Key Stage Three Music Curriculum Outline

Year 7 Curriculum

Music education is important for pupils' creative and expressive development as well as their social skills. Music has been found to assist their development in other subjects too, in maths, reading and possibly in their test scores across the curriculum. For most pupils, secondary school is the first time they will have encountered music in a structured environment. Pupils will need to become familiar with the very basics of music in order to progress. Opportunities will be given for them to develop from their starting point in lessons and in extra-curricular activities.

Assessments will take place within each topic throughout the year on the three key areas of listening, composing and performing.

Key Skills common across all Year 7 Topics

- Listening: understanding of main musical elements. Identifying these elements through listening tasks.
- Performing: Become familiar with the music keyboard. Reading notes on the staves and rhythms.
- Composing: Group compositions. Melodies. Structure. Introduction to music software.

Timeline	Content and assessments	Skills/ Keywords
Term 1	The Elements - (including notation of pitch and rhythm) The first topic comprises learning about the **6 basic elements of music**. Pupils will become familiar with the key words and their spelling. They will use these elements to create an expressive and imaginative composition about a dungeon using a picture as stimulation. They will undertake composition and performance in groups on Graphic Scores – an alternative to traditional notation. They will become familiar with music notation including notes on the stave and note values. **Assessment: Listening, composing and performing**	• 6 basic elements of music – understanding and identifcation • Familiarity with notes on the stave, note values and rhythms • Pitch, tempo, dynamics, timbre, texture, duration.

Term 2	<u>Tonality –</u> chromaticism/intervals This project is multi-faceted and will contain many activities that reinforce each facet. Knowledge of the **major and minor scales**. Using these scales in composition/improvising work and understanding the aural difference Singing will also take place to reinforce the' sound' of each tonality Notes beyond the key (**chromaticism**) will also be explored and a chromatic composition will be assessed. A performance of a well-known melody, containing chromatic notes, will be performed. Finally the effect of two notes at the same time (**intervals**) will be investigated with an historical content. **Assessment: Listening and composing.**	• Pupils will build on their knowledge of keyboard notes to help understand the scales in music. • Improvement in keyboard skills • Chromaticism • Intervals • Major and minor scales
Term 3	<u>Form and structure</u> Knowledge of how **music should be structured** with regard to 'sections'. Various forms: **binary, ternary** and **rondo** will be high-lighted as they are easier to understand than some other established forms in music. Whole class performances will take place. They will be required to compose a piece whereby their knowledge of both major and minor scales/keys will be utilised **Assessment: Listening, composing and performing**	• Tonality (previous topic) – different sections of music can be indicated by different tonalities • Binary/ternary/Rondo form
Term 4	<u>Melody writing</u> **'What makes a good melody?'**	• Analyse melodies • Compose and notate own melody

	Pupils will be analyse 'good' existing melodies and then compose and notate their own melody. They will perform as pairs and as a whole class. Listening to established and well known 'good' melodies will also take place, to include identifying phrase structure, balance and other features. Knowledge from: the elements form and structure and tonality will come together here and so this necessitates a good grounding from all previous learning **Assessment: Listening, composing and performing**	• Identify phrase structure and balance • Perform (in pairs and as a classs) • Melody (steps. leaps repeated notes). • Rhythm and note lengths
Term 5	<u>Programme music</u> – Including the use of a software program This topic incorporates the use of technology for the first time. A simple task on the computer at the beginning, with a very specific and structured approach, will be used initially and then, when more familiar, they can use this software for their **Programme composition.** Knowledge of orchestral instruments will also be covered so as to maximise the quality of their composition in terms of timbre. This composition should not be based on a beat or pulse but more of an 'atmosphere' and the pupils should be encouraged to think about the way that the music sounds in relation to a given stimulus. At this stage their compositions will be very basic and, because of the lack of their technological expertise, may well be compromised. **Assessment: Listening and composing**	• Music software and its application • Knowledge of orchestral instruments • Tracks, midi, metronome, record, edit, instrument patch. • Orchestral families – strings, woodwind, brass and percussion.
Term 6	<u>World Music</u>	

	Pupils will study traditional music from Africa and China. They will learn something of the culture of the 2 countries as well as the main musical characteristics and how they differ from western music. Pupils will undertake listening work to identify with the musical features of exh country and will perfrom musicfrom each culture to gain a greater understnding of world music. This type of appreciation can be enlightening and fun! **Assessment: Listening and perfroming**	• Musical features of different cultures • Perform music (both in groups and individually) • Ostinato • Polyryhthms • Question and answer • Pentatonic

How to support your son:
Ensure pupils have the correct equipment: Pen, pencil and school note book.
Encourage your son to listen to a wide range of music associated with the particular topic being studied at that time.
Encourage your son to take up a musical instrument if he shows an interest.

Visit the faculty website *for more information on the topics being studied and on Instrumental music lessons at school.*

Year 8 Curriculum

Year 8 schemes build on the knowledge form year 7 and introduce harmony and chords at the beginning of the year. This allows pupils to gain more depth in performance work (blues and Jazz) and composition work (variations and Film music)

Assessments will take place within each topic throughout the year on the three key areas of Performing, composing and listening.

Key Skills common across all Year 8 Topics

- Listening: identifying instruments, musical devices e.g. drone/ostinato/key changes and other elements of music.
- Performing: Chords, extended Chords, Improvisation. Melodies, Riffs
- Composition: Variation Techniques, Structures, Music to create atmosphere.

Timeline	Content and assessments	Skills/ Keywords
Term 1	**The Blues** Pupils will learn about the construction of chords and how to perform them. They will learn about the structure of 12 bar blues music and be aware of its place in music history. Writing their own Blues lyrics. Improvisation will also be covered **Assessment: Listening and performing**	• Identification of different styles of music, including 12-bar blues structure • Writing blues lyrics • Improvisation • Walking bass line • Blues scale • Chords • Call and response
Term 2	**Jazz** Knowledge of the origins of Jazz and jazz harmony. Performing and composing using chords and improvisation. Identifying musical features through listening and written work. **Assessment: Listening and performing**	• Identification of different styles of music, including forms of jazz • Commonalities between Blues and Jazz • Improvisation • Extended chords • Jazz scales • Riff

Term 3	**<u>Variations</u>** Knowledge of different musical techniques to compose a variation. Listening to significant variation pieces from the romantic period and 20th Century and identifying the techniques used. Understanding key words and spelling. . **Assessment: Listening and composing**	• Knowledge of different musical techniques • Identify techniques used in significant variation pieces. • Counter melody • Ostinato • Drone
Term 4	**<u>Space</u>** Identifying musical features in music relating to space - David Bowie, 'Space Oddity' and 'The Planets', by Holst. Understanding their place in music history. Identifying musical elements which are used to portray space and using them in composition work. **Assessment: Listening and composing**	• Identifying musical features • Understanding musical features place in music history • Identification and use of musical elements to portray space in composition work • Suite
Term 5	**<u>Film music</u>** The importance of how music can create atmosphere. Pupils will identify musical features which create contrasting moods. Learning how to compose atmospheric film music. Using the tempo controls (LogicProX) to organise specific cues. Use of editing tools. **Assessment: Listening and composing**	• How music can create atmosphere • Identify musical features to create contrasting moods • How to compose atmospheric film music • Use of editing tools • Film cue
Term 6	**<u>World music</u>** Pupils will study music from India. They will identify musical features through listening work and perform characteristic Indian Music including ragas, drones and improvisation.	• Awareness of music from a different culture • Performing Indian Music • Raga

	Different Ragas (scales) create moods/atmospheres - used by practising Hindus at specific times of the day. **Assessment: Listening and performing**	• Sitar • Tabla • Tala • Improvisation • Drone
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Year 9 Curriculum

Year 9 work focuses on more advanced techniques in 20th century music including modes and popular music forms and allows for longer, more developed practical work and listening work.

Assessments will take place within each topic throughout the year on the three key areas of performing, composing and listening.

Skills common across all Year 9 Topics

- **Listening**: Identifying different styles of music. Distinguishing different styles of popular music. Identifying musical elements and writing about the elements effectively.
- **Performing:** Melodies and chords in Ensemble performance. Improvisation. Vocal phrases. Accurate awareness of beats in a bar.
- **Composing:** Structured versions of existing music. Vocal phrases. Use of several tracks and textures in longer compositions.

Timeline	Content and assessments	Skills/ Keywords
Term 1	**Modes** Different types of scales other than major or minor. The use of these scales in classical, folk, jazz and popular music in the 20th century. **Assessment: Listening and performing**	• Different types of scales • How scales are used in different genres • Performance • Aeolian mode • Dorian mode • Transposing
Term 2	**Arrangements** Sequencing chords and modal melodies using music software as the basis for pupils own arrangement. Identifying musical features through Listening work. Performing in pairs/small groups **Assessment: Listening and composing**	• Using music software for own arrangement • Tracks, midi, metronome, record, edit, instrument patch.

Term 3	**<u>Reggae</u>** A significant genre in 20th century pop music. Pupils learn about the history of Reggae. Understanding of off-beat/weak beat/ emphasis, bass riff and Jamaican dub-singing. Pupils perform and compose reggae pieces using these features. **Assessment: Listening, composing and performing**	• Understanding of off-beat/weak beat/emphasis • Developing ensemble performing skills • Strong beats • Weak beats
Term 4	**<u>Rap</u>** Another significant genre in 20th century pop music. Pupils learn about the origins and features of Rap. The importance of rhythm and metre and their relationship with word rhythms. Writing and performing a rap **Assessment: Listening and performing**	• Importance of rhythm • Beat boxing • Rhythm and poetry • Metre
Term 5	**<u>Own composition</u>** Pupils learn how to create music using several layers. Knowledge of drum sequencing, broken chords, bass lines and melody all feature here. **Assessment: Listening and composing**	• Drum sequencing, broken chords, base lines and melody • Working with a partner • Develop ICT Composition skills • Multi tracking • Tempo control • Editing tools

Term 6	**<u>Own projects</u>** All pupils will be required to research and present (as a ppt) a style of popular music, developing an awareness of different 20th century music styles. **Assessment: This topic is assessed on Formal 'key skills' including planning, preparation and presenting skills.**	• Planning • Preparation • communication • Research • Power point presentation • Audio extracts
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