KS3 Music- Percussion Nation

Understands the definition of a percussion instrument-

"any instrument that you have to hit, shake or scrape in order to play"

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
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. Students will know that that there are a range of different styles of music and be able to analyse each type	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 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	N/A
Intent for this topic:	Students will develop their knowledge of a range of percussion instruments. Students will also develop their knowledge of tempo, rhythm and beat	
Core vocabulary needed for this subject/topic:	**Subject:** Music, compose, perform, instruments, voice, technology, pitch, tempo, dynamics, rhythm, melody **Topic:** Rhythm, tempo, beat, drum, drumstick, beater, beat, hand drum, percussion	
Vocabulary pupils will have accessed in other topics or subject areas:		

Key vocabulary taught within this topic:	

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. Sitars 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)

	B2 P Steps 5-6	B2 P Steps P7-8	B2 Step 1	B2 Step 2	B2 Step 3
Key Learning Theme- Understanding a range of percussion instruments					
Subject specific knowledge	Understands that there is a difference between tuned and untuned instruments.	Knows at least 1 tuned and untuned percussion instrument

Knows at least 3 percussion instruments | Knows a range of styles of percussion groups eg. Samba, marimba etc

Students will understand the word timbre to mean the tone of the music | Knows the differences in styles of percussion music from around the world

Knows how to use and apply the words timbre, tone and tuning correctly | |

	Can name at least 1 percussion instrument	Knows that there is a difference between rhythm and melody	Students are aware that there are cultural contexts to different styles of percussion music eg. Samba music is traditional in South America	Knows a range of styles of percussion music and is able to match them to parts of the world
Subject specific skills	Is able to follow the instructions hit and shake accurately Is able to select an appropriate instrument to hit Is able to explore different ways to hit instruments eg drumsticks, hands, beaters	Is able to follow written directions on a graphic score to hit or shake a percussion instrument Is able to identify which instruments should be hit with their hands Is able to select instruments based on how they are played eg. Hit or shaken	Is able to use graphic notation to identify when an instrument should be beaten or shaken in their own graphic score Is able to use and name a range of beaters for percussion instruments Is able to select and use an appropriate percussion instrument to match their style of music	Is able to accurately use and read graphic notations relevant to their chosen percussion instrument. Eg. When using a tambourine following notations to hit or shake.

| Suggested teaching activities

How should I teach this? | -physical exercises to get them to understand tempo and dynamic

-students match graphic score symbols to sounds (i.e. a red star may symbolise a loud hit on a drum).

-students select the appropriate graphic score to match a short piece of percussion music.

Instrument and sound identification games

-matching symbols (hit shake scrape) to instruments

-matching names to instruments

-matching pictures of instruments to sounds

-blindfold students-student identify the instrument by touch | Getting students to physically feel pulse and rhythm is crucial to their knowledge and skill development.

-Physical exercise which include getting students to march in time to a steady pulse (very tempo)
-introduce traditional notation (i.e. repeated 4 crotchets = 4 steps = 1 action per beat)
-introduce traditional notation (i.e. repeated 4 pairs of quavers = 8 steps = 2 actions per beat)
-introduce traditional notation (i.e. repeated 4 pairs of semi-quavers = 16 steps = 4 actions per beat)
-Mix the above

-students work in pairs to practice and test each other when playing pre made rhythms.
-students match adjectives (used to describe timbre) to sounds

-students select appropriate pictures to match the above answers

-students match sounds to percussion instruments.

-aural and visual tests-students have to identify instrument and state if tuned or untuned. |
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| Personal development | Problem solving-
Linked to composing to a specific criteria / identifying and correcting errors.
Teamwork-
Linked to the leadership and collaboration work involved with the group compositions and performances.
Self-management
Linked to the appropriate selection, collection and use of the equipment. Prioritising tasks when working to a set brief.
Communication skills-
Asking appropriate questions and listening to responses when troubleshooting ICT issues / instrument issues.
Self-belief-
Never giving up if unable to resolve the issues, performing as part of a group as well as solo. Embracing appropriate feedback. | |

Online resources
https://leicestershiremusichub.org/music-tech-ks3
https://www.bbc.co.uk/teach/class-clips-video/music-ks3-gcse-introduction-with-dev/zmyygwx
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.