

SUBJECT: Music

Key Stage 3: Curriculum Intent (BRIEF):

2020-21	Year 7 Each topic is 10 weeks	Year 8 Each topic is 10 weeks	Year 9 Each topic is 10 weeks
Autumn 1	<p>Topic: Musical elements Content covered, including knowledge and skills. Tempo Rhythm Dynamics, Pitch Singing Theory Rhythmic work Students will learn to identify the elements aurally Students will focus on rhythmic textures Students will work to maintain a part within a group performance Students will contribute to a group composition combining the elements</p> <p>Links to prior learning. This topic will be used as a baseline to assess student abilities in recognising the Musical Elements. Singing will be the foundation upon which we explore all the musical elements aurally. Students will build on singing technique learnt in primary school</p> <p>Links to British Values, SMSC and work-related learning</p>	<p>Topic: The Blues Content covered, including knowledge and skills. Listening activities Whole class ensemble piece in Blues style Theory – how chords are formed, and more complex chords Students will learn to identify the features of Blues music aurally Students will contribute to a group composition combining Blues features Students will learn to improvise using the blues scale Students will learn to maintain a part in a group performance</p> <p>Links to prior learning. This unit builds on students' knowledge of chords. Students now look at more complex chords and scales, to inform their choices in their composition work.</p> <p>Links to British Values, SMSC and work-related learning Working in pairs/ groups. Teamwork in practical activities. Listening to student performances with respect. Speaking and listening when giving feedback on student work and performances.</p>	<p>Topic: African Music Content covered, including knowledge and skills. Listening activities Whole class ensemble piece in African style Theory - Rhythmic notation Students will learn to identify the features of African music aurally Students will contribute to a group composition combining features of African music Students will learn to identify polyrhythms and compose a polyrhythmic piece Students will learn to maintain a part in a group performance</p> <p>Links to prior learning. Students will build on rhythmic work that they have done throughout KS3 and will learn to create more complex rhythmic patterns as rhythms interlock</p> <p>Links to British Values, SMSC and work-related learning Working in pairs/ groups. Teamwork in practical activities. Listening to student performances with respect. Speaking and listening when giving feedback on student work and performances.</p>

	<p>Working in pairs/ groups. Teamwork in practical activities. Listening to student performances with respect. Speaking and listening when giving feedback on student work and performances.</p> <p>To understand how composers, work to create effects in music, linking to the professional world of musicians and composers</p> <p>Literacy: Key words and terminology Tempo, timbre, texture, dynamics, pitch, rhythm, duration, structure, notation, crotchet, quaver, minim, semibreve</p>	<p>Students will learn about a period in history and a style of music, learning about features of this style of music and how it develops, and students will watch performances on YouTube of professional musicians</p> <p>Literacy: Key words and terminology 12 bar blues, chord progression, tonic, dominant, subdominant, turnaround, improvisation, 7th chords, walking bass, instruments, strings, brass, woodwind, percussion, keyboard</p>	<p>Students will have some awareness and understanding of the role of African music in African society and culture. Students will learn composition skills and appreciate the role and work of a composer.</p> <p>Literacy: Key words and terminology Interlocking patterns, Pentatonic scale, Ostinato, Polyrhythm, Percussion, Call and response, Harmony, Improvisation, Xylophone, Minimalism</p>
Autumn 2	<p>Topic: <u>W/C November 30th</u> Keyboard skills</p> <p>Content covered, including knowledge and skills. Singing Theory Rhythmic work Notation This topic will help students continue their exploration of the musical elements, focussing specifically on pitch and rhythm. Students will develop the ability to read notated music involving simple rhythms. Students will work on solo performances.</p> <p>Links to prior learning. Students will build on the last topic where they learnt to play rhythms on unpitched instruments. Students will now learn about adding pitch to rhythm to create melody.</p>	<p>Topic: <u>W/C November 30th</u> Reggae</p> <p>Content covered, including knowledge and skills. Listening activities Ensemble piece in Reggae style Theory – Sharps and flats, Rhythm - off beat, syncopation Students will learn to identify the features of Reggae music aurally Students will contribute to a group composition combining Reggae features Students will learn to maintain a part in a group performance Compose a cover version of a song in Reggae style</p> <p>Links to prior learning. This unit builds on students' knowledge of chords and rhythm. Students now look at more complex rhythms and chords to</p>	<p>Topic: <u>W/C November 30th</u> Minimalism</p> <p>Content covered, including knowledge and skills. Listening activities Ensemble piece in minimalist style Theory - Rhythmic notation Students will learn to identify the features of Minimalist music aurally Students will contribute to group compositions combining features of Minimalist music Students will learn to identify features such as phase shifting, metamorphosis, additive patterns Compose minimalist style piece</p> <p>Links to prior learning. This unit builds on students' knowledge of melody and rhythm. Students now look at more complex patterns and compositional devices to</p>

	<p>Students will learn about these elements through the medium of the keyboard.</p> <p>Links to British Values, SMSC and work-related learning</p> <p>Working in pairs/ groups. Listening to student performances with respect. Speaking and listening when giving feedback on student work and performances.</p> <p>Students will learn about the skills that a professional musician needs, learning how to rehearse and the importance of warmups.</p> <p>Literacy: Key words and terminology</p> <p>Rhythm, melody, register, range, sequence, scalar, chord, steps, leaps, notation, stave, ledger line, bar, treble clef, crotchet, minim, semibreve, quaver, rest</p>	<p>inform their choices in their composition work.</p> <p>Links to British Values, SMSC and work-related learning</p> <p>Working in pairs/ groups. Listening to student performances with respect. Speaking and listening when giving feedback on student work and performances.</p> <p>Students will learn about a period in history and a style of music, learning about features of this style of music and how it develops, and students will watch performances on YouTube of professional musicians</p> <p>Literacy: Key words and terminology</p> <p>Reggae, Off beat, Skank, Riff, Ostinato, Chord, Bob Marley, Sharp, Bass clef, Key-signature, Tie, Primary chords' Accompaniment, Hammond Organ Bubble, Shuffle</p>	<p>create rhythms and melodies to inform their choices in their composition work.</p> <p>Links to British Values, SMSC and work-related learning</p> <p>Working in pairs/ groups. Listening to student performances with respect. Speaking and listening when giving feedback on student work and performances.</p> <p>Students will learn about a period in history and a style of music, learning about features of this style of music and how it develops, and students will watch performances on YouTube of professional musicians</p> <p>Students will learn composition skills and appreciate the role and work of a composer.</p> <p>Literacy: Key words and terminology</p> <p>Minimalism, Phase shifting, Metamorphosis Steve Reich, Ostinato, Loop, Texture Additive patterns, Fading, Multi-tracking Interlocking patterns</p>
Spring 1	Topic: Keyboard skills continued as above	Topic: Reggae continued as above	Topic: Minimalism continued as above
Spring 2	<p>Topic: <u>W/C March 1st</u></p> <p>Ensembles</p> <p>Content covered, including knowledge and skills.</p> <p>Students will learn how chords are formed</p> <p>Chords and singing in small ensemble</p> <p>Song writing – on ukulele and keyboards</p> <p>Students explore how different parts contribute to an ensemble</p>	<p>Topic: <u>W/C March 1st</u></p> <p>Theme and variations</p> <p>Content covered, including knowledge and skills.</p> <p>Listening activities</p> <p>Students will learn to identify a variety of compositional and melodic devices aurally</p> <p>Students will learn to compose using different compositional devices</p>	<p>Topic: <u>W/C March 1st</u></p> <p>Salsa</p> <p>Content covered, including knowledge and skills.</p> <p>Listening activities</p> <p>Ensemble piece in Salsa style</p> <p>Theory – chords, inversions, parallel harmony</p> <p>Students will learn to identify the features of Salsa music aurally</p>

	<p>Students work in an ensemble exploring a wide range of musical styles and genres Students explore other forms of notation (tablature). Students will gain an understanding of how to identify chords using tab.</p> <p>Links to prior learning. Students will build on the previous topic of keyboard skills but will now learn about how to accompany a melody in the form of chords.</p> <p>Links to British Values, SMSC and work-related learning Working in pairs/ groups. Teamwork in practical activities. Listening to student performances with respect. Speaking and listening when giving feedback on student work and performances. Students will watch performances of professional musicians on YouTube in a range of styles</p> <p>Literacy: Key words and terminology Ensemble, Riff, Ostinato, Chord, Sharp, Flat Pulse, Structure, Tab, Accompaniment</p>	<p>Students will learn to compose using different metres. Students will create a piece based on a Theme with variations using a variety of compositional devices</p> <p>Links to prior learning. This unit builds on students' knowledge of melody and rhythm. Students will learn how to manipulate rhythm and melody using compositional devices.</p> <p>Links to British Values, SMSC and work-related learning Working in pairs/ groups. Listening to student performances with respect. Speaking and listening when giving feedback on student work and performances. Students will watch performances on YouTube of professional musicians Students will learn composition skills and appreciate the role and work of a composer.</p> <p>Literacy: Key words and terminology Theme, Variations, Ostinato, Canon, Round Transpose Interval, Scale, Call and Response, Parallel motion, Contrary motion, Major, Minor, Consonant, Dissonant, Retrograde, Sequence, Countermelody, Tonic, dominant</p>	<p>Students will contribute to a group composition combining Salsa features Students will learn to maintain a part in a group performance Compose a cover version of a song in a Salsa style</p> <p>Links to prior learning. This unit builds on students' knowledge of chords and rhythm. Students now look at chord inversions, harmony, rhythmic ostinato and structure to inform their choices in their composition work.</p> <p>Links to British Values, SMSC and work-related learning Working in pairs/ groups. Listening to student performances with respect. Speaking and listening when giving feedback on student work and performances. Students will have some awareness and understanding of the roots of salsa music in Latin American and Cuban culture.</p> <p>Literacy: Key words and terminology Salsa, Syncopation, Harmony, Riff, Guajeo, Chord, Polyrhythm, Son clave Bass line, Intervals, Call and Response, Structure, Tag</p>
Summer 1	<p>Topic: <u>W/C May 17th</u> Film music</p>	<p>Topic: <u>W/C May 17th</u> Samba</p>	<p>Topic: <u>W/C May 17th</u> Music and Space</p>

	<p>Content covered, including knowledge and skills. Listening tasks on film music Identify the instruments of the orchestra aurally and visually Students will learn to identify features of film music aurally Performing and composing tasks using various melodic and compositional devices found in film music Students will contribute to a group composition combining musical features to portray different characters in a film.</p> <p>Links to prior learning. Students will build on all the previous topics. Students will learn how the musical elements explored in Term 1, can create effect in film music to help portray the emotion and action. Students will compose their own film music using major and minor chords, melodic patterns, rhythmic ostinato and incorporating all the musical elements.</p> <p>Links to British Values, SMSC and work-related learning Working in pairs/ groups. Teamwork in practical activities. Listening to student performances with respect. Speaking and listening when giving feedback on student work and performances. Students will listen to a range of film music and watch performances of professional orchestral musicians on YouTube.</p>	<p>Content covered, including knowledge and skills. Listening activities Whole class ensemble piece in Samba style Theory - Rhythmic notation Students will learn to identify the features of Samba music aurally Students will learn to identify call and response in Samba music and compose their own call and response patterns Students will learn to maintain a part in a group performance Compose a piece in Samba style</p> <p>Links to prior learning. Students will build on previous rhythmic work and will learn to create more complex rhythmic patterns as rhythms interlock</p> <p>Links to British Values, SMSC and work-related learning Teamwork in practical activities. Listening to student performances with respect. Speaking and listening when giving feedback on student work and performances. Students will have some awareness and understanding of the role of samba music in Brazilian society and culture. Students will learn composition skills and appreciate the role and work of a composer.</p> <p>Literacy: Key words and terminology</p>	<p>Content covered, including knowledge and skills. Listening tasks on Western Classical and film music linked to Space Identify rhythmic and melodic ostinato Students will learn to identify compositional devices and melodic devices aurally Performing and composing tasks using various melodic and compositional devices Students will contribute to a group composition combining musical features to portray space music</p> <p>Links to prior learning. Students will build on previous compositional work, creating rhythmic and melodic ostinato and melodic patterns based on certain note sets to create an effect. Students will compose their own space music incorporating all the musical elements.</p> <p>Links to British Values, SMSC and work-related learning Working in pairs/ groups. Listening to student performances with respect. Speaking and listening when giving feedback on student work and performances. Students will listen to a range of music and watch performances of professional orchestral musicians on YouTube.</p> <p>Literacy: Key words and terminology Metre, Time signature, Ostinato, Triplet quavers Tritone, Middle Eight, Tonality, Ternary form, Major, Minor, Leitmotif, Borrowed music</p>
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Summer 2	Topic: Film music continued as above	Samba continued as above	Music and Space continued as above