

KS3 CURRICULUM OVERVIEW

Key Stage 3: Year 7

Overall Curriculum Goals - developing the following Big Ideas:							
<ul style="list-style-type: none"> The Music Curriculum is designed around 5 activities – performing, composing, listening, exploring and SMSC – all interrelated and overlapping All topics directly develop and encourage the skills of listening, performing and composing Music is made up of a set of basic elements 							
Term 1	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7
Term 1	<u>Welcome to Music</u>	<u>Singing</u>	<u>Singing</u>	<u>Singing</u>	<u>Singing</u>	<u>Singing</u>	<i>Extension week</i>
	Overview of year Audience choir (Jacob Collier)	Musical Games My bonnie Remembrance Hymns Pitch	Musical Games Wellerman Remembrance Hymns Pitch, tempo, dynamics <u>Homework</u> – Remembrance Hymns	The Elements of Music Workshopping Wellerman tempo, texture, dynamics and harmony	Performing with the Elements – Adding in a rhythm section Rhythm	Performing with the Elements – Assessment	<i>Further vocal performance</i>
	Key Vocabulary/Concepts/ideas						
	The Elements of Music			PITCH, TEMPO, DYNAMICS, TEXTURE, HARMONY, RHYTHM			
Term 2	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7
Term 2	<u>I Got Rhythm</u>	<u>I Got Rhythm</u>	<u>I Got Rhythm</u>	<u>I Got Rhythm</u>	<u>I Got Rhythm</u>	<u>I Got Rhythm</u>	<i>Extension week</i>
	Samba Instruments and form	Samba Rhythm	Samba Rhythmic Ostinato	Samba Texture <u>Homework</u> - Rhythm sheet	Samba Group samba piece using rhythm grid	Samba Group performance Assessment	<i>Performance Revision</i> <i>An opportunity to revisit a favourite performance piece</i>
	Key Vocabulary/Concepts/ideas						
	Musical Pulse To understand that pulse is a fundamental that music is built To distinguish between pulse and rhythm To develop a feeling for and awareness of a regular pulse in music from different cultures Develop an understanding of note values in terms of duration, bars and simple time signature						

	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	
Term 3	<u>Riff 'n Reggae</u>	<u>Riff 'n Reggae</u>	<u>Riff 'n Reggae</u>	<u>Riff 'n Reggae</u>	<u>Riff 'n Reggae</u>	<u>Riff 'n Reggae</u>	<i>Extension week</i>
	Singing	Keyboard	Keyboard	Ukulele	Group work		<i>Performance Revision</i>
	Melody	Chords and notation <u>Homework</u> Staff notation	Chords and riff	Chords and parts of the ukulele <u>Homework</u> Parts of the ukulele	Ukulele, keys singing	Assessment	<i>An opportunity to revisit a favourite performance piece</i>
Key Vocabulary/Concepts/ideas							
	Keyboard Skills	understand how a classroom keyboard is played and set out			the basics of staff notation		
	Ukulele Skills	Understand parts of the ukulele			the basics of tab reading (link to mathematical graphs)		

	CEIAG
	<p>The study of music at KS3 starts to equip you with the skills and knowledge to enter music related further education. Music can be studied at GCSE, A Level and at University or College. It can also lead to employment in music related professions as a Music Teacher, Performer, Composer, Producer and Technician. Music also has many leisure and part time / casual employment opportunities such as community music activities and groups, DJ-ing and part time performing. Importantly the study of music also provides you with a range of transferable skills which are valuable to any employer. These include:</p> <ul style="list-style-type: none"> • Working Alone • Working in a Group / Team • Leadership Skills • Motivation / Dedication / Commitment to a task • Time Management • Performing and Presentation Skills • Perseverance • Initiative • Listening • Dexterity and Fine Motor Skills • Creativity <p>Music-Why Bother? Videos to link the topic with transferable employability skills Where can music take you? Induction lesson Orchestra Jobs</p>

Personal Development

Resilience and confidence - Individual musical performance tasks and challenges are set throughout year 7. Attempting to achieve success in these tasks requires and develops resilience and determination. Students will develop confidence by performing their work to each other, the teacher or the rest of the class.

Responsible, respectful and active citizens – Sharing musical equipment, which is also used by others, encourages careful, responsible and correct use.

Mutual respect and tolerance – Students are expected to behave as an encouraging and respectful audience when work is shared. In this way the students learn and practice performance etiquette.

Key Stage 3: Year 8

Overall Curriculum Goals - developing the following Big Ideas: <ul style="list-style-type: none"> • Music is created for a variety of different purposes and contexts. • 'Structure' - an important concept in creating music (4 chord songs) – melodic and harmonic • Performing independent parts in music performance 							
T e r m 1	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7
	<u>Singing</u>	<u>Singing</u>	<u>Singing</u>	<u>Singing</u>	<u>Singing</u>	<u>Singing</u>	<i>Extension week</i>
	Rhythm We will rock you	Pitch/Riff Viva La Vida	Riff Viva la Vida/Pomepii	Lyrics Re-writing lyrics <u>Homework</u> - finish lyrics as a group	Rehearsal Rehearse new piece in groups	Performance of re-worked piece in group Assessment	<i>Performance Revision</i> <i>An opportunity to revisit a favourite performance piece</i>
	Key Vocabulary/Concepts/ideas						
The Elements of Music PITCH, TEMPO, DYNAMICS, TEXTURE, HARMONY, RHYTHM							
Adding in: Harmony lines, riffs, and song writing							
T e r m 2	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7
	<u>The Blues</u> History and background	<u>The Blues</u> Structure Playing a 12 bar blues <u>Homework</u> -key words	<u>The Blues</u> Chords Self-assessment	<u>The Blues</u> Walking Bass Over 12 bar blues in C	<u>The Blues</u> Improvisation Over 12 bar blues	<u>The Blues</u> Performance of Blues piece Assessment	<i>Extension week</i> <i>Performance Revision</i> <i>An opportunity to revisit a favourite performance piece</i>

Key Vocabulary/Concepts/ideas								
The Blues history of popular music and songs/links to slavery musical chord structures								
T e r m 3	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6		
	4 chord songs Chords structure I-V-vi-IV	4 chord songs Keyboard Chords and inversions Homework Chords and inversions sheet	4 chord songs Ukulele Chords	4 chord songs Keyboard/Ukulele/Voice Melody	4 chord songs Rehearsal	4 chord songs Class performance of 4-chord song Assessment	4 chord songs	Extension week <u>Performance Revision</u> An opportunity to revisit a favourite performance piece or activity
	Key Vocabulary/Concepts/ideas							
Inversions, pop music, structure, band skills								
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Music-Why Bother? Videos to link the topic with transferable employability skills Musical venues and careers opportunities Music to influence and enhance mood in the media								
Personal development								
The central topic of year 8, The history and structure of Blues music, yields multiple opportunities to consider issues of mutual respect and tolerance, people's faiths and beliefs, cultural differences and eventually the shared musical heritage. 4 chord songs help students to understand basic music theory and how to make a successful song								

Key Stage 3: Year 9

Overall Curriculum Goals - developing the following Big Ideas:							
<ul style="list-style-type: none"> Composing on a DAW to a set brief Repeated patterns in music – riffs and ground bass. Arranging cover performances of chosen songs by experimenting with all different elements of music 							
T e r m 1	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7
	Riff analysis What is a riff? Why do musicians use them?	Sweet Dreams Riff	Sweet Dreams Triads Dm/Bb/A Learning triads	Sweet Dreams Melody Learn melody of Sweet Dreams	Sweet Dreams Tempo Group rehearsal	Sweet Dreams Sweet Dreams Performance in groups of Sweet Dreams	Sweet Dreams

		Listening to Sweet Dreams and identifying the riff Performing riff				Assessment	
	Key Vocabulary/Concepts/ideas						
DAW music layers – sampling Electronic Dance Music							
Te r m 2	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	
	<u>Musical Futures</u>	<u>Musical Futures</u>	<u>Musical Futures</u>	<u>Musical Futures</u> Compose cover of chosen song in groups (varying tempo/structure/instruments)	<u>Musical Futures</u>	<u>Musical Futures</u> Assessment	<i>Extension week</i> <i>Performance Revision</i> <i>An opportunity to revisit a favourite performance piece or activity</i>
	Key Vocabulary/Concepts/ideas						
Band skills, form and structure, songwriting,							
Te r m 3	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	
	<u>Repetition DAW</u> Electronic Drum Machines Rhythm	<u>Repetition Dance Music</u> Listening to layered music EDM Composing music in layers (texture) <u>Homework</u> -key words	<u>Repetition Dance Music</u> Composing music in layers Texture	<u>Repetition Dance Music</u> Composing music in layers	<u>Repetition Bass</u> Self-assessment	<u>Repetition Bass</u> Self-assessment	<i>Extension week</i> <i>Performance Revision</i> <i>An opportunity to revisit a favourite performance piece or activity</i>
	Key Vocabulary/Concepts/ideas						
DAW music layers – sampling Electronic Dance Music							
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Role of music in the technical working world Music in the events industry Music review of local Further Education Opportunities							

Personal Development

Online and offline risks to wellbeing – In year 9 students work increasingly with music technology. As part of the preparation for this we highlight the risks of being online and appropriate use of technology.

Resilience and confidence - - Individual musical creating tasks and challenges are set throughout year 9. Attempting to achieve success in these tasks requires and develops resilience and determination. Students will develop confidence by sharing their work with each other, the teacher or the rest of the class.

Responsible, respectful and active citizens – Music offers a variety of extra-curricular activities throughout the year, some linked closely with Drama, which give the opportunity for students to actively and contribute to the school community, working with each other in a responsible and respectful manner.