

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	<p>West African Drumming</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 also including vocal work.</p> <p>They will learn good drumming and vocal techniques, develop their aural skills and secure their knowledge of simple rhythmic notation from KS2.</p>	Group performance	Listening, theory or key word tasks set to consolidate class learning, as per HL policy.	Djembes SoL with associated PPTs and resources in Music OneDrive	<p>Know when drumming is traditionally used in West African culture.</p> <p>Understand this is one type of traditional music and that many other genres of music are heard in West African</p> <p>Play in a traditional West African style: Awareness of different parts of the djembe and techniques to play them, strong pulse, cyclic rhythms, rhythmic variety, textural variety (unison, polyrhythms, call and response, improvisation.)</p> <p>Group rehearsing and performing skills: Following instructions, listening and responding, constructive contributions, resilience, reflecting on progress.</p> <p>Rhythmic notation: Perform rhythms from semibreves to semiquavers. Read bass, tone and slap notation</p> <p>Vocal work: Good posture to allow for good breathing, quality of tone, rhythmic, developing pitch.</p>	<p>Knowledge organiser for key language. Reading processes used to follow notation.</p> <p>Djembe, Polyrhythm, Unison, pulse, call and response</p> <p>Ensemble, Perform, rehearse.</p>
Year 7 Autumn	<p>Keyboard Orchestra</p> <p>Students will learn to read stave notation and will play simple keyboard pieces, using a five-finger technique and following notation.</p> <p>Students will also learn about the orchestra; the instrument families and how they work together as a large ensemble.</p>	Performance of Ode to Joy	Listening, theory or key word tasks set to consolidate class learning, as per HL policy.	Keyboards. SoL with associated PPTs and resources in Music OneDrive	<p>Rehearse and perform as part of a keyboard orchestra, demonstrating the conventions of how an orchestra work together, and understanding how to follow notation and matching this to the five finger keyboard technique. Able to play with accurate rhythm and pitch and with an awareness of the different parts within the ensemble.</p> <p>Knowledge of the families and instruments within the orchestra. Demonstrate through a listening test, the ability to identify families and some key instruments within them.</p> <p>Rehearsing and performing skills: Applying knowledge, following instructions, resilience, cooperation with partner, and reflecting on progress.</p> <p>Beethoven's 9th symphony – German composer and 'giant' of the Western Classical tradition.</p>	<p>Knowledge organiser for key language. Reading processes used to follow notation.</p> <p>Orchestra, Quavers, Treble clef, Stave, Crotchets</p> <p>Notate, sections, instruments.</p>

<p>Year 7 Spring</p>	<p>Introduction to Music Sequencing</p> <p>Students will learn to use the program <i>BandLab</i> as an example of a DAW (Digital Audio Workstation) They will learn how to create a project using suitable parameters, record MIDI using a MIDI keyboard and using a step-editor (pencil tool), how to edit MIDI data once recorded, how to change instrument patch.</p> <p>Students will learn about the musical form 'Theme and Variations', they will learn about the musical elements and how to control them to create different moods and effects.</p>	<p>Project layout and competency in using software</p> <p>Sequencing of Ode to Joy</p>	<p>Listening, theory or key word tasks set to consolidate class learning, as per HL policy.</p>	<p>PCs, MIDI Keyboards. SoL with associated PPTs and resources in Music OneDrive</p>	<p>Understand the principles of using a DAW for music creation.</p> <p>Rhythmic & Pitch notation – both as standard notation, and within the context of the 'step-editor'.</p> <p>Understanding theme and variation and how musical elements effect mood.</p> <p>Understanding how to use different instrumentation to create variety and contrast.</p> <p>Beethoven's 9th symphony – German composer and 'giant' of the Western Classical tradition.</p> <p>Western popular music – range of songwriters/producers/DJs</p>	<p>Knowledge organiser for key language. Reading processes used to follow notation.</p> <p>Digital Audio Workstation, Pentatonic, MIDI, Variation, Theme.</p> <p>Arranging, Editing, Software.</p>
<p>Year 7 Spring</p>	<p>Indonesian Gamelan music</p> <p>Students will work within the Gamelan style to develop their knowledge of melody and pitch notation. They will build on their knowledge of rhythm notation and rehearsal skills to create a piece of music on pitched percussion, in an Indonesian style.</p>	<p>Group performance</p>	<p>Listening, theory or key word tasks set to consolidate class learning, as per HL policy.</p>	<p>Glockenspiels / xylophones / boom whackers</p> <p>SoL with associated PPTs and resources in Music OneDrive</p> <p>Possibly PCs if preferable.</p>	<p>Know how Gamelan music is used in Indonesian culture.</p> <p>Understand this is one type of traditional music and that many other genres of music are heard in Indonesia</p> <p>Create and perform in the Gamelan style: Awareness of pitched percussion playing techniques, cyclic rhythms, rhythmic variety, layering (heterophonic texture)</p> <p>Rehearsing and performing skills – as above but with more independence</p> <p>Notation: Secure reading of rhythms with pitch indicated using letter names</p>	<p>Knowledge organiser for key language. Reading processes used to follow notation.</p> <p>Gamelan, Interlocking, Percussion, Pentatonic, Cyclic.</p> <p>Aural, Perform, Traditional, Belief, Religious</p>

<p>Year 7 Summer</p>	<p>Ukulele 4 chords</p> <p>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</p>	<p>Group arrangement and performance of a 4-chord song/ medley</p>	<p>Listening, theory or key word tasks set to consolidate class learning, as per HL policy.</p>	<p>Ukuleles SoL with associated PPTs and resources in Music OneDrive</p>	<p>Parts of the ukulele and playing techniques: Strings, frets, tuning pegs, body, neck, finger board, chords, strumming, up and down strokes, picking</p> <p>Features of standard pop songs: Verse and chorus structure, accompaniment, melody, bass line, lyrics, chord sequence, textural control.</p> <p>Group rehearsing and performing skills: Following instructions, listening and responding to others, constructive contributions, resilience, reflecting on progress.</p> <p>Rhythmic notation: As learnt earlier in year 7, but revisited and applied to learn strumming patterns</p> <p>Vocal work: Good posture to allow for good breathing, quality of tone, rhythmic, awareness of pitch</p> <p>Western Pop music – range of songwriters</p>	<p>Knowledge organiser for key language. Reading processes used to follow notation.</p> <p>Ukulele, Chords, Strumming, Frets, Vocals.</p> <p>Posture, Breathing, Patterns.</p>
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Year 8 Autumn	<p>Minimalism</p> <p>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</p>	<p>Listening, theory or key word tasks set to consolidate class learning, as per HL policy.</p>	<p>PCs and MuseScore.</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, use of texture/layers, retrograde, phasing, augmentation, diminution, metamorphosis,</p> <p>Context within 'Different Trains' – link to antisemitism</p>	<p>Knowledge organiser for key language. Reading processes used to follow notation.</p> <p>Minimalism, Augmentation, Retrograde, Metamorphosis, Diminution.</p> <p>Software, notation, compose.</p>
Year 8 Autumn	<p>Pentatonic March/Waltz</p> <p>Students will improvise a melody using the pentatonic scale and learn about a march and waltz.</p> <p>They will understand about time signatures, rhythm, melodic shape, phrases, repetition and contrast.</p>	<p>Improvisation and performance of melody</p>	<p>Listening, theory or key word tasks set to consolidate class learning, as per HL policy.</p>	<p>SoL with associated PPTs / worksheets / Silent Studies and other resources in Staff Resources.</p>	<p>Understanding pitch, melodic shapes, phrases, rhythm(including dotted crotchets and single quavers), contrast, and repetition, pentatonic scale.</p> <p>Features of Waltz/March: Time signature $\frac{3}{4}$, 4/4, rhythms, 'oom-pah-pah' waltz bass.</p> <p>Western Classical Music</p>	<p>Knowledge organiser for key language. Reading processes used to follow notation.</p> <p>Time Signature, Rhythm, Pentatonic, Melody, Phrases.</p> <p>Improvise, Perform, Repetition.</p>
Year 8 Spring	<p>The Blues:</p> <p>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</p>	<p>Performance of a Blues style piece –</p>	<p>Listening, theory or key word tasks set to consolidate class learning, as per HL policy.</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>Knowledge organiser for key language. Reading processes used to follow notation.</p> <p>12 Bar Blues, Call and Response, Riff, Chords, Triads.</p>

	of the skills needed for song writing.				Group rehearsing and composing skills: Working to a brief, listening and responding to others, constructive contributions, resilience, reflecting on progress, refining ideas. Contextual focus on cultural and musical impact of the Trans-Atlantic Slave Trade	Traditions, Slavery, Cultural.
Year 8 Spring	<p>Battle of the Bands</p> <p>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 chosen song. They will learn the skills to understand and interpret a lead sheet.</p>	<p>Band Performance</p>	Listening, theory or key word tasks set to consolidate class learning, as per HL policy.	SoL with associated PPTs / worksheets / Silent Studies and other resources in Staff Resources.	<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>Knowledge organiser for key language. Reading processes used to follow notation.</p> <p>Interpreting the lyrics</p> <p>Lead sheets, Tablature, Chord sequence, melody, lyrics.</p> <p>Listening, Resilience, Collaborate</p>
Year 8 Summer	<p>Developing Music Sequencing</p> <p>Students will use more advanced DAW techniques by developing a sequenced piece.</p> <p>This includes more advanced features of a DAW, building up their Y7 Music Tech skills.</p>	<p>A sequenced piece of music using of advanced DAW techniques.</p>	Listening, theory or key word tasks set to consolidate class learning, as per HL policy.	SoL with associated PPTs / worksheets / Silent Studies and other resources in Staff Resources. PCs and Bandlab	<p>Understanding how to use more advanced DAW features, including: Automation (volume and panning), stereo field, different FX (e.g. reverb, delay), MIDI editing / arrangement for different instrumentation.</p> <p>Composing and arranging additional parts into the DAW (e.g. harmony vocals, percussion / drums, extra instruments doubling bassline / chords etc)</p> <p>Choice of instrumentation / rhythmic features to dictate style (e.g. Top-40 pop vs Reggaeton vs Rock etc)</p>	<p>Knowledge organiser for key language. Reading processes used to follow notation.</p> <p>Instrumentation, Harmony, Stereo Field, Panning, Sound Effects.</p> <p>Arrangement, layers, order.</p>