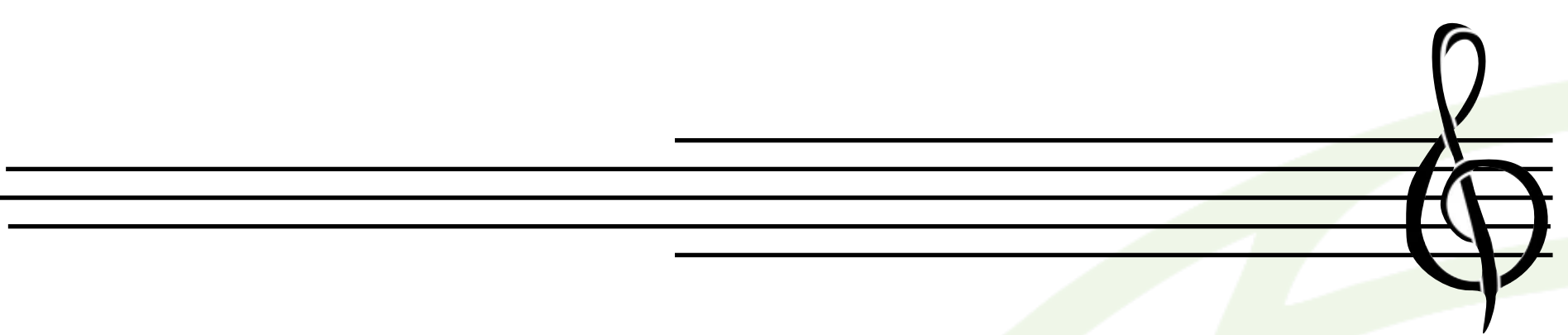


# BENCHMARK STANDARDS

## MUSIC DEPARTMENT

# INTENT



Music is all around us. It is the soundtrack to our lives. Music connects us through people and places in our ever-changing world. It is creative, collaborate, celebratory and challenging. In school, music can bring communities together through the shared endeavour of whole-school singing, ensemble playing, experimenting with the creative process and, through the love of listening to friends and fellow pupils, performing. The sheer joy of music making can feed the soul of a school community, enriching each student while strengthening the shared bonds of support and trust which make a great school.

**Model Music Curriculum: Key Stage 3. Department for Education**

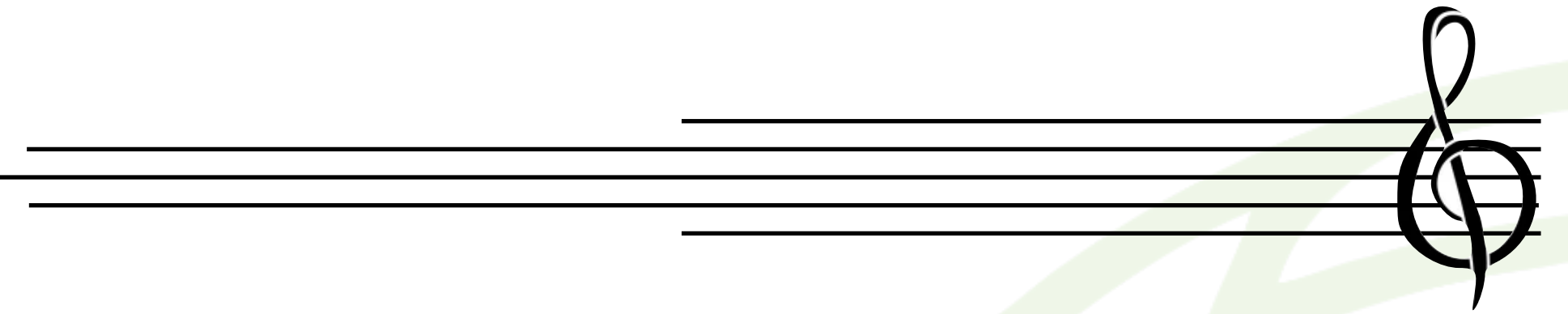
Key Stage 3 music builds on the skills students have ideally acquired during their time in primary school. The curriculum is built around the three central pillars of: **Listening and appraising, Performing and Composing**, although their crossover is limitless and a student who makes a successful performer may not be an equally able composer.

In addition though, there is also an emphasis on building other skills and knowledge. Namely, improvisation, awareness of a range of musical styles (including 'World' music), singing, ICT, musical literacy and numeracy but to name a few.

The curriculum at Highfields is based around a steady progression in musical learning and whilst the content changes from term to term, year to year the pillars of the curriculum remain.

# BENCHMARK STANDARDS

## MUSIC DEPARTMENT



**Year 7 | EXCITE**

A transition to Key Stage 3 study, with an emphasis on play. Year 7 focuses on introducing reading notations, playing an instrument, improvising and composing and performance.

**Year 8 | ENGAGE**

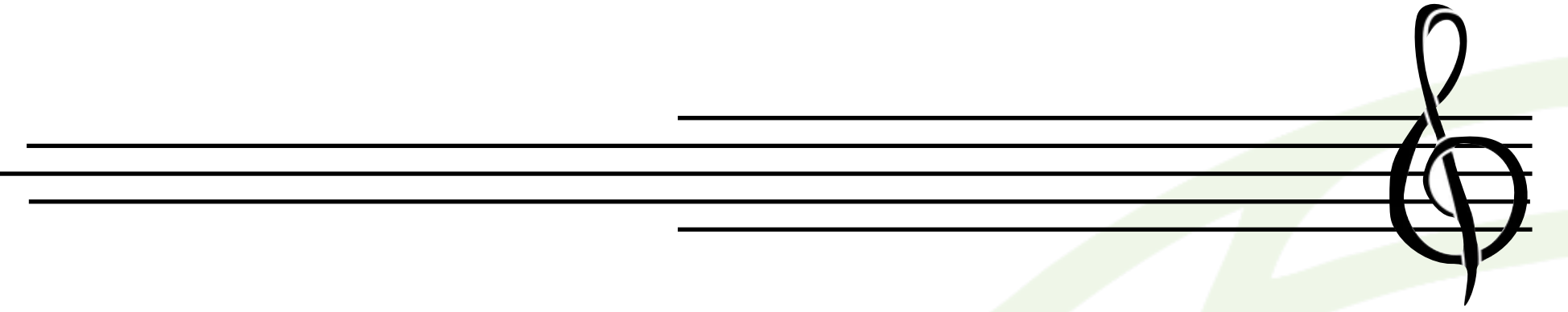
A greater emphasis is placed on ensemble performance as students have had a solo musical grounding in Year 7. Attention is given to shaping performances through expression and harnessing creativity, whilst developing notation skills.

**Year 9 | EXPAND**

The final year of KS3 looks to expand students' skills, preparing them for KS4. Students are reintroduced to reading and writing using musical notation, instrumental skills are developed further and ICT is introduced in order to allow students to create and develop more complex musical compositions.

# BENCHMARK STANDARDS

## MUSIC DEPARTMENT



### Year 7 | Listening and Appraising



#### Developing

- Recognise elements of music used in isolation in listening excerpts
- Reflect on my own performance
- To be aware of the wider SMSC context of the music I am listening to
- To be aware of, and be able to use basic musical notation

#### Core

- Recognise and describe how elements are used in listening excerpts
- Reflect on my own and others' performances
- To be able to compare different musical styles, aware of the wider SMSC context
- To be aware of, and be able to read treble clef and other non-standard notations

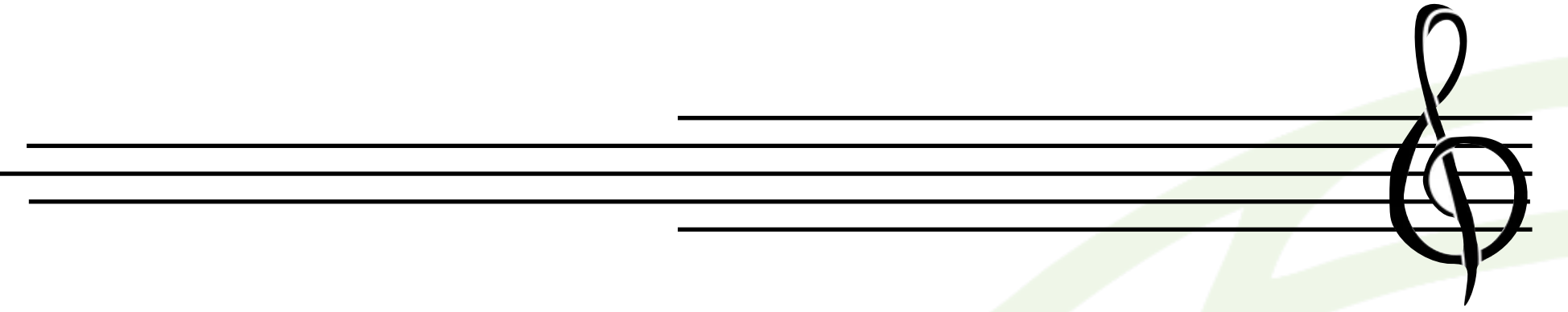
#### Advanced

- Describe how musical elements are used in listening excerpts and provide justification for their use
- Reflect on my own and others' performances providing next steps
- To have an implicit understanding of the conventions of different styles and be able to compare works, genre etc.
- To be able to read and interpret music notation, including treble clef and rhythms up to and including semiquaver

# Excite

# BENCHMARK STANDARDS

## MUSIC DEPARTMENT



Year 7 | Performing



### Developing

- Be able to perform simple patterns on the keyboard
- Be able to maintain a simple part in a group
- To be able to maintain a pulse and perform rhythms in response to another

### Core

- Be able to perform and repeat simple patterns on the keyboard
- Be able to maintain a simple part in a group
- To be able to maintain a pulse and perform rhythms in response to another

### Advanced

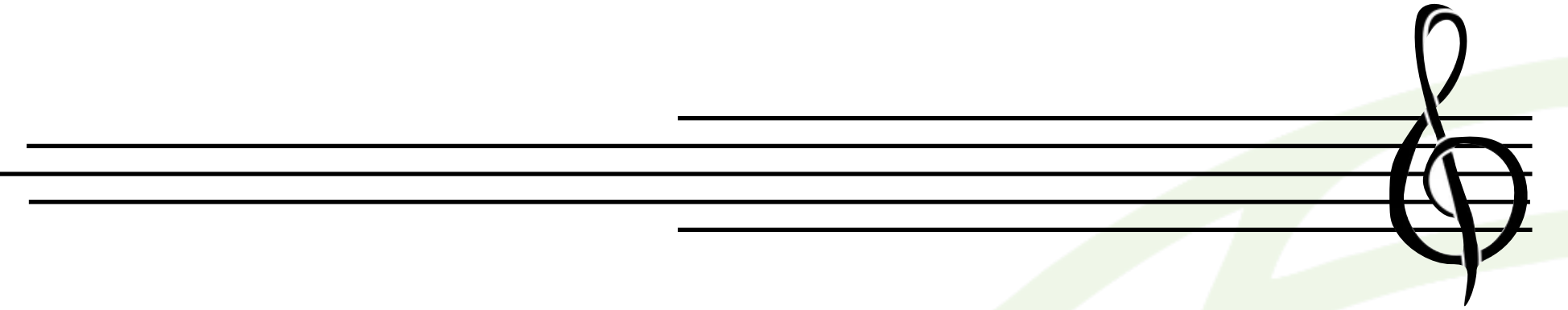
- Be able to perform simple melodies on the keyboard and/or another instrument/voice
- Be able to perform as part of an ensemble
- To be familiar with, and be able to play chords
- To be able to perform a simple syncopated rhythm in response to another
- To perform with a sense of expression

# Excite

# BENCHMARK STANDARDS

## MUSIC DEPARTMENT

Year 7 | Composing



### Developing

- To engage in solo and paired improvisation
- To utilise technology to create ideas
- To be able to arrange musical ideas, e.g. with a DAW

### Core

- To be able to improvise short musical patterns
- To use musical devices to develop ideas
- To be able to arrange and augment musical ideas, e.g. with a DAW

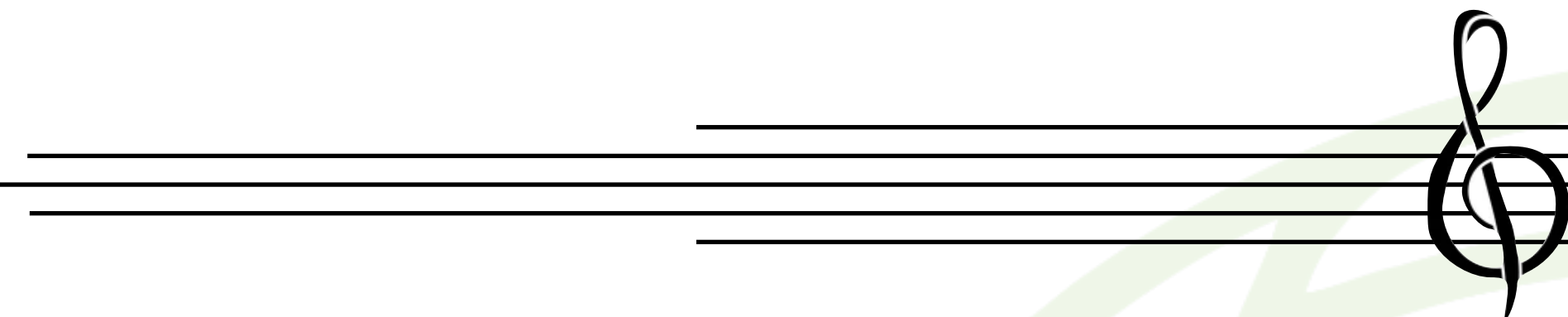
### Advanced

- To create pieces which feature more than one part
- Have an awareness of how effective pieces are structured
- To have an awareness of the utility of notation software
- Compose short pieces
- To make use of musical devices
- To be able to improvise with guidance

# Excite

# BENCHMARK STANDARDS

## MUSIC DEPARTMENT



### Year 8 | Listening and Appraising



#### Developing

- Recognise and describe how elements are used in listening excerpts
- Reflect on my own and others' performances
- To be able to compare different musical styles, aware of the wider SMSC context
- To be aware of, and be able to read treble clef and other non-standard notations

#### Core

- Recognise and describe how elements are used in listening excerpts with accuracy
- Reflect on my own and others' performances providing next steps
- To be able to compare different musical styles, justifying my answers by referring to elements
- To be aware of, and be able to read treble and bass clef notation, including treble clef and rhythms up to and including semiquaver

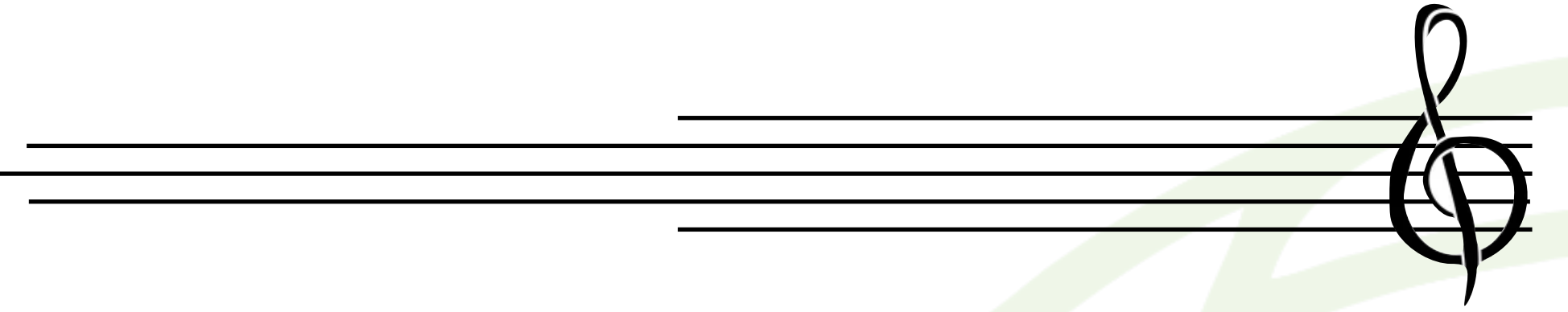
#### Advanced

- Analyse how musical elements are used in listening excerpts and provide justification for their use
- Reflect on my own and others' performances and track my progress across lessons
- To be able to draw on extensive listening in responding to appraisal questions
- To confidently read and interpret music notation, including treble clef and bass clef and more complex rhythms

# ENGAGE

# BENCHMARK STANDARDS

## MUSIC DEPARTMENT



Year 8 | Performing



### Developing

- Be able to perform and repeat simple patterns on the keyboard
- Be able to maintain a simple part in a group
- To be able to maintain a pulse and perform rhythms in response to another

### Core

- Be able to perform simple melodies on the keyboard and/or another instrument/voice
- Be able to perform as part of an ensemble
- To be familiar with, and be able to play chords
- To be able to perform a simple syncopated rhythm in response to another

### Advanced

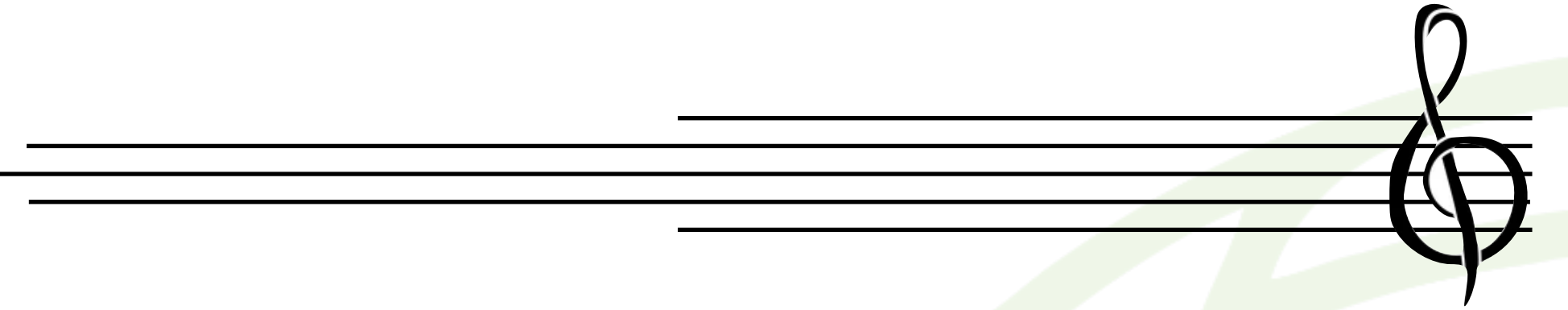
- Be able to play more complex melodies on the keyboard and/or another instrument/voice
- Be able to maintain a line as part of an ensemble
- To demonstrate developing keyboard skills, e.g. left and right hands
- To be able to maintain and adapt a syncopated rhythm
- To be able to perform in a number of styles
- To perform with expression

# ENGAGE

# BENCHMARK STANDARDS

## MUSIC DEPARTMENT

Year 8 | Composing



### Developing

- To be able to improvise short musical patterns
- To use musical devices to develop ideas
- To be able to arrange and augment musical ideas, e.g. with a DAW

### Core

- To create pieces which feature more than one part
- Have an awareness of how effective pieces are structured
- To have an awareness of the utility of notation software
- Compose short pieces
- To make use of musical devices
- To be able to improvise with guidance

### Advanced

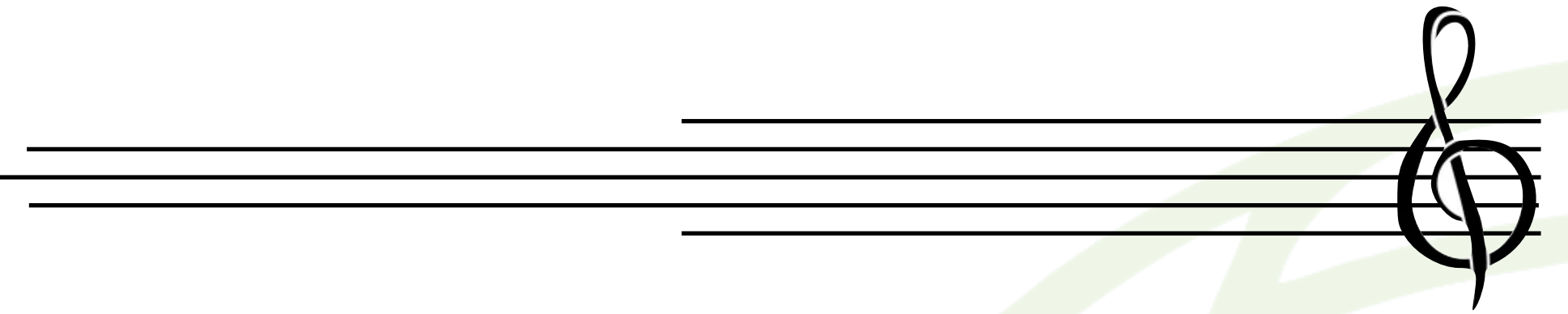
- To compose melodies and accompaniments to a given brief
- Produce compositions which are well structured
- To enhance my compositions with some expression and/or effects
- To use notation to record my ideas
- To compose using a given template or framework
- To utilise musical devices effectively
- To be able to improvise using a given framework

# ENGAGE



# BENCHMARK STANDARDS

## MUSIC DEPARTMENT



### Year 9 | Listening and Appraising



#### Developing

- Recognise and describe how elements are used in listening excerpts with accuracy
- Reflect on my own and others' performances providing next steps
- To be able to compare different musical styles, justifying my answers by referring to elements
- To be aware of, and be able to read treble and bass clef notation, including treble clef and rhythms up to and including semiquaver

#### Core

- Analyse how musical elements are used in listening excerpts and provide justification for their use
- Reflect on my own and others' performances and track my progress across lessons
- To be able to draw on prior listening in responding to appraisal questions
- To confidently read and interpret music notation, including treble clef and bass clef and more complex rhythms
- To recognise harmony and tonality

#### Advanced

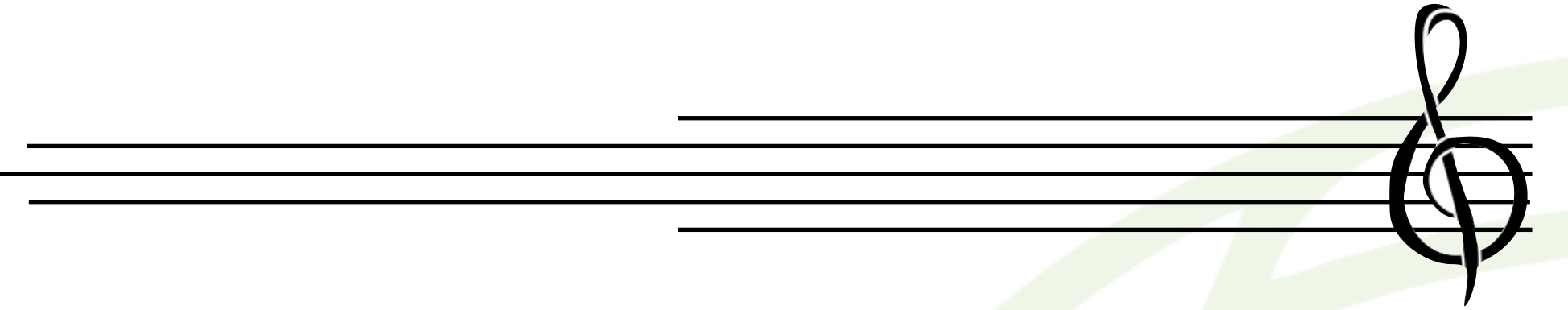
- Provide sophisticated and detailed responses to listening questions based on elements of music
- To be able to draw on extensive listening in responding to appraisal questions
- To confidently read and interpret music notation, including treble clef and bass clef and more complex rhythms
- To be able to recognise melodic patterns by sight
- To confidently describe harmony and tonality in musical excerpts

# EXPAND

# BENCHMARK STANDARDS

## MUSIC DEPARTMENT

Year 9 | Performing



### Developing

- Be able to perform simple melodies on the keyboard and/or another instrument/voice
- Be able to perform as part of an ensemble
- To be familiar with, and be able to play chords
- To be able to maintain a simple syncopated rhythm

### Core

- Be able to play more complex melodies on the keyboard and/or another instrument/voice
- Be able to maintain a line as part of an ensemble
- To demonstrate developing keyboard skills, e.g. left and right hands
- To be able to maintain and adapt a syncopated rhythm
- To be able to perform in a number of styles

### Advanced

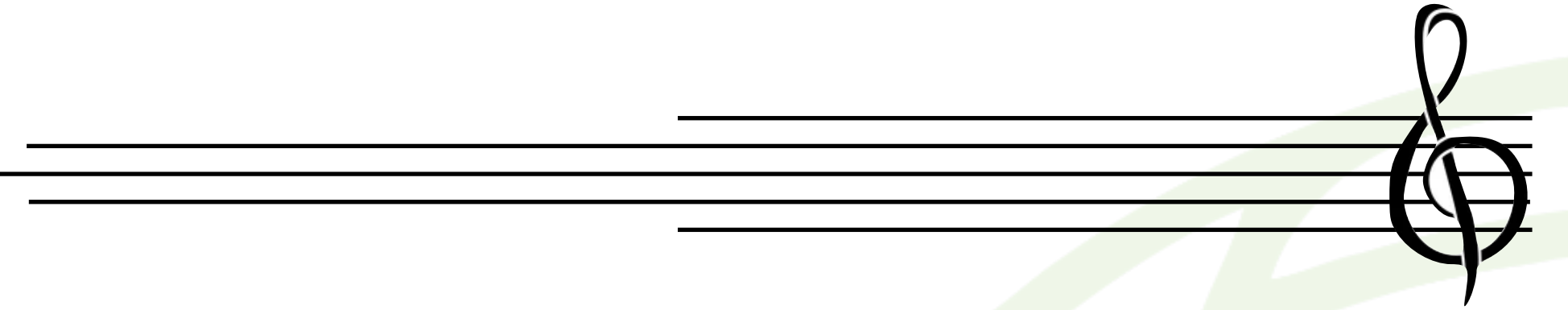
- Be able to play advanced melodies on the keyboard and/or another instrument/voice
- Be able to take a lead in ensemble performance and adapt to other players
- To demonstrate advanced keyboard skills
- To be able to create and develop complex rhythmic lines
- To perform expressively in a variety of different styles

# EXPAND

# BENCHMARK STANDARDS

## MUSIC DEPARTMENT

Year 9 | Composing



### Developing

- To create pieces which feature more than one part
- Have an awareness of how effective pieces are structured
- To have an awareness of the utility of notation software
- Compose short pieces
- To make use of musical devices
- To be able to improvise with guidance

### Core

- To compose melodies and accompaniments to a given brief
- Produce compositions which are well structured
- To enhance my compositions with some expression and/or effects
- To use notation to record my ideas
- To compose using a given template or framework
- To utilise musical devices effectively
- To be able to improvise using a given framework

### Advanced

- To compose more complex melodies and accompaniments to a given brief
- Produce sophisticated compositions that sound complete
- To add expression and/or effects to enhance the composition
- To use advanced notation to record my ideas
- To be able to work within given parameters and produce music which is stylistically appropriate
- To be able to improvise fluently and develop these ideas

# EXPAND