

Music KS3

Intent:

Through music, we enable students to strive and to excel; we provide an exciting, ambitious and knowledge-rich curriculum that equips all students with the skills, knowledge and exceptional outcomes they need to make a success of their lives in education, training, employment and personal wellbeing. The music curriculum is designed to ensure that:

- We foster a love of music in our students, which inspires and engages them to create, listen and perform.
- Our students are able to use music as a tool to learn about themselves and others, through different cultures, traditions and experiences.
- We develop students' cultural capital by exposing them to a wide variety of music and musical experiences.
- Our students understand and develop the discipline, resilience and independent learning skills required to learn a musical instrument.
- We reinforce the Academy's values and use these as a benchmark to set the highest standards and expectations of our students.
- We ensure our students achieve exceptional outcomes regardless of age, gender, ability, ethnicity, religion, sexual orientation or economic circumstances.

	Term 1	Term 2		Term 3
Y7	<p>Ensemble Skills</p> <p>Apply basic music theory to reading music from a stave on the keyboard.</p> <p>Understand how Music is a universal language through class performances and appraising.</p> <p>Knowledge/Skills: Rhythm/Metre/Tempo Melody Performance/Playing as an ensemble Instrumental skills</p> <p>Assessment: Students to perform a song as a whole class ensemble</p>	<p>Elements Of Music</p> <p>Explore the elements of music through Beethoven’s ‘Ode To Joy’. Work together to compose a piece of music in the style of ‘Ode To Joy’.</p> <p>Knowledge/Skills: Rhythm/Metre/Tempo Texture Dynamics Notation - Stave, Sight reading, Fluency, Treble/Bass clef Melody Sonority - Instrumentation, Orchestration Performance</p> <p>Skills/Assessment: Performance of ‘Ode to Joy’ by Beethoven</p>	<p>The Orchestra</p> <p>Composition and exploration of the orchestra/musical devices using Harry Potter as a stimulus.</p> <p>Knowledge/Skills: Musical Styles, Genre and Tradition - Classical, Film Music Melody Rhythm/Metre/Tempo Sonority</p> <p>Assessment: Create a group composition using Harry Potter’s mysterious ticking noise as a stimulus</p>	<p>Rap Beats</p> <p>Explore the history and components of Rap music by composing a piece of music using Music Technology.</p> <p>Knowledge/Skills: Technology - Sequencing, Loops, Layering, Mixing, Panning, Automation, MIDI, Software Synths, DAW, Audio Effects.</p> <p>Musical Styles, Genre and Tradition - Sub-genre, Social, Economical, Grime, Lyrics.</p> <p>Assessment:</p>

Y8	<p>Elements Of Music</p> <p>Explore the elements of music through Beethoven's 'Ode To Joy'. Work together to compose a piece of music in the style of 'Ode To Joy'.</p> <p>Knowledge/Skills: Rhythm/Metre/Tempo Texture Dynamics Notation - Stave, Sight reading, Fluency, Treble/Bass clef Melody Sonority - Instrumentation, Orchestration Performance</p> <p>Skills/Assessment: Performance of 'Ode to Joy' by Beethoven</p>	<p>Keyboard/Piano Skills</p> <p>Exploring the piano through practical, underpinned by music theory.</p> <p>Knowledge/Skills: Notation - Sight reading, Expression, Fluency, Treble/Bass clef, Music Notes, Sharps and Flats, Minor / major. Harmony - Chord, Progression, Tonality, Major/Minor. Melody - Scales, Phrase, Pitch. Performing Evaluating</p> <p>Assessment: Perform a piece of Classical music and Pop music on the keyboard/piano</p>	<p>Samba</p> <p>Explore through performing, listening and composition using Samba and Djembes as a stimulus.</p> <p>Knowledge/Skills: Rhythm/Metre/Tempo - Beat, Pulse, Bars, Syncopation (off-beats), Polyrythms, Rests, Dotted Rhythms, Circle rhythms, Ostinato.</p> <p>Sonority/Timbre</p> <p>Assessment: Produce an ensemble performance of 'Mas Que Nada'</p>	<p>Music Technology/House Music</p> <p>An exploration into the history, culture and inception of Grime. Introduction to VIP studios music production software to create and produce a Grime track from scratch.</p> <p>Knowledge/Skills: Musical Styles, Genre and Tradition - EDM, Sub-genre. Technology - Sequencing, Loops, Layering, Mixing, Panning, Automation, MIDI, Software Synths, DAW, Audio Effects, Exporting. Structure - Drop, Breakdown, Build-up. Rhythm/Meter/Tempo - BPM, Bars, Syncopation.</p> <p>Assessment: Compose and produce a piece of EDM music using Music Technology</p>	<p>Performing Arts</p> <p>Option - Drama</p> <p>Create a TV/Radio script and perform it to an audience. (See Performing Arts curriculum).</p>
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Y9	<p>Keyboard Skills Exploring the piano through practical, underpinned by music theory.</p> <p>Knowledge/Skills: Notation - Sight reading, Expression, Fluency, Treble/Bass clef, Music Notes, Sharps and Flats, Minor / major. Harmony - Chord, Progression, Tonality, Major/Minor. Melody - Scales, Phrase, Pitch. Performing Evaluating</p> <p>Assessment: Perform a piece of Classical music and Pop music on the keyboard/piano</p>	<p>Blues & Jazz Explore through performing, listening and discussion using the 12 Bar Blues as a stimulus.</p> <p>Knowledge/Skills: Melody - Improvisation, Scales, Riffs, Imitation, Call and response. Harmony - Chord, Progression, Tonality, Major/Minor, Key. Rhythm/Metre/Temp o - Syncopation (off-beats), Time Signatures, Beat , Pulse, Bars, Dotted Rhythms, Rests, Downbeat, Staccato.</p> <p>Assessment: Perform the 12 Bar Blues with improvisation and melody.</p>	<p>Samba Explore through performing, listening and composition using Samba and Djembes as a stimulus.</p> <p>Knowledge/Skills: Rhythm/Metre/Tempo - Beat, Pulse, Bars, Syncopation (off-beats), Polyrythms, Rests, Dotted Rhythms, Circle rhythms, Ostinato.</p> <p>Sonority/Timbre</p> <p>Assessment: Produce an ensemble performance of 'Mas Que Nada'</p>	<p>Music Technology/EDM Investigation into a genre/musical style including: composing a piece of music using music technology, looking at its origins, significant artists and political/social and economic influences.</p> <p>Knowledge/Skills: Musical Styles, Genre and Tradition - EDM, Sub-genre. Technology - Sequencing, Loops, Layering, Mixing, Panning, Automation, MIDI, Software Synths, DAW, Audio Effects, Exporting. Structure - Drop, Breakdown, Build-up. Rhythm/Meter/Tempo - BPM, Bars, Syncopation.</p> <p>Assessment: Compose and produce a piece of EDM music using Music Technology</p>	<p>Music for Film and Moving Image Compose a piece of music for a film clip using Music Technology. Address misconceptions and understand the role sound plays in moving images. Explore the use of foley in films. Perform and explore famous leitmotifs.</p> <p>Knowledge/Skills: Musical Styles, Genre and Tradition - Film Music Composers (John Williams, Hans Zimmer) Melody - Leitmotifs, Phrase, Pitch, Theme, Ostinato/Ostinati.</p> <p>Assessment: Play a famous leitmotif on the keyboard/piano</p>	<p>Developing Instrumental and Rehearsal Skills Using a brief, prepare a short set of musical works and perform it to an audience. Understand the importance of rehearsing.</p> <p>Knowledge/Skills: Notation - Sight reading, Expression, Fluency, Treble/Bass clef, Music Notes, Sharps and Flats, Minor / major. Harmony - Chord, Progression, Tonality, Major/Minor. Melody - Scales, Phrase, Pitch. Performing Evaluating</p> <p>Assessment: Perform a set of musical works to an audience</p>
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Key Skills: Listening, Appraising, Composing, Performing. Technology.

Key Knowledge: Harmony, Pitch, Tempo, Dynamics, Timbre, Texture, Instrumentation, Melody, Rhythm and Genre.

