

# Key Stage Three Curriculum Overview for Music

## Curriculum Intent

By the end of Year 9 students will have developed an aural knowledge of some of the great musical outputs from human civilisation. They will be able to creatively improvise and compose music as a result of a grounded understanding of the elements of music. Students will also be able to read music notation with fluency to help create a lifelong passion for music making. Students will also be familiar with different instruments and styles of music.

## How does the KS3 curriculum build on that from KS2?

At KS2 pupils are introduced to singing, listening, composing and performing. Our KS3 curriculum builds on each of these four areas and applies them to different contexts. This allows students to develop the core skills of musicianship while experiencing a broad music curriculum. KS3 continues to build and promote a love of group singing. Students continue to listen out for features of music but now considering the music's purpose and intent. Students experience composition through improvisation and should find their own compositional voice by the end of KS3. Students begin to compose using primary chords and embellish these with bass lines, melodies and rhythmic accompaniment. Students will constantly be performing in whole class and small group ensembles as proficiency on an instrument is a great route to musical success.

## What do students do with their acquired knowledge and skills?

Students will:

- Sing in small groups and whole class groups.
- Perform as a class and in smaller group ensembles.
- Find personal links to music and develop opinions on works.
- Listen to songs and analyse the compositional features used.
- Learn to improvise over grooves or chord patterns.
- Compose songs in a variety of genres with varying stimuli
- Play and perform different styles of music on a range of different instruments.

## How does the curriculum align to and go beyond the National Curriculum?

Our music curriculum teaches students all the skills that the national curriculum requires in terms of singing, listening, composing and performing. This includes things such as reading music notation, group music making and appraising particular works. Our music curriculum takes these core skills and allows students to develop them through a wide range musical contexts. Students explore music through time and from around the world, as well as learning in different styles such as by rote, notation, and via technology.

What new knowledge are students taught?			
Term	Year 7	Year 8	Year 9
Autumn	<p><b><u>Just Play</u></b> Students will learn: how to make meaningful and musical, sounds on an instrument and/or voice To follow simple musical instructions for playing To play notes, chords and rhythm patterns To read and play from written notations and scores To compose vocal and instrumental rhythms To think and work like a musician To perform with others</p> <p><b><u>Class Orchestra</u></b> Students will: Learn a to perform with instrumentally and vocally a class piece for the Christmas Concert. Build ensemble awareness Build on notation, reading music and rhythm patterns Experience a performance Perform in Assembly</p>	<p><b><u>The Leitmotif</u></b> How music can enhance the visual images and dramatic impact of film and can reflect the emotional and narrative messages of the drama. • How timing is a crucial factor in the composition and performance of music for film. How film music can change the viewer’s interpretation of a scene. How to create an effective musical narrative for a film scene, using appropriate techniques to create an intended effect.</p> <p><b><u>Game Music</u></b> Students to compose a short piece of music on either GarageBand /Bandlab or Ableton to suit a game idea. Students will learn what a leitmotif is. Students will start working in the key of E minor. Students will use tempo changes in their work.</p>	<p><b><u>African Drumming</u></b> To recognise, perform and create African music with an understanding of musical conventions and processes To explore different rhythmic processes used in African music – cyclic rhythms, polyrhythms, syncopation and call and response and apply these to own composition and performance activities To learn about different African musical instruments and make connections between these sounds and timbres Listen to a range of different African music, identifying characteristic musical features</p> <p><b><u>Blues improvisation</u></b> Students to learn the history and features of blues music. Students will improvise using the 12 bar blues. Students will write down their improvisations using music notation which becomes composition. Students introduced to the key of G major. Students introduced to staccato and legato playing to make their playing more interesting.</p>
Spring	<p><b><u>Samba</u></b> Students 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><b><u>12 Bar Blues</u></b> Know how Chords and Triads are performed, notated, and used in Jazz and Blues e.g., within a 12-bar Blues Chord Sequence. Know, recognise, and perform 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 e.g., using the notes of the Blues Scale</p>	<p><b><u>Hooks and Riffs</u></b> Understand how music is based on Repeated Musical Patterns. Understand and distinguish between Hooks, Riffs and Ostinatos. Perform, create and listen to and appraise a range of music from different times and places based on Repeated Musical Patterns.</p> <p><b><u>Cover Songs</u></b></p>

	<p><u>Keyboard skills</u></p> <p>Students will understand how the classroom keyboard is used and played</p> <p>Practicing pieces of keyboard music to build skills and understanding of reading music and playing an instrument using correct posture, fingering and accuracy of pitch and rhythm</p> <p>Understand the importance of “warming-up” before playing a keyboard or piano and the concept of piano fingering (1-5)</p> <p>Explore different keyboard instruments from different times and places</p>	<p>Know and recognise different types and styles of Jazz and instruments, timbres and sonorities within Jazz and Blues music</p> <p><u>Reggae</u></p> <p>Students to learn the features of reggae music and perform in the style of.</p> <p>Students begin to comment on instrumentation used in music and how it’s used.</p>	<p>Students to cover a pop song in ensembles. Singing and listening skills developed.</p> <p>Students to create a good understanding of verse-chorus form.</p> <p>Teaching of independent music learning.</p>
<p>Summer</p>	<p><u>Find your Voice</u></p> <p>Students will learn Music that they like and identify with</p> <p>Students learn aurally</p> <p>Students learn alongside friends, as a whole class and in small group</p> <p>Students learn music in personal ways</p> <p>Performing, listening, composing and improvisation are integrated</p> <p>Students will:</p> <p>explore the potential of the voice through warm ups/beatboxing and vocalisation</p> <p>Recreate by taking existing pieces of music and break them down vocally to understand how music is constructed.</p> <p>Create new music by integrating the voice and technology</p> <p><u>Music Production/Battle of the Bands</u></p> <p>Students to record their pop songs into GarageBand and produce a track.</p> <p>Singing and listening skills are developed.</p>	<p><u>All about the bass</u></p> <p>Students will:</p> <p>Understand how the Bass Clef is used as a form of musical notation.</p> <p>Identify musical instruments and voices which use the Bass Clef.</p> <p>Know and understand the construction of commonly used Bass Line Patterns, using these when performing and creating music.</p> <p>Understand the importance of a Bass Line in terms of texture and harmony within a song or piece of music.</p> <p><u>Layers and Loops</u></p> <p>Students will compose using the iPads.</p> <p>Students use their knowledge of the elements of music to make these compositions musically interesting.</p> <p>Students will now be singing in 3-part harmony</p>	<p><u>Writing your own pop song</u></p> <p>Students to compose their own 4 chord pop song.</p> <p>Students use their understanding of compose from across KS3 to write their own song.</p> <p><u>Music Production/Battle of the Bands</u></p> <p>Students to record their pop songs into GarageBand and produce a track.</p> <p>Singing and listening skills developed.</p>

## How and where do students build knowledge through KS3?

With this curriculum students are constantly developing their singing, listening, composing and performing skills. The application of this through these topics means that many different interests of the students are met as well as exposing students to styles they aren’t yet aware of. The sequencing of these topics creates a strong foundation of understanding of Music, developing skills and knowledge to help create independent creative learners.

