	Inclusive Ensemble Music Making					
	Inc: Common place classroom instruments and accessible instruments such as the clarion (on ipad and eyegaze)					
Rotation	<u>Autumn 1</u> Group A	<u>Autumn 2</u> Group B	<u>Spring 1</u> Group C	<u>Spring 2</u> Group A	<u>Summer 1</u> Group B	<u>Summer 2</u> Group C
Curriculum Strand Focus	<p><u>Listening, and applying knowledge and understanding:</u> Using a variety of music styles, genres and traditions to apply musical structures including: popular, binary form, ternary form, variations, rondo, raga and 12-bar blues.</p> <p><u>Composing Skills:</u> Create, develop and extend: This includes composing original music, arranging existing musical ideas and creating new pieces using a range of existing material.</p>			<p><u>Performing Skills:</u> Using musical devices to rehearse and perfect performance pieces. These include repetition, riff, Ostinato, call and Response, canon, sequence, inversion, cyclic patterns and ornamentation.</p> <p><u>Appraising Skills:</u> Reflect on and review sessions and performances. Give and receive constructive criticism. Offer ideas and suggestions.</p>		
Element Focus	Tempo – Timbre – Texture and Structure			Dynamics – Duration – Pitch		
THRIVE	<p>Aim: To use a shared love of music to aid pupils with SEMH needs.</p> <ul style="list-style-type: none"> • Focus on involvement and discovery rather than end results. • Make clear that mistakes can be learning opportunities. • Role model making mistakes and learning from them; give permission for lots of trying out. • Help students learn how to check-in at regular intervals, as they begin to explore the world around them. • Create opportunities for sharing fun and enjoyment. Enjoy remembering this time. <p>Strategies:</p> <ul style="list-style-type: none"> • Start and finish each session or day with something the students all enjoy. • Set up a routine that welcomes and completes the time well. • Provide supported opportunities for the young person to get involved in exciting, stimulating and or challenging social experiences. - Anticipate, plan together, rehearse what might happen and be there to manage the feelings that might come up. • Create opportunities for students to show what they have done and to get positive feedback on this from others including peers. 					

In addition:

- **Music Intervention** - Group and individual Instrument tuition – Referral and Curriculum
- **Weekly Singing Assembly** - Singing in unison and in parts, developing vocal technique.
- **Workshops, performance projects/opportunities** – Arts week, Opera project, Song story, national singing strategy, concerts (Wells cathedra, McMillan theatre, Queens College school etc...) Inclusion projects involving peers from other schools.
- **Open orchestra** - Individual and small group tuition, whole orchestra rehears, open Rehearsals, collaborations, inclusion and Performance opportunities.
- **Trips** – Local and national theatres and schools.

EHCP Links: communication and interaction, social/Emotional wellbeing – Link to individual pupil targets.