

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><i>Learn how to perform as an ensemble through singing, drumming and whole class Pop/Rock band..</i></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><i>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'.</i></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>Ukulele & Reggae</p> <p><i>Learn how to play the ukulele using Reggae as a stimulus to explore techniques and playing styles.</i></p> <p>Knowledge/Skills: Musical Styles, Genre and Tradition Melody Rhythm/Metre/Tempo Sonority- syncopation Notation: Reading tablature/chord diagrams</p> <p>Assessment: Play 'Three Little Birds' on the ukulele.</p>	<p>Rap Beats</p> <p><i>Explore the history and components of Rap music by composing a piece of music using Music Technology.</i></p> <p>Knowledge/Skills: Technology - Sequencing, Loops, Layering, Mixing, Panning, Automation, MIDI, Software Synths, DAW, Audio Effects. Musical Styles, Genre and Tradition - Sub-genre, Social, Economical, Grime, Lyrics.</p> <p>Assessment:</p>

<p>Y8</p>	<p>Keyboard/Piano Skills <i>Exploring the piano through practical, underpinned by music theory.</i></p> <p><i>Knowledge/Skills:</i> <i>Notation - Sight reading, Expression, Fluency, Treble/Bass clef, Music Notes, Sharps and Flats, Minor / major.</i> <i>Harmony - Chord, Progression, Tonality, Major/Minor.</i> <i>Melody - Scales, Phrase, Pitch.</i> <i>Performing</i> <i>Evaluating</i></p> <p><i>Assessment:</i> <i>Perform a piece of Classical music and Pop music on the keyboard/piano</i></p>	<p>Music Technology (House Music) <i>An exploration into the history, culture and inception of House music. Introduction to VIP studios music production software to create and produce a House track from scratch.</i></p> <p><i>Knowledge/Skills:</i> <i>Musical Styles, Genre and Tradition - EDM, Sub-genre.</i> <i>Technology - Sequencing, Loops, Layering, Mixing, Panning, Automation, MIDI, Software Synths, DAW, Audio Effects, Exporting.</i> <i>Structure - Drop, Breakdown, Build-up.</i> <i>Rhythm/Meter/Tempo - BPM, Bars, Syncopation.</i></p> <p><i>Assessment:</i> <i>Compose and produce a piece of EDM music using Music Technology</i></p>	<p>Performing Arts Option</p>	<p>Performing Arts Option</p>
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Y9	<p>Storytelling & Composition (The Romantic Period) <i>Explore 3 prominent artists or the Romantic Period (Schubert, Tchaikovsky and Mussorgsky) and analyse their storytelling. Use chords to compose a piece of music to tell a story.</i></p> <p>Knowledge/Skills: <i>Rhythm/Metre/Tempo Texture Dynamics Notation - Stave, Sight reading, Fluency, Treble/Bass clef Melody Sonority - Instrumentation, Orchestration Performance</i></p> <p>Skills/Assessment: <i>A composition of a piece of music using chords and a written analysis of Tchaikovsky's 1812 Overture.</i></p>	<p>Blues & Jazz <i>Explore through performing, listening and discussion using the 12 Bar Blues as a stimulus.</i></p> <p>Knowledge/Skills: <i>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.</i></p> <p>Assessment: <i>Perform the 12 Bar Blues with improvisation and melody.</i></p>	<p>Music for Film and Moving Image <i>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.</i></p> <p>Knowledge/Skills: <i>Musical Styles, Genre and Tradition - Film Music Composers (John Williams, Hans Zimmer) Melody - Leitmotifs, Phrase, Pitch, Theme, Ostinato/Ostinati.</i></p> <p>Assessment: <i>Play a famous leitmotif on the keyboard/piano</i></p>	<p>Minimalism <i>Use Minimalism as a stimulus to create and compose a piece of music using music technology. Explore famous Minimalist composers and learn about the techniques they used.</i></p> <p>Knowledge/Skills: <i>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</i></p> <p>Assessment: <i>Compose a piece of Minimalism using music technology</i></p>	<p>Developing Instrumental and Rehearsal Skills <i>Using a brief, prepare a short set of musical works and perform it to an audience. Understand the importance of rehearsing.</i></p> <p>Knowledge/Skills: <i>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</i></p> <p>Assessment: <i>Perform a set of musical works to an audience</i></p>

Y10	<p>Unit 1: Performance</p> <p><i>Unit 1 provides learners with a holistic knowledge and understanding of the skills and techniques needed to reproduce an existing piece of professional / published work.</i></p> <p><i>This unit can be completed through any one of the following disciplines:</i></p> <ul style="list-style-type: none"> •Music •Music Technology 	<p>Unit 2: Creating</p> <p><i>Unit 2 provides learners with the opportunity to gain, develop and demonstrate knowledge and understanding of the skills and techniques needed to create and refine original work in the performing arts.</i></p>	<p>Unit 3: Performing Arts in Practice</p> <p><i>Unit 3 introduces learners to areas of the performing arts that need to be considered when responding to an industry commission.</i></p> <p><i>Learners will need to draw on their knowledge of the skills and techniques needed to reproduce an existing piece of professional / published work from Unit 1 alongside their knowledge and understanding of the skills and techniques needed to create and refine original work from Unit 2.</i></p>	<p>Course Finished</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.

