

SUBJECT: Music 2022-2023

Key Stage 3: Curriculum Intent (BRIEF):

	Year 7	Year 8	Year 9
Autumn 1 And Autumn 2	<p>Topic: Music Creations</p> <p>Content covered, including knowledge and skills.</p> <p>Tempo Rhythm Dynamics, Pitch Singing Theory Rhythmic work Students will learn to work with musical sound to explore how the musical elements can be combined to create effect.</p> <p>Links to prior learning. Students will build on previous knowledge from Primary School which should have focussed on 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 watch performances of professional musicians on YouTube in a range of styles</p>	<p>Topic: The Blues</p> <p>Content covered, including knowledge and skills.</p> <p>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: Around the World</p> <p>Content covered, including knowledge and skills.</p> <p>Listening activities Whole class ensemble pieces in various world musics Theory - Rhythmic notation Students will learn to identify the features of African, Samba, Indian, Bhangra music aurally Students will contribute to a group composition combining features of the various world musics studied and bring their own cultural identity to the music (for example Turkish guitar music) 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 and melodies as patterns 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>Literacy: Key words and terminology Tempo, timbre, texture, dynamics, pitch, rhythm, duration, structure, notation, crotchet, quaver, minim, semibreve, improvisation, graphic score, composing</p>		<p>Students will have some awareness and understanding of the role of World music in 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, Ostinato, Polyrhythm, Percussion, Call and response, Harmony, Improvisation, Tala, Raga, Drone</p>
Spring 1 And Spring 2	<p>Topic: Keyboard skills 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. 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. Students will learn about these elements through the medium of the keyboard. Links to British Values, SMSC and work-related learning</p>	<p>Topic: Song Writing Content covered, including knowledge and skills. Listening activities Lyric writing Chord sequences Students will learn to identify the features of songs aurally Students will contribute to a group composition creating their own song Students will learn to maintain a part in a group performance. Students will increase confidence in singing which is a particular focus of KS3 this year. Links to prior learning. Students will build on knowledge of chords, rhythmic and melodic work that they have done and will learn to add a vocal melody to a chord sequence Links to British Values, SMSC and work-related learning</p>	<p>Topic: Minimalism 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 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 create rhythms and melodies to inform their choices in their composition work. 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 Rhythm, melody, register, range, sequence, scalar, chord, steps, leaps, notation, stave, ledger line, bar, treble clef, crotchet, minim, semibreve, quaver, rest</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>Students will have some awareness and understanding of the role of songs and song writing in our society and culture. Students will learn composition skills and appreciate the role and work of a composer.</p> <p>Literacy: Key words and terminology Lyrics, chords, Structure, Verse, Chorus, Melody, Vocals, Accompaniment, Backing, Instruments</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 Minimalism, Phase shifting, Metamorphosis Steve Reich, Ostinato, Loop, Texture Additive patterns, Fading, Multi-tracking Interlocking patterns</p>
Summer 1 And Summer 2	<p>Topic: Around the World Content covered, including knowledge and skills. Listening activities Whole class ensemble pieces in various world musics Theory - Rhythmic notation Students will learn to identify the features of African, Samba, Indian, Bhangra music aurally Students will contribute to a group composition combining features of the various world musics studied and bring their own cultural identity to the music (for example Turkish guitar music) Students will learn to maintain a part in a group performance</p>	<p>Topic: Film Music 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. Links to prior learning. Students will build on all the previous topics. Students will learn how the musical</p>	<p>Topic: Song Writing Content covered, including knowledge and skills. Listening activities Lyric writing Chord sequences Students will learn to identify the features of songs aurally Students will contribute to a group composition creating their own song Students will learn to maintain a part in a group performance Links to prior learning. Students will build on knowledge of chords, rhythmic and melodic work that they have done throughout KS3 and will learn to add a vocal melody to a chord sequence. Students will</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 and melodies as patterns 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. Students will have some awareness and understanding of the role of World music in 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, Ostinato, Polyrhythm, Percussion, Call and response, Harmony, Improvisation, Tala, Raga, Drone</p>	<p>elements 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>increase confidence in singing which is a particular focus of KS3 this year.</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 have some awareness and understanding of the role of songs and song writing in our society and culture. Students will learn composition skills and appreciate the role and work of a composer.</p> <p>Literacy: Key words and terminology Lyrics, chords, Structure, Verse, Chorus, Melody, Vocals, Accompaniment, Backing, Instruments</p>
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