

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 Drumming</p> <p>Students will start their musical journey at Southam College by learning how to perform the main five rhythms in music. 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.</p> <p>They will learn good drumming techniques, develop their aural skills and secure their knowledge of simple rhythmic notation.</p>	Ensemble performance & composition	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 grid 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 2	<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>	Ensemble performance & composition	Listening, theory or key word tasks set to consolidate class learning, as per HL policy.	Glockenspiels / xylophones, keyboards and untuned percussion. SoL with associated PPTs and resources in Music OneDrive	<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>Learn how to perform the five main rests in music.</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>

Year 7 Spring 1	Keyboard Skills Students will learn to read stave notation and will play simple keyboard pieces, using a five-finger technique and following notation. Students will also learn about the orchestra; the instrument families and how they work together as a large ensemble.	Class Performance of Pachelbel's Canon	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	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. 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. Rehearsing and performing skills: Applying knowledge, following instructions, resilience, cooperation with partner, and reflecting on progress. Johann Pachelbel – German composer of the Western Classical tradition.	Knowledge organiser for key language. Reading processes used to follow notation. Orchestra, Quavers, Treble clef, Stave, Crotchets, Minims, Semiquavers. Notate, sections, instruments.
Year 7 Spring 2	Introduction to Music Sequencing Students will learn to use the program <i>GarageBand</i> as an example of a DAW (Digital Audio Workstation). Students will learn about structure and how a piece of music is put together. Students will learn how to use samples in a DAW to arrange a piece of music.	Project layout and competency in using software Solo arrangement project showing knowledge of structure	Listening, theory or key word tasks set to consolidate class learning, as per HL policy.	PCs. SoL with associated PPTs and resources in Music OneDrive	Understand the principles of using a DAW for music creation. Understanding how to arrange a piece of music using samples and loops. Understanding how to use different instrumentation to create variety and contrast. Western popular music – range of songwriters/producers/DJs	Knowledge organiser for key language. Reading processes used to follow notation. Digital Audio Workstation, Pentatonic, MIDI, Remixing. Arranging, Editing, Software.

Year 7 Summer 1	Band Project 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.	Ensemble performance	Listening, theory or key word tasks set to consolidate class learning, as per HL policy.	SoL with associated PPTs and resources in Music OneDrive	Instrument / vocal techniques Group rehearsing and arranging skills: Working creatively within a brief, listening and responding to others, constructive contributions, resilience, reflecting on progress, refining ideas. Following lead sheets and instrument specific notation Western Pop music – range of songwriters	Knowledge organiser for key language. Reading processes used to follow notation. Interpreting the lyrics Lead sheets, Tablature, Chord sequence, melody, lyrics. Listening, Resilience, Collaborate
Year 7 Summer 2	The Ukulele Students will learn how to play a series of chords and riffs on the Ukulele, learn to collaborate to rehearse and make musical choices with greater independence from the teacher. Students will also learn how to read Ukulele TAB both as a chord and as a melodic riff.	Ensemble performance	Listening, theory or key word tasks set to consolidate class learning, as per HL policy.	Ukuleles SoL with associated PPTs and resources in Music OneDrive	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: Reading and performing rhythms from Semibreves to Semiquavers. Western Pop music – range of songwriters	Knowledge organiser for key language. Reading processes used to follow notation. Ukulele, Chords, Strumming, Frets. Semibreve, Minim, Crotchet, Quaver & Semiquaver.

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Year 8 Autumn 1	Reggae Students learn about the context and defining features of Reggae music. They perform Reggae songs to discover the stylistic features of Reggae and trace some of these back to the historical context seen in the Blues.	Ensemble Performance of Three Little Birds	Theory/Listening tasks to consolidate learning.	Keyboards. SoL with associated PPTs and resources in Music OneDrive.	Have an awareness of the social, political and religious aspect of Reggae music. Know of Bob Marley as a pioneer of this style. Origins of Reggae: Jamaica – mix of mento, African features (via Slave Trade), big band Jazz (from US) Features of Reggae: Slow tempo, relaxed feel, off beat 'chopped' chords, prominent riff-based bass line, syncopation, band with horn section, organ, extra percussion and pop song structure. Theory: Primary triads, offbeat and syncopated rhythms, passing notes. Effective rehearsal skills: Working on a brief, listening and responding to others, constructive contributions, resilience, reflecting on progress, refining ideas. Practice strategies: Setting aim, focus on specific aspect of technique, working in chunks, repeating, slower tempo, reflecting on progress.	Knowledge organiser for key language. Reading processes used to follow notation. Syncopation Riffs Chord inversions Perform Compose Notate
Year 8 Autumn 2	Electronic Dance Music Students will learn about the key musical features of EDM. Students will use a DAW to arrange samples for a piece of EDM. Students will learn about automation, audio FX, filters and sweeps.	Solo arrangement project showing knowledge of EDM techniques	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.	Understand the principles of using a DAW for music creation. Understanding how to use DAW specific techniques such as automation for greater creativity. Understanding how to manipulate samples for a desired outcome. Western popular music – range of producers/DJs	Knowledge organiser for key language. Reading processes used to follow notation. Time Signature, Rhythm, Pentatonic, Melody, Phrases. Improvise, Perform, Repetition.
Year 8 Spring 1	The Blues 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	Ensemble Performance of a Blues style piece	Listening, theory or key word tasks set to consolidate class learning, as per HL policy.	Keyboards Ukuleles SoL with associated PPTs / worksheets / Silent Studies and other resources in	Keyboard skills: 5 finger technique, triads, (root, third and fifth), bass note, sharps and flats. Ukulele skills: Reading tab, improvising a melody Musical parts: Chords, bass line, riff, melody, and textural control of these parts. Features of Blues: 12 Bar Blues structure,	Knowledge organiser for key language. Reading processes used to follow notation. 12 Bar Blues, Call and

	control texture, developing many of the skills needed for song writing.			Staff Resources.	call and response, improvisation, slow tempo, (shuffle rhythm), blues scale 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	Response, Riff, Chords, Triads. Traditions, Slavery, Cultural.
Year 8 Spring 2	Film Music Students will learn about leitmotifs and how they portray a specific character in a film. Students will learn about sonority and how an instrumental sound can reflect a specific mood.	Solo composition using a DAW	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.	DAW techniques such as automation and FX. Instrumental choices for desired outcomes such as low strings for a horror character or brass for a superhero.	Knowledge organiser for key language. Reading processes used to follow notation. Time Signature, Rhythm, Pentatonic, Melody, Phrases. Improvise, Perform, Repetition.
Year 8 Summer 1	Developing Music Sequencing Students will use more advanced DAW techniques by developing a sequenced piece. This includes more advanced features of a DAW, building up their Y7 Music Tech skills.	A solo sequenced piece of music using of advanced DAW techniques	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.	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. Composing and arranging additional parts into the DAW (e.g. harmony vocals, percussion / drums, extra instruments doubling bassline / chords etc) Choice of instrumentation / rhythmic features to dictate style (e.g. Top-40 pop vs Reggaeton vs Rock etc)	Knowledge organiser for key language. Reading processes used to follow notation. Instrumentation, Harmony, Stereo Field, Panning, Sound Effects. Arrangement, layers, order.

Year 8 Summer 2	Understanding Time Signatures Students will use more advanced DAW techniques by developing a sequenced piece. This includes more advanced features of a DAW, building up their Y7 Music Tech skills.	Solo keyboard performance	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.	Understanding how time signatures affect the feel of a piece of music. Understanding how to read a time signature. Understanding how to perform an 'um-pah-pah' accompaniment pattern on a keyboard.	Knowledge organiser for key language. Reading processes used to follow notation. Time signature, Quavers, Treble clef, Stave, Crotchets, Minims, Semiquavers. Notate, sections, instruments.
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