

KS3 Curriculum Overview: MUSIC

Rationale: In KS3 we endeavour to give every student the opportunities, skills and knowledge to enable them to develop as confident, creative and reflective musicians. Relevant theory, historical and cultural context and instrumental techniques will be taught in the context of making music to allow students to progress and develop their skills with increasing independence. Throughout all topics, an emphasis on resilience, awareness of others and self-evaluation will help students to develop as successful learners.

Term / Length of Unit	Outline	Assessment	Home Learning	Resources	Knowledge/Skills End Points Cultural Capital	Reading
Year 7 Autumn 1	<p>West African Music – rhythm and song (7 lessons)</p> <p>Students will apply their knowledge of pulse and rhythm and will learn to rehearse and perform as part of a drumming circle, using West African 'djembe' drums and their voices.</p> <p>They will learn good drumming and vocal techniques, develop their aural skills and knowledge of simple rhythmic notation.</p> <p>They will learn the key features of traditional West African drumming music.</p>	<p>Group performance</p> <p>- FAR</p>	<p>Guide to playing the djembe</p> <p>Context Research / Questions</p> <p>Listening and appraising</p> <p>Key words quiz</p>	<p>Djembes</p> <p>SoL with associated PPTs / worksheets / Silent Studies and other resources in Staff Resources.</p>	<p>Parts of the djembe, playing techniques and timbres created: Bass, tone, slap</p> <p>Features of West African drumming music: Strong sense of pulse, rhythmic variety, cyclic rhythms, unison, polyrhythms, call and response, improvisation.</p> <p>Group rehearsing and performing skills: Following instructions, listening and responding to others, constructive contributions, resilience, reflecting on progress.</p> <p>Rhythmic notation: Able to accurately perform rhythms incorporating semibreves, minims, dotted minims, crotchets, quavers and semiquavers. Identifying bass, tone and slap.</p> <p>Vocal work: Good posture to allow for good breathing, quality of tone, rhythmic, developing pitch</p>	<p>Key word glossary. Reading processes used to follow notation.</p>
Year 7 Autumn 2	<p>West African Music – melodies: (8 Lessons)</p> <p>Students will learn about the features of traditional West African melodies.</p> <p>They will develop their knowledge of pitch notation and learn to play West African</p>	<p>Group performance</p> <p>- Final Graded</p> <p>West African Music End of Topic Test –FAR</p> <p>To assess knowledge of context, theory,</p>	<p>Guide to playing pitched percussion</p> <p>Listening and appraising</p> <p>Key words quiz</p>	<p>Glockenspiels / xylophones</p> <p>SoL with associated PPTs / worksheets / Silent Studies and other resources in Staff Resources.</p>	<p>Pitched percussion playing techniques: Correct beater hold, where to strike, action used, roll.</p> <p>Features of West African melodies: simple melodies, rhythmic interest, ostinato, unison, harmony, polyphonic.</p> <p>Rehearsing and performing skills – as above</p> <p>Rhythmic notation: Apply to pitched percussion the ability to accurately perform rhythms learnt in term 1.</p> <p>Understand and play from simple stave notation</p>	<p>Key word glossary. Reading processes used to follow notation.</p>

	inspired melodic material on pitched percussion instruments.	key words and key features of the music (with listening examples)				
Year 7 Spring 1	<p>Keyboard Skills: (4 lessons)</p> <p>Students will learn to play simple keyboard pieces by reading stave notation and will learn to use a five finger technique. They will have a choice of pieces to learn depending on ability</p>	<p>Individual keyboard performance of a given piece – FAR marked</p>	<p>Guide to playing the keyboard</p> <p>Keyboard note identification quiz</p> <p>Theory quiz</p>	<p>Keyboards. SoL with associated PPTs / worksheets / Silent Studies and other resources in Staff Resources.</p>	<p>Layout of the keyboard</p> <p>Keyboard playing technique: Posture, 5 fingers</p> <p>Keywords: Rising, falling, repeating, stepwise, leap</p> <p>Application of playing from simple stave notation to new instrument.</p> <p>Rehearsing and performing skills: Applying knowledge, following instructions, resilience, cooperation with partner, and reflecting on progress.</p>	<p>Key word glossary. Reading processes used to follow notation.</p>
Year 7 Spring 2	<p>Keyboard Orchestra: (8 lessons – will continue into summer 1)</p> <p>Students will learn about the orchestra; the instrument families and their characteristics and how they work together as a large ensemble. They will apply and develop their keyboard skills and will learn to rehearse and perform as part of a keyboard orchestra. Singing (in German) will be used to learn the melody and become more familiar with Beethoven's 9th symphony, mvt IV.</p>	<p>Performance of Ode to Joy - FAR marked</p> <p>Performance of Ode to Joy – Final graded</p> <p>Keyboard Orchestra End of Topic Test FAR To assess knowledge of the orchestra, theory and key words (with listening examples)</p>	<p>Guide to the orchestra part 1</p> <p>Guide to the orchestra part 2</p> <p>Listening and appraising</p> <p>Orchestra knowledge quiz</p>	<p>Keyboards. SoL with associated PPTs / worksheets / Silent Studies and other resources in Staff Resources.</p>	<p>The orchestra as a large ensemble: describe how they work together</p> <p>The families and instruments within the orchestra: knowledge of pitches, how they're played, timbre and characteristics</p> <p>Roles of some instruments within each family – melody, harmony, bass line.</p> <p>Group rehearsing and performing skills: Following instructions, listening and responding to others, constructive contributions, resilience, reflecting on progress.</p> <p>Beethoven's 9th symphony – German composer and 'giant' of the Western Classical tradition.</p>	<p>Key word glossary. Reading processes used to follow notation.</p>

Year 7 Summer 1	(Keyboard Orch cont.) Computer Game Music - Theme and Variations: (9 lessons) Students will learn about the musical form 'Theme and Variations' through exploring examples and analysing the Super Mario World music. They will learn about the musical elements and how to control them to create different moods and effects. They will compose variations for 'Super Luigi World' from a given theme.	Composition of variations – FAR marked Year 7 Exam	Guide to 'theme and variations' <i>or</i> Bandlab (depends on availability of MH1 for every yr 7 class) Key words quiz Listening and appraising	Keyboards + computers/BandLab SoL with associated PPTs / worksheets / Silent Studies and other resources in Staff Resources.	Theme and Variation Musical elements and the effect they have on mood / musical effect – identifying, describing and controlling. Keyboard technique: As above Composition skills: Following a brief, planning ideas, exploring and refining ideas, developing ideas, evaluating ideas against the brief, working collaboratively Koji Kondo's – Japanese composer of computer game music	Key word glossary. Reading processes used to follow notation.
Year 7 Summer 2		Composition of variations – Final graded	Key words quiz Listening and appraising			Key word glossary. Reading processes used to follow notation.
Term / Length of Unit	Outline	Assessment	Home Learning	Resources	Knowledge/Skills End Points	
Year 8 Autumn 1	Pop songs: (6 lessons) Students will learn about the typical western pop song structure and common chord sequences used, through learning to play standard pop songs on the ukulele. They will sing and play in groups, learning to collaborate to rehearse and make musical choices with greater independence from the teacher.	Group arrangement and performance of a 4 chord medley - FAR	Guide to playing the ukulele Accompaniments - rhythm and texture work Listening and appraising Key words quiz	Ukuleles	Parts of the ukulele and playing techniques: Strings, frets, tuning pegs, body, neck, finger board, chords, strumming, up and down strokes, picking Features of standard pop songs: Verse and chorus structure, accompaniment, melody, bass line, lyrics, chord sequence, textural control. Group rehearsing and performing skills: Following instructions, listening and responding to others, constructive contributions, resilience, reflecting on progress. Rhythmic notation: As learnt in year 7, but revisited and applied to learn strumming patterns Vocal work: Good posture to allow for good breathing, quality of tone, rhythmic, awareness of pitch	Key word glossary. Reading processes used to follow notation. Interpreting lyrics

					Western Pop music – range of song writers	
Year 8 Autumn 2	<p>Blues: (9 lessons – starts end of autumn 1) Students will learn about the conventions and historical context of Blues music. They will understand and learn to play chords (triads) on the keyboard and will perform the standard 12 bar blues chord structure. They will improvise melodies and control texture, developing many of the skills needed for song writing.</p>	<p>Group composition and performance of a Blues style piece – Final graded</p> <p>End of Topic test – covering both Pop song and Blues knowledge</p>	<p>Guide to playing keyboard chords</p> <p>Listening and appraising</p> <p>Improvisation practice</p> <p>Keywords quiz</p>	<p>Keyboards Ukuleles SoL with associated PPTs / worksheets / Silent Studies and other resources in Staff Resources.</p>	<p>Keyboard skills: 5 finger technique, triads, root, third and fifth, bass note, sharps and flats.</p> <p>Ukulele skills: Reading tab, improvising a melody</p> <p>Musical parts: Chords, bass line, riff, melody, and textural control of these parts.</p> <p>Features of Blues: 12 Bar Blues structure, call and response, improvisation, slow tempo, (shuffle rhythm), blues scale</p> <p>Group rehearsing and composing skills: Working to a brief, listening and responding to others, constructive contributions, resilience, reflecting on progress, refining ideas.</p> <p>Contextual focus on cultural and musical impact of the Slave Trade</p>	<p>Key word glossary. Reading processes used to follow notation.</p>
Year 8 Spring 1	<p>Minimalism (6 lessons) Students will learn about the minimalist style and will learn to use MuseScore to notate and manipulate an original musical 'cell', leading to the creation of a minimalist composition.</p>	<p>Minimalist composition - Graded</p>	<p>Guide to using MuseScore</p> <p>Listening and appraising</p> <p>Key words quiz</p>	<p>SoL with associated PPTs / worksheets / Silent Studies and other resources in Staff Resources.</p>	<p>MuseScore – selecting instruments, adding notes, controlling rhythm, copy and paste</p> <p>Notation: Applying knowledge to compose short melodic ideas.</p> <p>Features of Minimalism: Cell, ostinato, layering, retrograde, inverted, augmented, diminished</p> <p>Context within 'Different Trains' – link to antisemitism</p>	<p>Key word glossary. Reading processes used to follow notation.</p>

Year 8 Spring 2	<p>Band Skills (8 lessons) Students will learn to play a range of band instruments. They will specialise in their chosen instrument and will work with their band to rehearse and perform a song of their choosing (from given resources). They will learn the skills to understand and interpret a lead sheet.</p>	<p>Band Performance – FAR</p>	<p>Guide to playing the (chosen instrument)</p> <p>Listening and appraising</p> <p>Key words quiz</p> <p>Listening and appraising</p>	<p>SoL with associated PPTs / worksheets / Silent Studies and other resources in Staff Resources.</p>	<p>Instrument / vocal techniques</p> <p>Group rehearsing and arranging skills: Working creatively within a brief, listening and responding to others, constructive contributions, resilience, reflecting on progress, refining ideas.</p> <p>Following lead sheets and instrument specific notation</p> <p>Cover versions: Control of musical elements, adapting for own resources</p>	<p>Key word glossary. Reading processes used to follow notation. Interpreting the lyrics</p>
Year 8 Summer 1	<p>Band skills continued</p>	<p>Final Band Performance - Graded</p> <p>Year 8 Exam</p>	<p>Guide to using BandLab</p>	<p>SoL with associated PPTs / worksheets / Silent Studies and other resources in Staff Resources.</p>	<p>Use of DAW: Adding tracks, selecting instruments, step input, midi editor, piano roll, volume control / balance, panning, track control, duplicate track, copy and paste</p>	
Year 8 Summer 2	<p>Music Sequencing (8 lessons) Students will learn to use a cloud based DAW (BandLab edu) to create a sequenced performance. They will apply knowledge of notation in a new context involving step input and the midi editor. They will learn to control and manipulate the expressive qualities of music through the use effects and functions within the DAW</p>	<p>Individual composition – FINAL mark.</p>	<p>Listening and appraising</p> <p>Key words quiz</p>		<p>Notation: Converting stave notation to piano roll</p>	<p>Key word glossary. Reading processes used to follow notation.</p>