

KS3 Music-Orchestral Studies

Subject curriculum intent:	Students will have the opportunity to sing, compose, to listen to music, to experience different musical instruments, to perform and to enjoy music. Music is a universal language that embodies one of the highest forms of creativity. As pupils progress, they will develop a critical engagement with music, allowing them to compose, and listen to a wide range of music from their own cultural heritage and from other cultures. Students will also develop their life skills as they use problem solving, communication, teamwork, self-belief and self-management as they work within various ensembles to compose and perform their music. Students will also have an opportunity to further develop their musical skills via school ensembles and small group instrumental lessons.		
End of KS3 intent/outcome	End of KS4 intent/outcome	End of KS5 intent/outcome	
<p>Students will have an understanding of how to play a range of different instruments and know that music can be graphically represented in the same way for each one.</p> <p>Students will know that there are a range of different styles of music and be able to analyse each type</p>	<p>Students will have a deeper understanding of how to perform and compose music. They will develop an understanding of musical notation and how it applies to performed music</p> <p>Students will understand that music can be listened to for pleasure and that there is a range of different types of music and different people may prefer different styles of music</p>	N/A	
Intent for this topic:	<p>Students will be able to identify a range of instruments, how they are played and categorised as well as how they perform together</p> <p>Students will be able to identify and appraise a range of orchestral music and music performed by orchestral instruments</p>		
Core vocabulary needed for this subject/topic:	<p><u>Subject:</u> Music, compose, perform, instruments, voice, technology, pitch, tempo, dynamics, rhythm, melody</p> <p><u>Topic:</u> Instrument, woodwind, brass, strings, percussion, conductor, orchestra, score</p>		
Vocabulary pupils will have accessed in other topics or subject areas:	Composition, perform, graphic score, fast, slow, loud, quiet, dynamics, tempo, instrument, orchestra, strings, brass, woodwind, percussion		

Key vocabulary taught within this topic:	composition, perform, graphic score, form, structure, section, conductor			
Prior knowledge: what pupils may already have studied				
Key stage	Subject	Topic title	Term/year taught	Content/What might pupils already know?
KS3	Music	Music for film – graphic scores	Autumn/year 1	Pupils may have followed and created their own graphic scores during this topic.
KS3	Music	Sing sing sing	Spring/year 1	Pupils may have had the opportunity to perform as part of a group or individually.
KS3	Music	Keyboard skills	Summer/year 1	Pupils may have opportunities to learn to play the keyboard and perform to their peers.
KS3	Music	Melodies	Autumn/year 2	Pupils will be aware of what a melody is and may have had opportunities to compose and perform their own melody.
KS3	Music	Indian music	Autumn/year 2	Pupils may have explored a range of different instruments for a specific purpose. They will have covered which instruments may be grouped together eg. Sitar and guitars are both stringed instruments. They may also have experience of playing different parts as part of a group piece (raga, tala and drone)
KS3	Music	Music Technology	Summer/year 2	Students will have explored how to create specific styles of music. They will have explored different styles of music and how to create different parts of a score that work together to create a whole piece of music. They will also have experienced using ipad and computer software to create their own music
Links to other subjects: ICT, phonics (sound discrimination)				

	<u>B2 P Steps 5-6</u>	<u>B2 P Steps P7-8</u>	<u>B2 Step 1</u>	<u>B2 Step 2</u>	<u>B2 Step 3</u>
Key Learning Theme-Listening and appraising of orchestral music and instruments					
<u>Subject specific knowledge</u>	<p>Knows the names of the instruments: trumpet, violin, tambourine, flute.</p> <p>Understands that an orchestra has lots of musicians in it.</p>	<p>Knows the name of a single key instruments from each of the 4 orchestral sections.</p> <p>Understands that an orchestra is divided into 4 sections.</p> <p>Can name the four sections.</p>	<p>Knows the names of 2 key instruments from each of the 4 orchestral sections, when seeing and/or hearing them.</p> <p>Understands that an orchestra is divided into 4 sections.</p> <p>Can name the four sections.</p>	<p>Knows the names of multiple key instruments from each of the 4 orchestral sections, when seeing and/or hearing them.</p> <p>Understands and can name the 4 sections of the orchestra.</p> <p>Understands that tempo relates to how fast or slow the music is played, pitch relates to high and low notes, dynamics relate to volume.</p>	

		<p>Understands that tempo relates to how fast or slow the music is played.</p>	<p>Understands the criteria for each section.</p> <p>Understands that tempo relates to how fast or slow the music is played, pitch relates to high and low notes, dynamics relate to volume.</p> <p>Understand the definition of structure in relation to music. (ABA)</p> <p>Recognises the sound of orchestral music.</p>	<p>Understand the definition of structure in relation to music.</p> <p>Understands the terms crescendo and diminuendo.</p> <p>Understands the term "tuned and un-tuned" with regards to percussion.</p> <p>Understands the word timbre in relation to music.</p> <p>Recognises the sound of orchestral music.</p>
<p><u>Subject specific skills</u></p>	<p>Is able to aurally and visually identify: trumpet, violin, snare drum, triangle, tambourine, shakers, flute.</p> <p>Is able to identify an orchestral instrument by looking at it and listening to it.</p> <p>Is able to select a named orchestral instrument when verbally prompted.</p> <p>Is able to identify orchestral music from a range of other genres and is able to link the music to a mood and an activity.</p> <p>Is able to identify an orchestra from a range of other ensembles. Is able to give basic reason for choice.</p> <p>Recognises the sound of orchestral music.</p>	<p>Aurally and visually identifies: Key instruments from each of the 4 orchestral sections.</p> <p>Is able to match instruments to the correct orchestral section and justify answer.</p> <p>Is able to listen to excerpts from orchestral music and identify the tempo as either fast or slow.</p> <p>Recognises the sound of orchestral music using a key feature</p>	<p>Is able to recognise and identify key instruments from each orchestral section and describe a criteria of the section. Eg. Woodwind is blown</p> <p>Is able to listen to excerpts from orchestral music and identify the pitch as high or low and the dynamics as either loud or quiet.</p> <p>Is able to state the structure of a piece of music using A and B blocks.</p> <p>Is able to listen to an excerpt of orchestral music and state what instruments / section is playing.</p>	<p>Is able to listen to individual orchestral instruments and discuss their timbre.</p> <p>Is able to listen to an excerpt of orchestral music and discuss the timbre of it and match it to an action, image or a piece of video.</p> <p>Is able to identify tuned and un tuned percussion both aurally and visually.</p> <p>Is able to identify the correct orchestral section for each instrument based upon a description of the physical and aural characteristics of the instrument.</p> <p>Is able to state the structure of a piece of music using A, B and C blocks.</p>
<p><u>Suggested teaching activities</u></p>	<p>-Book creator/PPT listening exercises</p> <p>-sound bingo</p>	<p>Previous +</p> <p>-keyword matching game, annotating an orchestra (online games and PPT activities)</p>	<p>Previous +</p> <p>-identify the keyword from the musical clue / definition</p>	<p>Previous +</p> <p>-use shapes within PPT to illustrate the structure of a piece of music (ABC)</p>

<u>How should I teach this?</u>	-blind fold instrument recognition game		-use shapes within PPT to illustrate the structure of a piece of music (AB) -re-order the structure / music	-create a "mood board" based upon a piece of audio-link relevant images, actions, colours and shapes to justify and explain timbre. Present "mood board".
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Key Learning Theme- Composing & Performing using orchestral sounds

<p><u>Subject specific knowledge</u></p> <p><u>What do pupils need to know?</u></p>	<p>Understands the terms, hit, shake, blow, press, bow, and strum in relation to playing an instrument.</p> <p>Understands, high, low, loud and quiet in relation to sound/pitch.</p> <p>Understands the instructions, start, stop and repeat in relating to playing music.</p>	<p>Understands the term, longer, shorter, faster and slower in relation to playing musical notes.</p> <p>Understands the term improvise.</p> <p>Understands the term rhythm.</p> <p>Understands what a graphic score is.</p> <p>Understands what a conductor/composer/performer is.</p> <p>Understands what a solo and ensemble performance is.</p>	<p>Understands the term dynamics and tempo.</p> <p>Understands the term repetition and how it applies to music performance and composition.</p> <p>Understands the term structure and how it relates to music composition.</p> <p>Understands the term composition</p>	<p>Understands how to read and write crotchet, crotchet rest and quaver rhythms.</p> <p>Understands how to use And B in order to structure a piece of instrumental music.</p> <p>Understands what an ostinato is.</p>
<p><u>Subject specific skills</u></p> <p><u>What do pupils need to be able to do?</u></p>	<p>Is able to select and play the correct instrument when prompted by a verbal / symbol request stating the name of the instrument or the playing technique.</p> <p>Is able to select the appropriate symbol in order to aurally identify high, low pitch / loud and quiet music when listening to a piece of orchestral music.</p> <p>Is able to discuss a piece of music they are about to hear by reading symbols</p>	<p>Is able to read a solo graphic score (incorporating longer, shorter, faster, slower instructions) in order to play orchestral sounds on a keyboard</p> <p>Is able to conduct another student using start and stop,</p> <p>Is able to improvise (with the support of symbols relating to notes, tempo and dynamics that are sequenced prior to playing).</p>	<p>Is able to follow a conductors lead to perform a graphic score including loud, quiet, fast and slow</p> <p>Is able to conduct another person using start, stop, fast and slow</p> <p>Is able to compose a melody using an orchestral sound, graphic score and incorporating change in dynamics and tempo.</p> <p>Is able to compose within a simple 2 part (AB) structure.</p> <p>Is able to perform melody solo, identify errors in performance and correct.</p>	<p>Is able to conduct a small group using start, stop, and louder, quieter, faster, slower instructions.</p> <p>Is able to compose a melody using an orchestral sound, graphic score and incorporating change in dynamics and tempo. Is able to compose a drone and percussion line (using traditional rhythmic notation) to accompany.</p> <p>Is able to compose within a simple 3 part (ABA) structure.</p> <p>Is able to perform melody solo, identify errors in performance and correct.</p> <p>Is able to conduct a small ensemble to perform their 3 part composition ensuring all tempo and dynamic</p>

	<p>relating to the music prior to listening to it.</p> <p>Is able to follow a sequence of start, stop and repeat instructions symbols when playing an orchestral instrument.</p>	<p>Is able to read and perform an orchestral; graphic score as part of a small ensemble.</p>		<p>instructions are followed and the correct notes are played.</p>
<p><u>Suggested teaching activities</u></p> <p><u>How should I teach this?</u></p>	<p>-student reads and responds to a series of symbols-physical and musical responses.</p> <p>-once familiar with above, student sequences the symbols to create own performance.</p> <p>-is able to match an orchestral instrument sound to an action or sound (i.e. cymbal sound to a picture of a car crash).</p>	<p>-student reads and responds to a series of symbols-physical and musical responses.</p> <p>-once familiar with above, student sequences the symbols to create their own framework for an improvised performance (tempo, high and low pitch, dynamics).</p>	<p>-Student uses PPT / Book Creator composition template to compose.</p> <p>-student analyses their performance by watching a video recording / completing an analysis grid (PPT or Book Creator).</p>	<p>Previous +</p> <p>-student sequences the actions (from a pre made selection) required in order to lead and conduct a small keyboard orchestral ensemble.</p>
<p><u>Personal development</u></p>	<p><u>Problem solving-</u> Linked to composing to a specific criteria / identifying and correcting errors.</p> <p><u>Teamwork-</u> Linked to the leadership and collaboration work involved with the group compositions and performances.</p> <p><u>Self-management</u> Linked to the appropriate selection, collection and use of the equipment. Prioritising tasks when working to a set brief.</p> <p><u>Communication skills-</u> Asking appropriate questions and listening to responses when troubleshooting ICT issues / instrument issues.</p> <p><u>Self-belief-</u> Never giving up if unable to resolve the issues, performing as part of a group as well as solo. Embracing appropriate feedback.</p>			
<p><u>Suggested activities</u></p> <p>-Book creator listening exercises</p> <p>-sound bingo</p> <p>-Perform a colour based graphic score using Keezy app</p> <p>-record various musical and non-musical sounds for Keezy app in prep for above</p> <p>-perform as part of a small ensemble.</p> <p>-manipulate pre made colour based graphic scores in order to compose own music</p> <p>-worksheet / PowerPoint based activities for timeline work and listening activities</p>				

- sound bingo / sound maps
- PowerPoint flow chart to illustrate how sound is created and how we hear sound
- use PowerPoint based graphic scores to perform
- manipulate pre made PowerPoint templates to compose
- manipulate audio clips in order to interpret musical structure
- manipulate pre made song templates in order to compose (music maker)
- students watch video tutorials based upon programming / editing
- PowerPoint tasks to evidence keyword knowledge.

Online resources

- <https://leicestershiremusic.org/music-tech-ks3>
- <https://www.bbc.co.uk/teach/class-clips-video/music-ks3-gcse-introduction-with-dev/zmyygw>
- <https://www.bbc.co.uk/search?filter=bitesize&scope=bitesize&q=music+technology>
- <https://www.musicrepo.com/music-technology-glossary-of-terms/>
- <https://www.soundonsound.com/sound-advice/glossary-technical-terms>

Evidencing Work

All work sheets need to be printed off (where appropriate levelled in accordance with the rubric), students need to self-assess and work needs to be put in student folders.

Practical activities need to be evidenced with an individual picture feedback sheet (see example in curriculum folder).

Save any individual Book Creator activities/files to a student folder.

Live performances need to be recorded and formatted within Book Creator.

Key Composers

Baroque- Bach, Handel, Vivaldi

Classical- Mozart, Debussy

Romantic- Beethoven, Tchaikovsky

20th Century- Prokofiev, Stravinsky