

# Curriculum Information

Key Stage 3



*“Music is the fabric of our society,  
studying it shapes minds, builds  
character and nurtures ability”*

*For yourself & for others*

### **Curriculum Intent**

Through an inclusive approach based on compassion, knowledge and the understanding, the Arts will ensure that students build an appreciation of a wide range of creative works. This will include the traditional such as Art, Music and Drama, as well as the more contemporary including Photography, Film, Media, Dance and Music Technology. Through exciting, challenging, and diverse experiences, the Arts will become a passion that lasts a lifetime and informs how students view the world in which they live.

- All students to gain a Life Long Appreciation of the Arts
- All students to have the opportunity to Perform and Create within the Arts
- To develop verbal skills to articulate opinions about different Art Forms
- To have had the opportunity to develop bespoke skills in discrete subjects and take part in collaboration events

### **Key Stage 3**

The Arts is the heart of the school community, with a curriculum that is focused on kindness and developing a student's empathy. Exploring someone else's experiences and considering the context of creative pieces builds respect for others. Students will develop their knowledge of a wide variety of artistic mediums, periods and use that inspiration to take responsibility to generate their own creative style. Students will develop a belief that anything is possible, refining key skills in creating and performing, building a confident character through creativity, as well as the confidence to embody creativity.

Mastery is the final step; students will become skilled practitioners with the resilience to push boundaries and utilise their own context and personal story. Students will embody the concept that anything is possible, recognising and embracing that there are no limits to creative expression. It is at this stage that students will be able to draw on the valuable contribution of the visits, trips and clubs interwoven as a cohesive support the curriculum. That exposure to unexpected and surprising works and ideas will enhance each student's understanding of the possibilities within the creative world.

Collaboration across the creative disciplines is a time for innovation in both content and form as well as artistic risk taking. Students will embrace the opportunity to work with peers from other year groups, the local community and forge links with industry professionals. Cross-curricular projects encourage students to make conceptual links across subject matter and make connections to the wider world.

Arts students are encouraged to embrace opportunity and take creative risks. By exploring arts subjects, students learn to appreciate creativity in a range of forms, as well as how to understand and give constructive criticism. Ashby School embeds a social, historical and multicultural understanding of the development of creative works over time and the communities that make them. This shapes a student's character, instilling tolerance, respect and a sensitivity to the opinions of others. Students develop a range of skills, as well as being challenged to find their own voice as an empathetic practitioner. The arts allows students to develop key transferable skills such as communication and confidence, which are vital to any future career or academic study. Ashby School arts students are part of a thriving creative community, which produces school wide performances and cross-curricular projects as well as pushing the boundaries and consistently proving that anything is possible.



Year & Half Term	Themes / Key Questions	Knowledge & Skills
<b>Year 7 Module 1 – Music</b>	Learn about Rhythm through World Music – African Music Show respect through Ensemble Work	Knowledge of key musical terms from the elements of music in Rhythm, Tempo and Dynamics Skills of playing African Drums
<b>Year 7 Module 2 Music</b>	Learn about Pitch through Film Music	Knowledge of key music terms and reading of music. Learning about instruments of the orchestra Skills of playing the Keyboards
<b>Year 7 Module 3 Music</b>	Learn about harmony and texture through Popular Music – 1950's and 1960's music. Recognise the importance of Resilience to build skills.	Knowledge of key musical elements in Performance Forces. Knowledge of musical element of chords Music. Skills of playing the Ukulele and performance within an ensemble
<b>Year 7 Module 4 Music</b>	Learn about melody and tonality through Western Classical Music – Romantic Music	Knowledge of how music is used to represent different character Knowledge of music elements of Tonality. Skills of playing on the keyboard. Composition music to a given brief.

Year & Half Term	Themes / Key Questions	Knowledge & Skills
<b>Year 8 Module 1 – Music</b>	Learn about rhythm through Samba Music Learn about texture through Samba Music Show respect through Ensemble Work Recognise the importance of resilience through creative composition work	Knowledge of Musical Elements of Rhythm. Skills of playing in a Samba Music ensemble. Creating music in a Samba style in an ensemble
<b>Year 8 Module 2 - Music</b>	Learn about Melody through Music for Media Learn about Tonality through Music for Media Recognise the importance of resilience through creative composition work	Knowledge of Musical elements of pitch, reading treble and bass clef, understanding use of accidentals. Skills of playing the keyboard both individually and as a pair. Composing music for a media product.
<b>Year 8 Module 3 - Music</b>	Learn about harmony and texture through Popular Music – Blues Music	Knowledge of Musical elements of Harmony and Tonality through chord progress and Blues scale

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