

# SUBJECT: Music



## KS3 CURRICULUM PLAN

KS1 and 2 Knowledge and Key skills

YEAR 7	AUTUMN 1	AUTUMN 2	SPRING 1	SPRING 2	SUMMER 1	SUMMER 2
<b>TOPIC/NC IINK</b>	<b>Building Blocks/Composing</b>	<b>Performing Music/Composing and arranging/Britishness</b>	<b>Keyboard Skills/ Performing</b>	<b>Composing /arranging/Sequencing</b>	<b>Listening/performing/world Music</b>	<b>Folk Music</b>
<b>Knowledge</b>	Listening Corner ( Listen to suggested KS3 pieces of Music through the ages and answer questions on them). To know how to go about joining an exl group. Complete Bassline Test. To know if you would like to play a Musical instrument. Development of understanding how to identify	Learn how to practice Music, breaking into smaller chunks and recognising the importance of metre in Music. Learn the correct technique for playing the melody of Jingle Bells. Singing Christmas carols for Christmas service.	Listening Corner to different styles of Music. Develop keyboard skills by working through examples of Musical Cliche and then compose/develop you own. Read and discuss as a class the keyboard knowledge organiser. Study and develop knowledge of three different pieces of music	Start to learn how to develop a piece of Music and extend it. Start to develop more knowledge of how to use garage band. Arrange the loop composition into a structure. Sing a current song that uses technology. Listening Corner to different styles of Music.	To be able to identify key terms. Learn how to play and perform Samba 'tea break' rhythms. Listen to Samba Fusion and to develop an understanding of how to attempt the listening questions. Learn how to sing 'La Bamba' in Spanish. To be able to play harder differentiated Samba rhythms. Listening Corner.	This unit investigates some of the different techniques of Musical Accompaniments through the exploration of Folk Songs. The concept of Harmony, relating specifically to Intervals, is reinforced through progressively more complex Musical Accompaniments from a
<b>Skills</b>	To be able to start to develop understanding of what is on offer Musically in school. To start to develop identifying elements of Music and timbres. To perform harvest Samba. To be able to start to identify different styles of Music. Listening to Classical Music and	To be able to start to develop understanding of how to read Music. To be able to start to perform jingle bells on the key board at differentiated levels. To start to perform Christmas carols. To be able to start to identify different styles of Music.	Expand hand and finger positions on the keyboard. To improve skills of identifying notes on a keyboard. Develop music reading skills. Develop skills to be able to attempt performing a differentiated piece of Music on the keyboard.	To start to be able to arrange the loops and any extra parts into a recognised structure. To develop the skills of using Music technology appropriately. Start to sing more confidently. To be able to start to identify different styles of Music.	To start to be able to play rhythms more consistently in time with the metre with correct technique and control. To start to be able to identify the musical elements found in Samba Music through listening activities. To be able to start to identify different styles of Music in the listening corner	Use different forms of Musical Accompaniments to accompany traditional Folk Songs in different ways, showing an awareness of intervals and the Harmony created. Understand the different textural layers and form and structure of Folk Songs. Know some of the different
<b>Key Vocab</b>	Elements, Instrument/ Instrument families, Timbres, EXL clubs, vocal techniques, Vocal warm up,	Notation, metre, rhythm, melody, Note duration	metre, melody, Note duration, dotted notes, tied notes, treble clef, Hand positions	metre, melody, harmony, chords, track, sequencing, Loops, Quantise, Sequence	metre, rhythm, polyrhythms, ostinato, binary form, call-and-response	History and Types of Folk Music: Folk Song, Work Song, Sea Shanty,

Key Knowledge Transfer

YEAR 8	AUTUMN 1	AUTUMN 2	SPRING 1	SPRING 2	SUMMER 1	SUMMER 2
<b>TOPIC</b>	<b>Performing/ Listening to Music/Soul</b>	<b>Performing Music/Soul and Rock and Roll</b>	<b>Composing/Dance Music</b>	<b>Composing/arranging Popular Music and Dance Music</b>	<b>Hooks and Riffs Performing</b>	<b>Hooks and Riffs Performing and Composing</b>
<b>Knowledge</b>	To know how to go about joining an exl group. To know if you would like to play a Musical instrument. Development of understanding of how to start to perform Lean on Me on the key boards. Revise Music notation.	To develop knowledge on how to read Music. To continue to use garage band and the keyboards. Start to develop 12 bar blues chord structure. To start to sing Christmas carols.	To start to construct primary chords on the Keyboard. Start to be able to perform the chord structure for 'Don't you Worry Child'. To start to sing 'Don't you worry child.' To continue to listen to different styles of Music and identifying them in the 'Listening Corner.'	To be able to develop and perform differentiated parts on the Keyboard to ' Don't you worry Child.' To identify chordal parts in a more difficult key ( D major). Singing Breaks. To continue to listen to different styles of Music and identifying them in the 'Listening Corner.'	To develop knowledge of how to identify hooks, riffs and ostinato's. Learn how to sing 'Sweet Dreams' by Annie Lennox. Complete the Riff and Hooks theory sheets learning about bass clef and repeat marks. Learn how to perform Three riffs for 'Sweet Dreams' from the 'riff' sheet. Learn how to play the riff together with the melody line.	Continue to develop harmony parts for the song 'Sweet Dreams and develop knowledge of how to sing this as a performance. Develop knowledge of how to perform the separate parts to 'Sweet Dreams.' To develop understanding of how to improvise/rap over a riff and ostinato
<b>Skills</b>	To be able to start to develop understanding of what is on offer Musically in school. To start to develop identifying elements of Music and timbres. To continue to perform/practise Lean on Me on the Keyboards.	To be able to continue to develop understanding of how to read Music. To be able to continue to perform/practise Lean on Me on the key board at differentiated levels. To develop understanding of 12 bar blues and 'Rock and Roll.'	To be able to start to construct primary chords on the Keyboard. Start to be able to perform the chord structure for 'Don't you Worry Child' in a more difficult key of D major. To start to sing 'Don't you worry child.'	To be able to perform parts on the keyboard in a group situation/ Mac recording/sequence. To be able to play individual parts and also take part in a class performance. To develop the skill of Singing with more confidence.	To be able to develop the skill of how to distinguish between Hooks, Riffs and Ostinatos. Developing the skill of Performing and listening to and appraise a range of music from different times and places based on Repeated Musical Patterns.	Develop the skill of performing, creating and listening to and appraising a range of music based on Repeated Musical Patterns. To develop skills around creating a Rap/melodic composition/improvisation using a pre-structured riff.
<b>Key Vocab</b>	Elements of music, rhythm, melody, harmony	Walking Bass line, Notation, metre, rhythm, melody, harmony, chords, chord inversion, track, sequencing	Rhythm, back beat, chords, melody, singing	Rhythm, back beat, chords, melody, singing, Dotted quaver/Semi Quaver rhythms.	Hook, Melodic Hook, Rhythmic Hook, Verbal Hook, Riff, Ostinato, Treble Clef,	Repeat, Repetition, Repeat Symbol : ), Bass Clef, Bass Line, Melody, Chords

YEAR 9	AUTUMN 1	AUTUMN 2	SPRING 1	SPRING 2	SUMMER 1	SUMMER 2
<b>TOPIC</b>	<b>Performing/ Listening to Music/Classical Music</b>	<b>Performing Music/Classical</b>	<b>Reggae/ Ukulele/Performing Music</b>	<b>Reggae/ Ukulele/ Performing Music</b>	<b>All that Jazz Listening/performing</b>	<b>Composing/arranging/ All that Jazz</b>
<b>Knowledge</b>	To know how to go about joining an exl group. To know if you would like to play a Musical instrument. Development of understanding of how to start to perform Fur Elise and/or Winter Wonderland on the key boards. Revise Music notation.	To know how to continue to develop knowledge on how to read Music. To continue to use garage band and the keyboards. To continue to perform/practise Fur Elise/ Winterwonderland. Singing breaks Winter wonderland.	Learn about Key Musical Features of Reggae. To start to be able to perform basic chords on the Ukulele. Explore the use of chord diagrams. Singing breaks.	Learn about riffs and bass lines in Reggae Music. Develop knowledge of how to perform 'Three Little Birds' by Bob Marley on the Ukulele. Know how to use tab or chord diagrams to play back beat chords bass line or riff. Develop knowledge of how to sing 'Three Little Birds'.	To develop pupil's understanding of the key musical features of Jazz and Blues, exploring chords, chord patterns and how improvisation is used within Jazz and Blues genres. To use 'In the Mood' as a study piece and as an aid to encouraging improvisation. To continue to listen to different styles of Music and identifying them in the 'Listening Corner.'	To develop and understand the Blues Scale which introduces a new melodic resource on which to improvise using ostinato, riffs and fills within the 12-Bar Blues. To develop improvisations over the blues 12 bar structure. To continue to listen to different styles of Music
<b>Skills</b>	To be able to start to develop understanding of what is on offer Musically in school. To continue to develop identifying elements of Music and timbres. To start to perform/practise Fur Elise on the Keyboards.	To be able to continue to develop understanding of how to read Music. To be able to continue to perform/practise Fur Elise/ Winterwonderland on the key board at differentiated levels. Develop the skill of singing and performing 'Winter Wonderland' By Michael	Develop the skill of Describing Key Musical features of Reggae and identify the use of these in 'Three little Birds' through listening and appraising Music. To start to be able to practice using chord diagrams to play chords along with a backing track or in a groups or as a class.	To Be able to perform a differentiated individual line in an ensemble performance. To develop the skill of rehearsing with a small ensemble. Discuss the Music and personal role in the ensemble.	Know how Chords and Triads are performed, notated, and used in Jazz and Blues e.g., within a 12-bar Blues Chord Sequence. Know, recognise, and perform Chords I, IV, IV7, V & V7 in different ways e.g., as a Walking Bass Line and performing the chords in the correct style.	To develop improvisation skills over the top of the walking bass line and typical 12 bar blues chord structure. To develop skill of using the blues scale and developing the skill of a swung rhythm.
<b>Key Vocab</b>	Elements of music, rhythm, melody, harmony	Notation, metre, rhythm, melody, harmony, chords, chord inversion, track, sequencing	Back Beat, chords, strumming, chord diagram, frets, strumming	Riff, Bass line, melody and accompaniment, tab, chord progressions.	Walking bass line, Chords metre, rhythm, poly rhythms, syncopation	metre, rhythm, poly rhythms, syncopation, repetition, texture.

Note: All lessons should be accompanied by a 'Listening Corner' activity taken from the KS3 Curriculum list.