

KS3 Music

Curriculum Overview

Curriculum Intent

In music we aim to create a community of musicians who are not only successful in their academic and musical achievements but also benefit from the many emotional, mental and social advantages the subject brings. Students gain knowledge and skill in performance and composition while developing their listening and appraising skills. The topics and projects they access throughout their time at THA encourages creativity and innovativeness giving them confidence to be independent musicians, sharing their own unique styles and interests through their performances and compositions. We have a vocational theme running alongside each SOW giving the students an authentic experience, showing them many career avenues, experiences and opportunities music can bring.

- Play and perform confidently in a range of solo and ensemble contexts using their voice, playing instruments musically, fluently and with accuracy and expression
- Improvise and compose; and extend and develop musical ideas by drawing on a range of musical structures, styles, genres and traditions
- Use staff and other relevant notations appropriately and accurately in a range of musical styles, genres and traditions
- Identify and use the inter-related dimensions of music expressively and with increasing sophistication, including use of tonalities, different types of scales and other musical devices
- Listen with increasing discrimination to a wide range of music from great composers and musicians
- Develop a deepening understanding of the music that they perform and to which they listen, and its history

Students are exposed to the elements straight away, through different genres they embed these elements by the end of yr7 through the ability to identify them aurally, talk about them, use them in composition and identify them in performance. Year 8s revisit the interrelated dimensions of music in a more detailed way with more sub vocab emerging, broadening their knowledge of each element and adding compositional devices to their palette. As students enter Year 9 they will find their musical identities, through performance and composition on their chosen instrument. Students will use the knowledge developed in yr7 and 8 to compose and perform, more specialist knowledge of the elements are further explored with more sophisticated devices introduced.

How is this curriculum assessed at THA?

Cross Curricular Links

How this prepares students for their next stage of education/employment



AFL is embedded in every lesson, through effective questioning, self, peer and live verbal feedback from the teacher. Videos of the students work is stored and students save their tech work in their student drives which make it accessible. Success criteria are shared ensuring a clear understanding of the 'What/How/Why' Summative assessments occur at the end of every SOW. Work scrutiny and moderation happen across all teachers to ensure all classes are making successful progression towards goals and targets.

History, we look into the history and origins of many genres such as Reggae and The Blues.

Drama and Dance – collaboration between these subjects is important to ensure the students get a good Performing Arts experience.

MFL – our traditional music schemes look at music in other countries with different languages.

Italian and Latin terms are within our music theory topics.

English – literacy and vocabulary run throughout our curriculum.

Music brings a sense of joy and achievement to all who study the subject. As well as growing in confidence, developing resilience and self discipline, Music brings an opportunity to be creative and helps students find an identity and sense of belonging.

Our KS3 musicians enter KS4 prepared to excel in Performance, Composition and Listening and Appraising.

Performance is developed and encouraged from the very start and our students learn new skills and techniques on a range of instruments. We explore compositional devices across a variety of genres and listen to rich repertoire of music. Western notation is learnt alongside all the units we cover throughout KS3 so students can build more sophisticated of this knowledge throughout KS4.

Enrichment Opportunities

Resources/Materials to Support Learning

Music at THA provides an abundance of authentic and exciting opportunities to get involved in performing in and outside the classroom.

As well as the clubs on offer after school, we are regularly involved in local events such as Beatles Day, Fat Tuesday, Hastings Thrives Parades, Hastings Piano Festival and annual gigs at local music venues.

Websites:

Focus on Sound
Soundtrap

The Music Department:

Students have access to the Mac Suite which has Logic software and GarageBand. We have access to break out rooms which have drum kits, amps, guitars, keyboards and PA system.

	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
Year 7	<p>Topic: Blue Monday – New Order, Basic Performance and Rehearsal Skills</p>	<p>Topic: Stranger Things and Basic GarageBand Skills</p>	<p>Topic: We Will Rock You</p>	<p>Topic: Music for Game</p>	<p>Topic: Samba</p>	<p>Topic: Soundscape</p>
	<p>Key Knowledge:</p> <ul style="list-style-type: none"> Foundation knowledge of the musical elements (pitch, rhythm, dynamics, timbre, melody). They will learn the theory behind the structure of melodies and chords and start to look at western notation. <p>Keywords</p> <ul style="list-style-type: none"> ➤ Melody ➤ Staff ➤ Timbre ➤ Rhythm ➤ Chord ➤ Synthesiser 	<p>Key Knowledge:</p> <ul style="list-style-type: none"> Foundation knowledge of the musical elements (pitch, rhythm, dynamics, timbre, melody). Reading melodies from western notation. Learning vocabulary around music tech <p>Keywords</p> <ul style="list-style-type: none"> ➤ Balance ➤ Automation ➤ Metronome ➤ Tempo ➤ Notational value ➤ Melody ➤ Quantisation 	<p>Key Knowledge:</p> <ul style="list-style-type: none"> An introduction to rock and roll music from the 1960s/70s. Listening activities around identifying the characteristics of this genre throughout the term. <p>Keywords</p> <ul style="list-style-type: none"> ➤ Rhythm ➤ Riff ➤ Groove ➤ Tab ➤ Melody ➤ Chords 	<p>Key Knowledge:</p> <ul style="list-style-type: none"> Listening to music from platform, action, role-playing, sports and simulation games. Recognising themes and timbres appropriate for this genre. <p>Keywords:</p> <ul style="list-style-type: none"> ➤ Timbre ➤ Idee Fixe ➤ Major ➤ Minor ➤ Synthesized ➤ Structure 	<p>Key Knowledge:</p> <ul style="list-style-type: none"> Looking at the social context of samba in Brazil, its origins and purpose in the culture around carnival. Listening to many examples over the topic and learn the keywords associated with this style. Learning key vocab through playing. <p>Keywords:</p> <ul style="list-style-type: none"> ➤ Batucada ➤ Rhythm ➤ Unison ➤ Polyrhythm ➤ Solo ➤ Call & Response ➤ Surdo/ Repinique/ Caixa/Agogo/ Chocalou/ Ganza 	<p>Key Knowledge:</p> <ul style="list-style-type: none"> The students will focus on timbre, melody, harmony and rhythm to create a piece of music suitable for a chosen brief. Whether it is music for film/TV or an opening ceremony the students will have full rein to be creative and innovative with their ideas. <p>Keywords:</p> <ul style="list-style-type: none"> ➤ Major ➤ Minor ➤ Binary ➤ Ternary ➤ Scale ➤ Chord Progression
	<p>Key Skills: Performing Music</p> <ul style="list-style-type: none"> Keyboard Skills Develop their listening skills, team work, rehearsal skills, sense of 	<p>Key Skills: Performing Music</p> <ul style="list-style-type: none"> Taking the 'Stranger Things Kids Theme' we are teaching them more advanced skills in 	<p>Key Skills: Performing Music</p> <ul style="list-style-type: none"> Through workshopping and carousel activities students will learn basic melodies 	<p>Key Skills: Performing Music</p> <ul style="list-style-type: none"> Students will build up a mini portfolio of existing themes and melodies from a variety of 	<p>Key Skills: Performing Music</p> <ul style="list-style-type: none"> Students will perform samba as a whole class on authentic samba instruments. Focusing 	<p>Key Skills: Composing Music</p> <ul style="list-style-type: none"> Taking all the knowledge of the musical elements students will become

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	rhythm, confidence and practical skills	technology performance using GarageBand. <ul style="list-style-type: none"> By recording in the many melodies of the song the students are creating an advanced piece of music that pushes and challenges them in the final term, bringing together all the skills they have used in this suite together. 	and rhythms on the following: <ul style="list-style-type: none"> Drum kit Bass Guitar Electric Guitar Keyboard <ul style="list-style-type: none"> Form bands to rehearse and perform 'We Will Rock You' 	games. They will focus on the appropriate timbres making them as stylistic as possible. Composing Music <ul style="list-style-type: none"> Through experimentation with major and minor tonalities the students will create their own theme/ idee fixe for a character of their choice 	solely on rhythmic skills on percussion.	composers creating music to a brief. <ul style="list-style-type: none"> Improvisation skills explored.
	Assessment: Formative live marking every lesson. Summative group, self and peer assessment against criteria.	Assessment: Formative live marking every lesson. Summative group, self and peer assessment against criteria.	Assessment: Formative live marking every lesson. Summative group, self and peer assessment against criteria.	Assessment: Formative live marking every lesson. Summative group, self and peer assessment against criteria.	Assessment: Formative live marking every lesson. Summative group, self and peer assessment against criteria.	Assessment: Formative live marking every lesson. Summative group, self and peer assessment against criteria.
Year 8	Topic: Hip Hop & Grime	Topic: Musical Futures, Class Ukulele & Workshopping	Topic: Under Pressure	Topic: Film Music	Topic: Reggae	Topic: Blues

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<p>Key Knowledge:</p> <ul style="list-style-type: none"> Looking at the rise of the UK grime scene, looking at the social context behind it. Learning the vocab listed below and be able to identify it aurally through playing the music of this genre as a technology performance/ live performance <p>Keywords:</p> <ul style="list-style-type: none"> ➤ BPM ➤ Piano Roll ➤ Broken Chord ➤ Chord Inversions ➤ Grime ➤ Hip Hop 	<p>Key Knowledge:</p> <ul style="list-style-type: none"> Learning about the anatomy of the ukulele. The ability to read a chord chart. The history and origins of the ukulele. <p>Keywords:</p> <ul style="list-style-type: none"> ➤ Strum pattern ➤ Tone Quality ➤ Intonation ➤ Chord progression ➤ Major ➤ Minor 	<p>Key Knowledge:</p> <ul style="list-style-type: none"> An introduction to Western Classical Tradition 1910- Present Day. Different textures used in composition as well as melody and accompaniment. Features of Minimalism <p>Keywords</p> <ul style="list-style-type: none"> ➤ Minimalism ➤ Texture ➤ Polyphonic ➤ Contrapuntal ➤ Layering ➤ Ostinato (melodic and rhythmic) 	<p>Key Knowledge:</p> <ul style="list-style-type: none"> Taking on the role of a film composer the students are making a soundscape for two different moods on screen. Using a palette of harmony and melody the students combine the two to create two contrasting pieces for film. Exploring richer and more sophisticated harmony. <p>Keywords</p> <ul style="list-style-type: none"> ➤ Harmony ➤ Major 7th ➤ Minor 7th ➤ Melody and Accompaniment ➤ Dynamics ➤ Timbre (orchestral) ➤ Structure 	<p>Key Knowledge:</p> <ul style="list-style-type: none"> Acceptance and appreciation of other cultures, looking at the origins of Reggae. Focus on the impact of different rhythmic styles. More sophisticated notational values explored. The social context of reggae and the part it plays in Jamaican culture. <p>Keywords</p> <ul style="list-style-type: none"> ➤ Arrangement ➤ Skank ➤ Off Beat ➤ One-Drop ➤ Groove 	<p>Key Knowledge:</p> <ul style="list-style-type: none"> Students will research and explore the origins and characteristics of the blues. The impact of Blues on commercial music of today will be appreciated. The social context of early 1920s Blues, work songs and field songs. The characteristics will be internalised and identified aurally through performance of existing Blues pieces and their own compositions. <p>Keywords</p> <ul style="list-style-type: none"> ➤ 12 Bar Blues ➤ Walking Bas Line ➤ Improvisation ➤ Blue Note ➤ Melisma
<p>Key Skills:</p> <p>Performing Music</p> <ul style="list-style-type: none"> Performing a technology performance of 'Vossi Bop- Stormzy', 'Still Dre – Dr Dre' plus one of their choice. <p>Composing Music</p> <ul style="list-style-type: none"> Recording their own hip hop/ grime/ trap beat 	<p>Key Skills:</p> <p>Performing Music</p> <ul style="list-style-type: none"> Learning a 4 chord progression on the ukulele. Tone quality. Working in pairs and in small groups to get the chords in time. Singing alongside playing. 	<p>Key Skills:</p> <p>Composing Music</p> <ul style="list-style-type: none"> Looking at the rhythm of speech. Composing rhythmic ostinato. Performing different minimalist style layers in time with others in the class. By exploring different textures and layers and by creating 	<p>Key Skills:</p> <p>Composing Music</p> <ul style="list-style-type: none"> Performing music to a moving image. Using all the musical elements to evoke appropriate style and feelings in their music to suit what is on the screen. 	<p>Key Skills:</p> <p>Performing Music</p> <ul style="list-style-type: none"> Students learn 3 new chords on the ukulele and piano, they are able to perform the verse and chorus of Buffalo and Three Little Birds. Performing melodic riffs alongside the off-beat. 	<p>Key Skills:</p> <p>Performing Music:</p> <ul style="list-style-type: none"> Students will perform a walking bass line, learn the 12 bar blues structure, learn the Blues scale, learn an iconic blues melodic line and practice improvising.

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	into Garage Band using piano roll.	<ul style="list-style-type: none"> Strum patterns Composing Music <ul style="list-style-type: none"> Chord progression Strum pattern 	melodies and ostinatos the students will apply minimalist compositional devices to their ideas. Performing Music <ul style="list-style-type: none"> Performing their minimalist piece in groups of 4/5 		<ul style="list-style-type: none"> Focus on playing the off-beat on keyboard, guitar and ukulele Composing Music <ul style="list-style-type: none"> The students in groups create their own reggae arrangement. 	
	Assessment Formative live marking every lesson. Summative group, self and peer assessment against criteria.	Assessment Formative live marking every lesson. Summative group, self and peer assessment against criteria.	Assessment Formative live marking every lesson. Summative group, self and peer assessment against criteria.	Assessment Formative live marking every lesson. Summative group, self and peer assessment against criteria.	Assessment Formative live marking every lesson. Summative group, self and peer assessment against criteria.	Assessment Formative live marking every lesson. Summative group, self and peer assessment against criteria.
	Topic: Musical Futures and Informal Learning	Topic: Sequencing	Topic: Pop & Rock	Topic: Minimalism	Topic: Musical Futures (In the Deep End)	Topic: Musical Futures (In the Deep End – Tech Suite)
Year 9	Key Knowledge: <ul style="list-style-type: none"> In this initial project students are 'dropped into the deep end' with informal learning, emulating as closely as possible the real-life learning practices of young, beginner popular musicians. The generic aim of listening to a song and copying it is an ongoing objective for students. Within this, students set 	Key Knowledge: <ul style="list-style-type: none"> Using the advanced technology performance resources the students will look choose a song to sequence and record. They are building on their sequencing skills and use of GarageBand software which will not only prepare them if they choose to do this route for performance. Explore and practise the skill required to 	Key Knowledge: <ul style="list-style-type: none"> Students will cover the characteristics and elements of Pop and Rock, both found in The Popular Music area of study. We will do a journey from the birth of Rock and Roll in the 1960s right up to the chart music of today. Looking at the similarities and differences of the genres, how they have 	Key Knowledge: <ul style="list-style-type: none"> Moving on from the layering and melodic cells we explored in year 8 we are now going to look at some more compositional devices used in Minimalism. These will be practiced through composition in GarageBand. We will listen and analyse both Steve Reich Clapping Music 	Key Knowledge: <ul style="list-style-type: none"> Students are 'dropped into the deep end' with informal learning; Emulating as closely as possible the real-life learning practices of young, beginner popular musicians. The generic aim of listening to a song and copying it is an ongoing objective for students. Within this, students set their own goals and objectives. 	Key Knowledge: <ul style="list-style-type: none"> Moving on from the sequencing project the students are to sequence their own choice of music, finding the notation, lead sheets and chords online. Making the technology performance as close the original as possible. Keywords ➤ Effects

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	<p>their own goals and objectives.</p> <ul style="list-style-type: none"> Increasing independence, resilience and the importance time management skills. An aim to build on the performance element of the qualification. <p>Keywords</p> <ul style="list-style-type: none"> Repertoire Accuracy Interpretation Expression Rehearsal Etiquette 	<p>compose on this software.</p> <p>Keywords</p> <ul style="list-style-type: none"> Effects Panning Quantisation Rhythm Balance 	<p>inspired artists and birthed new sub genres.</p> <p>Keywords</p> <ul style="list-style-type: none"> Hook/ Riff Power Chords Pentatonic Fill Falsetto BPM 	<ul style="list-style-type: none"> Electric Counter Point <p>Keywords</p> <ul style="list-style-type: none"> Phasing Retrograde Inversion Augmentation Diminution Melodic Transformation Contrapuntal 	<ul style="list-style-type: none"> Increasing independence, resilience and the importance time management skills. <p>Keywords</p> <ul style="list-style-type: none"> Repertoire Accuracy Interpretation Expression Rehearsal Etiquette 	<ul style="list-style-type: none"> Panning Quantisation Rhythm Balance
	<p>Key Skills: Performing Skills:</p> <ul style="list-style-type: none"> Students pick out of a choice of 4 songs and work as a band to get them to performance standard for the Christmas Gig. Team work, leadership, listening and sharing feedback. Specific instrumental skills on: <ul style="list-style-type: none"> Drums Vocals Guitar Bass 	<p>Key Skills: Performing Skills:</p> <ul style="list-style-type: none"> They are building on their sequencing skills and use of GarageBand and Logic software. <p>Composition Skills:</p> <ul style="list-style-type: none"> Explore and practise the skill required to compose on this software with the opportunity to be creative. 	<p>Key Skills: Performing Skills:</p> <ul style="list-style-type: none"> The students are learning the characteristics of popular music of the 60s/70s through performing the music on their chosen instrument, continuing to take their skills to the next level. 	<p>Key Skills: Composing Skills:</p> <ul style="list-style-type: none"> Compositions will be inspired by the more sophisticated devices used in these. Experimenting these devices with new tonalities. Recording skills in Garageband/Logic 	<p>Key Skills: Performing Skills:</p> <ul style="list-style-type: none"> Students pick a song of their choice and work as a band to get it to performance standard for the Summer Send Off. Team work, leadership, listening and sharing feedback. Specific instrumental skills on: <ul style="list-style-type: none"> Drums Vocals Guitar Bass 	<p>Key Skills: Performing Skills:</p> <ul style="list-style-type: none"> Using their skills on Garageband/ Logic to make the technology performance as close the original as possible. Building on their sequencing skills and use of GarageBand/ Logic software will not only prepare them if they choose to do this route for performance at KS4 but to also explore and practise the skill required to compose on this software.

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						Composition Skills: <ul style="list-style-type: none"> Explore and practise the skill required to compose on this software and be creative.
	Assessment: Formative live marking every lesson. Summative group, self and peer assessment against Vocational Award Assessment Criteria. Specific instrumental feedback based on graded instrumental exams.	Assessment: Formative live marking every lesson. Summative group, self and peer assessment against the production strand of the Vocational Award Assessment Criteria.	Assessment: Formative live marking every lesson. Summative group, self and peer assessment against Vocational Award Assessment Criteria. Specific instrumental feedback based on graded instrumental exams.	Assessment: Formative live marking every lesson. Summative group, self and peer assessment against the production strand of the Vocational Award Assessment Criteria.	Assessment: Formative live marking every lesson. Summative group, self and peer assessment against Vocational Award Assessment Criteria. Specific instrumental feedback based on graded instrumental exams.	Assessment: Formative live marking every lesson. Summative group, self and peer assessment against the production strand of the Vocational Award Assessment Criteria.