

KS3 Music Curriculum Overview - Year 7

Module 1	Module 2	Module 3	Module 4	Module 5	Module 6
<p>Music - The Basics</p> <p>Learning to recognise and understand pitch, dynamics, duration, tempo, rhythm and texture and how these elements are used to create music.</p> <p>Understanding how music is organised through different methods of notation - practicing labelling notes and reading from notation.</p> <p>learning basic keyboard skills and playing a simple melody using notation.</p>	<p>Instruments of the Orchestra / Keyboard Skills</p> <p>Learning about the context of the orchestra and how to recognise the different instrumental families of the orchestra.</p> <p>building on notation and rhythm reading by repetition of labelling notes and by playing simple melodies on the keyboard.</p> <p>Playing using both right and left hand on the piano.</p>	<p>Hindustani Raga</p> <p>To recognise instruments such as Sitar, Tempura and Tabla when listening to extracts of music.</p> <p>To gain an understanding of how Hindustani Classical music evolved historically to what it is today.</p> <p>To be able to form and play Raga scales and to compose and play a piece using a drone and a Raga.</p>	<p>Chords / Scales</p> <p>Understanding how to create both major and minor chords and playing both broken and block chords with confidence to an internal pulse.</p> <p>Playing Bruno Mars' 'Grenade', using both block and broken chords.</p> <p>Understanding chord sequence and being able to identify chord changes in pieces listened to.</p>	<p>Carmina Burana 20th Century</p> <p>Understanding the historical context and era that 'Carmina Burana' was written in.</p> <p>Playing and performing in solo and ensemble contexts, using voices and instruments, fluently and with accuracy and expression.</p> <p>Improvising and composing, extending and developing musical ideas. Using the staff and other relevant notations appropriately and accurately..</p>	<p>Performance</p> <p>This module is about putting together the knowledge learnt throughout the year of:</p> <ul style="list-style-type: none"> - Notation reading, - Rhythm reading, - Piano fingering, - Timekeeping, - Right & left hand independence - dynamic marking / Italian terms.
<p>Assessment: Keyboard and note reading skills test 'Lean on Me' Performance.</p>	<p>Assessment: Keyboard performance of 'Umbrella' using both right and left hand. Listening assessment on 'Instruments of the orchestra'.</p>	<p>Assessment: Performance/ composition assessment in pairs of a raga with drone.</p>	<p>Assessment: Performance assessment playing block and Broken chords.</p>	<p>Assessment: Whole class ensemble performance, and listening assessment.</p>	<p>Assessment: Performance assessment of John Legend 'All of Me'</p>
<p>Vocab: Tempo, pitch, rhythm, melody, texture, dynamics, crotchet quaver, minim, semibreve.</p>	<p>Vocab: Orchestra, Strings, Brass, percussion, woodwind, bar, accent, semiquaver chorus, verse, bridge.</p>	<p>Vocab: Sitar, Tanpura, Tabla, Drone, Raga, flat, sharp, improvisation.</p>	<p>Vocab: Semitone, tone, root note, block chord. Broken chord, triad chord, inversion, scale chord progression, major minor.</p>	<p>Vocab: Syncopation, cross rhythm, call and response, time signature, tremolo</p>	<p>Vocab: Crescendo, diminuendo, melody, ostinato, pulse, Piano, Forte</p>

KS3 Music Curriculum Overview - Year 8

Module 1	Module 2	Module 3	Module 4	Module 5	Module 6
<p>Minimalism</p> <p>Particular focus and analysis on key composers in the genre: Steve Reich and Mike Oldfield. Pieces including: 'Tubular bells', 'Six Marimbas', and understanding composers' aims and intentions.</p> <p>Developing notation writing and composition skills</p>	<p>Music For Screen</p> <p>listenening with increasing discrimination to a wide range of music from great composers and musicians. Playing and performing confidently in a range of solo and ensemble contexts using voice, playing instruments fluently and with accuracy and expression.</p> <p>improvising and composing in a minor key, extending and developing musical ideas by drawing on a range of musical structures, genres and traditions typical of film music.</p>	<p>Romanticism/ Peer Gynt</p> <p>Understanding the historical and social context of music from the Romantic Era, and of Peer gynts work and incidental music..</p> <p>Building on keyboard skills, note reading and playing the piece 'Hall of the Mountain King' (Peer Gynt) using both treble and bass clef and both right and left hands.</p> <p>Practicing the importance of independence between the two hands playing different rhythms on the piano.</p>	<p>Intro to Band Lab Composition</p> <p>Taking a look into how contemporary music is composed in DAW - using Chords, melody, sampling, structure bassline and audio effects to add to a contemporary inspired composition.</p> <p>Listening to extracts and focussing on compositional techniques such as textural shifts and hooks to keep the listener interested.</p> <p>Pupils will build on browser based production skills and incorporate musical knowledge into their work.</p>	<p>Reggae</p> <p>Gaining knowledge of the social historical context of Reggae music with a focus the musical influences of Reggae (Mento, Ska, Rock Steady)</p> <p>Building a strong sense of rhythmic playing with an emphasis on off beats.</p> <p>Playing with a partner to improve listening and time keeping.</p>	<p>Protest Music / Hip Hop</p> <p>Understanding why protest music is made across musical genres with case studies including 'The Sex Pistols', 'MIA' and 'Kendrick Lamar'. Looking at the social context to iconic pieces of music that reflect a movement in society.</p> <p>Writing lyrics using rhyming schemes and learning about articulation and word setting. Creating a beat with a sample or melodic riff to rap over / sing over with hip hop stylistic traits.</p>
<p>Assessment: Notation writing, composition and performance</p>	<p>Assessment: Composition and duet performance of a piece played to a moving image.</p>	<p>Assessment: Performance assessment on 'Hall of the Mountain King'</p>	<p>Assessment: Bandlab audio track and screenshot.</p>	<p>Assessment: Duet performance of Bob Marley's 3 Little Birds.</p>	<p>Assessment: Small group ensemble assessment - using key samba rhythms and calls learnt in class ensemble.</p>
<p>Vocab: cell, phasing, diminution, augmentation, layering, addition, subtraction, ostinato.</p>	<p>Vocab: Leitmotif, pitched/ unpitched percussion, diegetic / non-diegetic, pianissimo, minor key</p>	<p>Vocab: bass clef, Romanticism, conjunct, disjunct, chromatic, staccato, incidental music, ternary form</p>	<p>Vocab: riff, sample, syllabic melismatic, word setting, rhyming scheme, strophic, binary form, articulation, projection</p>	<p>Vocab: syncopation, key signature, pulse, phrasing, off-beat,</p>	<p>Vocab: Syncopation, clave, call and response, dotted rhythm, cross-rhythm, samba, Batacuda</p>

KS3 Music Curriculum Overview - Year 9

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<p>Fela Kuti - Afrobeat</p> <p>Learning how to play rhythmically in an ensemble - listening skills and team work with playing drum rhythms.</p> <p>Understanding Fela Kuti's life and how he came to be such an important political figure as well as musician.</p> <p>Understanding Nigeria's politics and major events preceding and throughout Fela's career.</p>	<p>Classical Era: Fur Elise</p> <p>Understanding the historical context of the Romantic Era of music and how it spanned the arts and society. Learning key moments from Beethoven's life, leading him to be the pioneer of the beginning of Romanticism in music.</p> <p>Performing Fur Elise, with particular focus on more complex right and left hand independence.</p> <p>Building on knowledge reading treble and bass clef and use of cadence in music.</p>	<p>Jazz and Blues / Glenn Miller</p> <p>Learning the historical and social context and background of Jazz and Blues looking in particular at Glenn Millers 'In The Mood'</p> <p>Performing a 12 bar Blues 'In the Mood'(Glenn Miller) with a swing style of quavers.</p> <p>Practicing playing a more complex part in the left hand with improved dexterity - and working with improvisation in the blues scale.</p>	<p>Ensemble Remix - Pop arrangement</p> <p>Pupils will learn the fine nuance of playing in an ensemble. We will learn the material then focus on expression, dynamics and articulation to play a band arrangement of a pop song.</p> <p>Ensemble playing will develop on listening skills, team work, time keeping and accuracy. There will be opportunities for leading and conducting.</p>	<p>Harmony/ Composition prep</p> <p>Providing a taste of GCSE composition by composing a piece of music to a set brief, culminating on the music theory and skills learnt throughout KS3.</p> <p>Recapping on music theory knowledge learnt throughout the KS3 and sitting a practice listening exam that will be the end of year assessment that reflects GCSE Appraisal.</p>	<p>Solo Performance</p> <p>Providing a taste of GCSE performance practicing a choice of pieces independently through disciplined study, culminating in a performance assessment.</p> <p>Particular focus on expression, dynamics and fluency that will elevate pupil's playing to GCSE level.</p>
<p>Assessment: Small group ensemble with focus on syncopated rhythms.</p>	<p>Assessment: Solo left and right hand independence - Fur Elise.</p>	<p>Assessment: Arrangement and performance of blues walking bass line / chords / melody either duet or solo.</p>	<p>Assessment: Small ensemble performance</p>	<p>Assessment: music software skills and compositional devices - composition.</p>	<p>Assessment: Solo Performance - using performance knowledge and skills accumulated thus far.</p>
<p>Vocab: Syncopation, polyrhythm, endless groove, Shekere, exoneration, military coup, colonisation, call and response,</p>	<p>Vocab: cadence, chromatic, key signature, time signature. Bass clef, anacrusis, Romanticism</p>	<p>Vocab: Solo, improvisation, sequence, imitation, jazz, blues, legato, staccato, 12 bar blues, blues scale.</p>	<p>Vocab: Syncopation, groove, verse, chorus, bridge, pulse, chord, key signature,</p>	<p>Vocab: distortion, reverb, panning, track, midi, metronome, BPM, Metronome,</p>	<p>Vocab: Articulation, staccato, legato, expression, tonality</p>