

## Music KS3 Curriculum

### CURRICULUM INTENT?

**What does Music help young people achieve at KS3? Why have you made these curriculum choices?**

Music at KS3 allows young people to explore, develop and demonstrate their skills in Performance, Composition and Listening and Appraising, through the study of a variety of topics. This to develop a love of music and their talent as musicians, and so increase their self-confidence, creativity and sense of achievement. As pupils progress, they should develop a critical engagement with music, allowing them to compose, and to listen with discrimination.

The topics have been chosen to allow students to gradually build on the musical skills and knowledge gained at KS2. Each module requires students to apply the previously learnt skills and knowledge to the tasks in the current unit.

**\* Due to Covid 19 restrictions, a scheme of work may need to be adapted or changed to support the government guidance of the moment.**

### TERM BY TERM BREAKDOWN – Knowledge acquired and skills developed:

	Year 7 Course Outline	Year 8 Course Outline	Year 9 Course Outline	Opportunities beyond the classroom
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<p style="text-align: center;"><b>Autumn Term 1</b></p>	<p><i>Knowledge:</i> Students will have; An understanding about Pitch, Dynamics, Duration, Tempo, Texture, Timbre or Sonority, Articulation and Silence and are introduced to Graphic Notation and Graphic Scores. An understanding of effective keyboard performance technique including basic treble clef staff notation.</p> <p><i>Key Skills:</i> Students will be able to; Understand and recognise the Elements of Music: pitch, tempo, dynamics, duration, texture, timbre or sonority, articulation, silence. Draw on the Elements of Music as a resource when composing, Create and improvise and using the Elements of Music effectively when performing and singing. Recognise the Elements of Music when listening to and appraising music from different times and different places.</p>	<p><i>Knowledge:</i> Students will; Understand how music is based on repeated musical patterns. Understand and distinguish between Hooks, Riffs and Ostinatos.</p> <p><i>Key Skills:</i> Students will be able to; Perform, create and listen to and appraise a range of music from different times and places based on repeated musical patterns. Recognise what hooks, riffs and ostinatos are and where they occur in songs, popular music and music from the Western Classical Tradition. Perform existing hooks, riffs and ostinatos and create their own with support.</p>	<p><i>Knowledge:</i> Students will; Understand the connection between the steps, movement and formation of dances and the inter-related musical features within the music that accompanies them. Understand how different dance music genres use different time signatures and metres and how these relate to the dance. Understand how dance music is chiefly made up of primary chords, using chords I, IV, V, V7 and seventh chords in a range of simple major and minor keys. Understand how different dances use characteristic dance rhythms within their music. Describe the different accompaniment patterns and textures in dance music from different times and places.</p> <p><i>Key Skills:</i> Students will be able to: Identify different types and styles of dance and describe the music which would accompany these using basic musical vocabulary. Identify musical features and the elements of music in a range of simple dance music Perform a range of dance music. Distinguish between beat patterns in dance music. Use chords in accompaniment patterns in a range of dance music. Create dance music within a specific genre.</p>	<p>Students are able to subscribe to instrumental lesson provided in school by Essex Music Hub. Students are also able to attend Braintree Music school.</p> <p>In school activities available to participate in are; Keyboard club Guitar Club School Choir School Band</p> <p>Outside school; Workshops provided by Essex Music Hub. Activities linked with outreach projects of Saffron Hall and the ENO. Visits to live performances of a range of musical styles and genres.</p>
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<b>Autumn Term 2</b>	<p><i>Knowledge:</i> Students will have; An understanding how the classroom keyboard is used and played An understanding of reading music and playing an instrument using correct posture, fingering and accuracy of pitch and rhythm An understanding of the importance of “warming-up” before playing a keyboard or piano and the concept of piano fingering (1-5) An understanding of different keyboard instruments from different times and places.</p> <p><i>Key Skills:</i></p> <p>Students will be able to; Learn about other keyboard instruments such as the Harpsichord, Celesta, Accordion, Organ, Clavichord, Piano (upright and grand) and Synthesisers. Practise correct playing position and posture and the importance of keyboard warm-ups. Learn about using keyboard fingering for better playing skills, built through a range of exercises such as scales and simple righthand melodies in the key of C Major. Explore the layout of the keyboard in terms of white and black keys and their note names, sharps and flats as enharmonic equivalents Explore how to “read music” in the form of simple melodies and melodies from popular songs from treble clef staff notation. Add a second part of basic chords with the left hand.</p>	<p><i>Knowledge:</i> Students will; Understand the different textural and structural elements of a song/popular song. Understand and use the different musical information given on a lead sheet in creating a musical arrangement of a popular song.</p> <p><i>Key Skills:</i></p> <p>Students will be able to; Distinguish between riffs, structure, lyrics and melody in songs and describe their use. Perform simple parts such as basic riffs of well-known songs. Perform within a group arrangement of a part of a popular song. Use appropriate vocabulary when describing melodic motion. Identify instruments used within popular songs. Demonstrate an understanding of Lead Sheets.</p>	<p><i>Knowledge:</i> Students will; Understand the various ways in which music is used within a range of computer and video games from different times. Understand, describe and use common compositional and performance features used in computer and video game music. Understand how to vary, adapt and change a melody (character theme) for different atmospheres/scenarios. Understand the importance of sound effects and how these are used at certain cues to enhance gameplay within a computer or video game.</p> <p><i>Key Skills:</i></p> <p>Students will be able to; Describe points within a computer or video game. Create a character motif using musical features commonly found in computer and video game music. Perform or create a range of computer and video game sound effects. Perform parts from computer and video game music themes. Create, perform and present an original piece of computer or video game music.</p>	
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<p style="text-align: center;"><b>Spring Term 1</b></p>	<p><i>Knowledge:</i> Students will have; An understanding that pulse is a fundamental upon which music is built and performed. Developed a feeling for and an awareness of a regular pulse in music from different times and places. The understanding to distinguish between pulse/beat and rhythm. Developed an understanding of note values in terms of duration, bars and simple time signatures.</p> <p><i>Key Skills:</i> Students will be able to; Identify families and instruments of the orchestra in listening tasks Compose a melody to a brief, selecting a suitable instrument. Recognise sharps and flats, using them when composing. Identify graphic score and understand how they are read. They will demonstrate their understanding of graphic notation when notating their own compositions.</p>	<p><i>Knowledge:</i> Students will; Know how Chords and Triads are performed, notated, and used in Jazz and Blues e.g., within a 12-bar Blues Chord Sequence. Know and recognise Chords I, I7, IV, IV7, V &amp; V7 in different ways e.g., as a Walking Bass Line. Understand and demonstrate what makes an “effective” Jazz improvisation Know and recognise different types and styles of Jazz and instruments, timbres and sonorities within Jazz and Blues music</p> <p><i>Key Skills:</i> Students will be able to; Take part in group performances of Blues Songs or pieces of Jazz music showing development and understanding of the skills needed to create such music e.g., 12-Bar Blues Chord Pattern, Improvisation, Structure etc. Explore, and perform Chords I, IV and V as seventh chords in group performances and arrangements as a form of musical accompaniment. Improvise within a harmonic framework in Jazz and Blues genres using the Blues Scale. Identify more complex instruments, timbres and sonorities used in Jazz and Blues Music and the formation of a Swing/Big Band. Recognise, and describe some different genres of Jazz e.g., Ragtime, Swing.</p>	<p><i>Knowledge:</i> Students will have; A simple understanding of the components of Bhangra and Indian Classical music. A simple understanding of compound time and more complex metres and rhythm patterns. An understanding of the context of Bhangra and Indian Classical Music. An understanding of the features of Bhangra and Indian Classical Music</p> <p><i>Key Skills:</i> Students will be able to; Identify the range of instruments and technologies used in Bhangra and Indian Classical music through listening tasks Identify the influences and features used in fusion music through listening tasks Explore a rag, developing their improvisational techniques, played on either the keyboard, guitar or another suitable instrument Create a piece that demonstrates their understanding of fusion music.</p>	
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<b>Spring Term 2</b>	<p><i>Knowledge:</i> Students will have; An understanding of what Form and Structure is in music. An understanding of what Question and Answer, Binary, Ternary and Rondo Forms are in music. An understanding of how to recognise the differences between music based on different Forms and Structures. An understanding of how to label or identify different sections within a complete piece of music. An understanding of how to recognise that music with a recurring or repeated section provides familiarity to the listener. An understanding of how to recognise why Form and Structure is important in music.</p> <p><i>Key Skills:</i> Students will be able to; Explore Question and Answer phrases as one of the simplest types of musical structures, relating this to Call and Response singing and how musical Question and Answer phrases balance with each other to form a complete structure. Explore Binary and Ternary Forms with an emphasis on how musical contrast is achieved between "A" and "B" sections revising the Elements of Music. Explore Rondo Form as a type of recurring musical structure.</p>	<p><i>Knowledge:</i> Students will; Recognise the stylistic conventions of Reggae music. Have an understanding of how chords contribute to the texture of a song. Recognise the key features of a Reggae bass line. Have an understanding of syncopation and how it is used in Reggae music. Have an understanding of how the bass line is the fundamental textural layer upon which a piece of reggae is based on and the harmonic foundation which is the basis for the chords. Identify the different layers that make up Reggae music. Have an understanding of the key themes and style of Reggae lyrics.</p> <p><i>Key Skills:</i> Students will be able to; Identify musical features in a variety of different Caribbean music. Perform the chords part of a Caribbean song. Perform repeated chords "offbeat" in a reggae style. Perform reggae bass line riffs changing between riffs fluently and in time with an awareness of syncopation. Identify the different textural layers which make up reggae music performing reggae hooks in time with awareness of syncopation. Perform an arrangement of a reggae song Compose lyrics in a reggae style.</p>	<p><i>Knowledge:</i> Students will; Understand how instruments, structures and textures are used in Samba. Perform as part of a larger ensemble, understanding key roles of performers and different instruments and the relationship between these and the effect this has on the music. Use rhythmic features such as ostinato, cyclic rhythms, polyrhythms, call and response and syncopation when performing and improvising.</p> <p><i>Key Skills:</i> Students will be able to; Understand the origins and culture of Samba. Understand and use rhythmic features when performing Samba. Perform a range of parts within an ensemble Perform as a large ensemble with good awareness of other roles, responding to cues given by the Sambista when performing Samba. Name, identify and hear different instruments used in a variety of Samba music Know the sections within a piece of Samba.</p>	
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<b>Summer Term 1</b>	<p><i>Knowledge:</i> Students will; Learn about the layout and structure of the symphony orchestra. Develop an understanding of musical instruments and how they are played, the families/sections, construction, different sound production methods and characteristic timbres/sonorities. Perform on orchestral instruments (where possible) or use orchestral tones/voices/sounds from keyboards as part of a 'class orchestra' with an awareness of the experience of 'performing together' as an ensemble and the roles of different instrumental parts and textural layers on the music as a whole. Learn about the origins and uses of fanfares</p> <p><i>Key Skills:</i> Be able to; Correctly identify most instruments of the orchestra visually and aurally, when playing solo and in ensemble. Understand and use the word ensemble to describe a group of performers such as an orchestra. Describe the role of the conductor within an orchestra. Use musical vocabulary to describe sound production methods of different instruments of the orchestra Use more music-specific vocabulary, including reference to instrument construction and playing techniques, when describing the timbre or sonority of different instruments of the orchestra. Perform a range of different pieces of orchestral music, either on instruments or keyboards individually.</p>	<p><i>Knowledge:</i> Students will have; A developing understanding of compositional devices progressions. An understanding of the context of Electronic Dance Music (EDM) An understanding of the features of EDM</p> <p><i>Key Skills:</i> Identify tonalities, and more complex chord progressions. Developing skills using music software. They will identify features of EDM through listening tasks. An understanding of the development of EDM from UK Garage and Jungle to Grime Develop an awareness of the techniques used in EDM music. Perform an ensemble piece in an individual EDM style. Compose a piece that shows techniques of EDM</p>	<p><i>Knowledge:</i> Students will have; A developed understanding of compositional devices An understanding of the context of Baroque, Classical and Romantic music An understanding of the features of Baroque, Classical and Romantic music</p> <p><i>Key Skills:</i> Identify different features found in Baroque and Classical music such as ground bass, contrapuntal texture, diatonic harmony and homophonic textures. They will identify these features through listening tasks. Develop an awareness of the techniques used by composers in the Baroque and Classical music Perform either an ensemble or individual piece on their chosen instrument in Baroque and Classical music style Compose and perform their own piece that demonstrates their own understanding of features from the Baroque or Classical music</p>	
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<b>Summer Term 2</b>	<p><i>Knowledge:</i> Students will; Use different forms of Musical Accompaniments to accompany traditional Folk Songs in different ways, showing an awareness of intervals and the Harmony created. Understand the different textural layers and form and structure of Folk Songs. Know some of the different instruments, timbres and sonorities often used in the performance of Folk Music. Understand and use the different musical information given on a lead sheet and available musical resources in creating an effective Musical Arrangement of a Folk Song.</p> <p><i>Key Skills:</i> Students will be able to; Provide more technical accompaniments to Folk Songs: learning chords using seventh and minor chords. Navigate confidently around a Lead Sheet. Create stylistic arrangements of Folk Songs adapting and refining basic musical material from Lead Sheets effectively.</p>	<p><i>Knowledge:</i> Students will; Develop a knowledge and understanding of how the Elements of Music can be used and manipulated as a basic form of musical variation to an existing theme or melody. Know, understand, and use other musical devices that can be changed or added to, to provide musical variation to an existing theme or melody. Understand Variation Form as a type of musical Form and Structure.</p> <p><i>Key Skills:</i> Students will be able to; Know that Variation Form takes a theme or melody and change it musically in different ways in each variation. Create and perform musical variations on an existing theme or melody using musical variation techniques Identify musical variation techniques when listening to music in Variation Form and Ground Bass from different times and places. Perform repetitive parts from pieces using a Ground Bass.</p>	<p><i>Knowledge:</i> Students will; Develop a knowledge and understanding of how music can enhance the visual images and dramatic impact of film and can reflect the emotional and narrative messages of the drama. Develop a knowledge and understanding of how timing is a crucial factor in the composition and performance of music for film. Develop a knowledge and understanding of how film music can change the viewer's interpretation of a scene. Know and understand some of the purposes of film music.</p> <p><i>Key Skills:</i> Students will be able to; Aurally identify a range of different types of film music to match a suitable film genre. Perform leitmotifs and themes from a range of film music soundtracks. Use storyboards and/or cue sheets to plan a film music soundtrack. Explore creating an effective musical narrative for a film scene, using appropriate techniques to create an intended effect. Understand how theme songs lead to the popularity of films and film music.</p>	
<b>Key Independent Learning Resources</b>		<b>GREAT READS</b>		
<p><a href="#">Focus on Sound login</a>  <a href="#">VIP Studio Sessions</a>  <a href="#">O-Generator login</a>  <a href="#">Music Theory exercises</a>  <a href="#">BBC Bitesize - KS3 Music</a>  <a href="http://www.therhythmtrainer.com/">http://www.therhythmtrainer.com/</a>  <a href="https://www.8notes.com/school/theory/note_trainer.asp">https://www.8notes.com/school/theory/note_trainer.asp</a>  <a href="https://www.8notes.com/school/theory/keyboard_trainer.asp">https://www.8notes.com/school/theory/keyboard_trainer.asp</a></p>		<p>The History of The Blues: The Roots, The Music, The People - Francis Davis  First Steps in Music Theory Grades 1 to 5 Book - Eric Taylor  Music and How it Works: The Complete Guide for Kids – DK  Why Is My Piano Black And White?: The Ultimate Fun Facts Guide – Nathan Holder  Stephen Fry's Incomplete and Utter Guide to Classical Music</p>		

