

# **Music**

Key Stage Three Curriculum

	Autumn A	Autumn B		Spring B	Spring B	Summer A		Summer B
<b>Year 7</b>	<p>Keyboards</p> <p>Students will learn about how music is written on the staff with a focus on basic rhythms and pitches. They will begin to read these basic rhythms and pitches to play a variety of melodies on the keyboard and start to use both hands independently.</p>	<p>Composing</p> <p>Students explore how to create music in a variety of different ways with a focus on creating melodies. They will also look at how to write music down.</p>	<b>PROGRESS TEST ONE</b>	<p>Drum Kits</p> <p>Students will learn about the different parts of the drum kit and how they can combine to create beats. They will explore and perform drum beats and fills in several time signatures.</p>	<p>Ensemble Skills</p> <p>Students learn about how different independent musical parts combine to create music. They will explore this in a variety of ways, using different combinations of musical parts and/or instruments.</p>	<p>Vocals</p> <p>Students will explore what their own voice can do, looking at diction, pitch, intonation and the range of their own voice.</p>	<b>PROGRESS TEST TWO</b>	<p>How Songs Work</p> <p>Students will learn about the different musical parts of a song and how they work together.</p>
<b>Assessment</b>	<p>Playing a section of a piece of music on the keyboard with an awareness of rhythm, hand position and fluency.</p>	<p>Creating a short melody on the keyboard and notating it on a staff.</p>		<p>Playing a drum beat on the drum kit with an awareness of rhythm, co-ordination and fluency.</p>	<p>Performing a piece of music in a pair/group where each individual has an independent part.</p>	<p>Perform in a vocal group with awareness of pitch, diction and intonation.</p>		<p>Performing a song as a group, where each student has an independent parts.</p>

MUSIC	Autumn A	Autumn B		Spring B	Spring B	Summer A		Summer B
Year 8	<p>Harmony</p> <p>Chords and how they are used in a chord sequence. Major and minor chords. Root, 3<sup>rd</sup> and 5<sup>th</sup>. How chords are built from the notes of the scale.</p>	<p>Styles, Genres and Musical Devices</p> <p>Learn the musical devices and features that help create distinctive to styles such as rock 'n' roll, reggae and gospel.</p>	PROGRESS TEST THREE	<p>Ways to be Creative</p> <p>Learn ways to generate and develop musical ideas, including improvisation and variation techniques.</p>	<p>Protest Songs</p> <p>In this longer project, students learn how songwriters and performers have used music to express political concerns and propagate their messages.</p>	<p>Protest Songs cont.</p> <p>In this part of the project students create, rehearse, record and evaluate their songs. This process lasts 3-4 weeks.</p>	PROGRESS TEST FOUR	<p>Vocal Performance</p> <p>Students learn how the voice works and how to look after the voice. They choose material to rehearse and perform, developing specific roles within a group (eg. taking a solo / backing vocals / beat boxing).</p>
Assessment	<p>Compose a song / piece of music using a chords sequence employing chords I, IV, V, VI in the key of C.</p>	<p>Students arrange and perform a given song in a style of their choice.</p>		<p>Students compose a piece of music in response to a given stimulus, selecting appropriate musical techniques they have learnt.</p>	<p>Assessment takes place in Summer A.</p>	<p>Students collaborate to create an original protest song which is effective in getting a message across to the listener.</p>		<p>Group vocal performance / recording.</p>

MUSIC	Unit 1	Unit 2	Unit 3
Year 9	<p>Music Theory</p> <p>Learning the foundations of pieces of music including scales, key signatures, time signatures and basic harmony with major and minor chords.</p>	<p>Keyboards</p> <p>Developing an understanding of independent learning and improving instrumental skill through a series of performance tasks which incrementally increase in difficulty.</p>	<p>Sequencing</p> <p>Students sequence music on Logic Pro X and how each part creates layers which form a backing track for a song.</p>
Assessment	<p>Students Complete a listening test based on key concepts from taught content, along with a harmonised composition completed in a pair.</p>	<p>Students perform and record a piece of music which has been developed and refined over a series of lessons.</p>	<p>Students produce an MP3 of a multi-track sequenced project of an existing song.</p>

## Year 7 Music: Keyboards

### Core Knowledge (KNOW)

- Note values: semibreve, minim, crotchet, quavers, semiquavers
- Pitch: aural perception of higher and lower notes
- Position of notes on stave (treble clef – lines and spaces)
- Finger technique: use of all 5 fingers – strengthening this through exercises and simple pieces
- Basic practice habits – muscle memory, patience, repetition, break down the task
- Names / position of the notes on the keyboard

### Cultural Knowledge (KNOW)

- Power of self-tuition – availability of materials on the internet which support this.
- Musical notation as a type of code and how it contains information.
- Awareness of a range of piano music and styles: rock n roll, classical, gospel etc.

### SHOW

- Performances using the right hand or both hands together (where both hands have independent parts).
- Homework tests on learning of note values and position of notes on stave.
- Assessment task of working out the notes, using correct fingers and playing fluently with both hands.

## Year 7 Music: Composing

### Core Knowledge (KNOW)

- How to write notes on the stave with manuscript paper, pencil and rubber.
- Basic elements of what makes up a successful tune including:
  - ✓ *Variety of rhythm*
  - ✓ *Combination of Steps and Leaps*
  - ✓ *Repetition and sequence.*
- How a tune links to the notation on a stave.
- Understanding of bar lines and grouping beats into bars.

### Cultural Knowledge (KNOW)

- How music is written down or represented in other cultures/areas of the world.
- Performing and composing using concepts from other cultures/areas of the world.

### SHOW

- Test on note values and position of notes on stave.
- Performing a composed tune to the class and evaluate their success, showing an awareness of basic elements of a successful tune.
- Assessment where students will compose a tune on the keyboard and notate the tune down using Western Classical notation using a pencil and rubber.

## Year 7 Music: Drum Kits

### Core Knowledge (KNOW)

- The names of the different parts of the drum kit.
- How to play a drum beat using the bass drum, hi-hat and snare drum.
- What drum notation looks like and the different forms it can take.
- Understanding what a drum fill is and developing a performance of one using a combination of parts of the drum kit.
- Understanding how a drum beat and drum fill fit together.
- Developing an awareness of what a time signature is and how to play music in different time signatures.

### Cultural Knowledge (KNOW)

- Rhythms from different parts of the world which are used in drum beats.
- How time signatures are used in different genres of music.

### SHOW

- Labelling the parts of the drum kit.
- Counting time signatures and playing drum beats in different time signatures (6/8, 3/4, 4/4)
- Performing a drum beat/fill/sequence on the drum kit.

## Year 7 Music: Ensemble Skills

### Core Knowledge (KNOW)

- How and why to count in before performing to ensure all performers start correctly.
- Develop an awareness of how different independent musical parts interact and combine.
- Understanding what chords are, how to play them and why they are important in a piece of music.
- Develop an understanding of musical patterns and repetition in songs.
- Developing an understanding of musical cues and signals.

### Cultural Knowledge (KNOW)

- How to perform music from different genres/parts of the world
- How time signatures are used in different genres of music.
- How professional musicians work and combine to produce live performances.

### SHOW

- Performing as part of a pair or group where students:
  - ✓ *Have their own independent part within the performance.*
  - ✓ *Shows they can follow musical cues, including counting in before starting a performance.*
  - ✓ *Showing an awareness of how their own part interacts with others.*



## Year 7 Music: How Songs Work

### Core Knowledge (KNOW)

- Develop a further awareness of how musical parts interact together, including timing and texture.
- Develop an awareness of the different parts which combine to create a song.
- Regardless of style, understand the role of each part in a group.
- How to decode musical notation to play and perform music.

### Cultural Knowledge (KNOW)

- Musical notation as a type of code and how it contains information.
- Awareness of a range of styles: rock n roll, pop, gospel etc.

### SHOW

- Performance of an independent part on an instrument/vocal as part of a group performance of a song.
- Recognising musical instruments and their role within a song through listening exercises.
- Rehearse and produce a polished performance.

## Year 7 Music: Vocal Skills

Core Knowledge (KNOW)	Cultural Knowledge (KNOW)	SHOW
<ul style="list-style-type: none"><li>• Understand how the human voice works</li><li>• Know why it is important to look after your voice</li><li>• Know a range of methods for warming up the voice</li><li>• Understand vocal range</li><li>• Recognise different types of voice (soprano, alto, tenor bass)</li><li>• Understand how the singing voice is an extension of the speaking voice</li></ul>	<ul style="list-style-type: none"><li>• Recognise different styles and genres of singing and vocal music eg. opera, music theatre, rap, lieder, folk singing</li><li>• Understand the uniqueness of every person's voice including the uniqueness of its timbre</li><li>• Understand the mutual support and respect needed to help people nurture and develop their natural vocal skills</li></ul>	<ul style="list-style-type: none"><li>• Vocal performance as a group, in unison or using basic harmony.</li><li>• Listening and comparing various vocal styles and performances (group, solo etc).</li><li>• Rehearse and produce a polished vocal performance.</li></ul>

## Year 8 Music: Harmony

### Core Knowledge (KNOW)

- Music is in a key (concept of tonality), key note, tonic
- The major scale and how tunes are built from its notes
- How chords are built on the notes of the major scale
- Anatomy of a chord: root, 3<sup>rd</sup>, 5<sup>th</sup>
- Notation of chords (staff notation and chord symbols)
- Major, minor and diminished chords in the key of C
- Chord progressions (4 chords) and how they fit with familiar songs (the 'chord clock')
- Different ways to perform chords: block chords, broken chords
- Add chords to a melody (Twinkle twinkle little star)
- Improvise / compose a melody over a given chord progression

### Cultural Knowledge (KNOW)

- The psychology of chords – leaving home and returning
- Connection between styles / periods of music and chord progressions used: blues, rock 'n' roll, 50s pop, contemporary pop
- Expressive effect of major and minor keys / chords including their use in film music / advertising etc.
- Endless creativity made possible by combining chords differently, including use of extensions / suspensions

### SHOW

- Use chords I, IV, V and VI in a chord sequence
- Develop melodic ideas based around the notes of the chords used
- Develop melodic ideas based around the scale of the key used
- Create contrast in the music by using block chords / broken chords etc
- Show understanding of the concept of chord sequence by timing the chord changes correctly

## Year 8 Music: Styles, Genres and Musical Devices

Core Knowledge (KNOW)	Cultural Knowledge (KNOW)	SHOW
<ul style="list-style-type: none"><li>• Understand the concept of different styles and genres of music.</li><li>• Recognize a range of musical styles.</li><li>• Use a Venn diagramme to show how styles have similarities and differences</li><li>• Recognise distinctive features in: <i>Rock 'n' roll</i> (walking bass, syncopated rhythms, aggressive vocals) <i>Reggae</i> (off-beat chords, characteristic drum beat, bass riffs) <i>Gospel</i> (6/8 time signature, arpeggiation, melismatic singing)</li><li>• Explore and employ the above features in selected songs, including <i>Hound Dog</i>, <i>3 Little Birds</i> and <i>Hallelujah</i></li></ul>	<ul style="list-style-type: none"><li>• Different styles of music are products of different cultures, times and places</li><li>• Music always has a cultural context, and this is connected to elements of its style</li><li>• Composers borrow, adapt and innovate to develop new styles and genres</li><li>• Seemingly different styles of music have much in common</li><li>• Music has changed and evolved over time and this process is influenced by technology, and other historical and cultural events</li></ul>	<ul style="list-style-type: none"><li>• Take a specific role in a group performance eg. singing or bass line</li><li>• Rehearse effectively as a group</li><li>• Use and adapt devices such as walking bass, riffs and arpeggiation as part of a group performance</li><li>• Perform with an awareness of the intended style</li></ul>

## Year 8 Music: 'Keep the Music Going' (Ways to Be Creative)

Core Knowledge (KNOW)	Cultural Knowledge (KNOW)	SHOW
<ul style="list-style-type: none"><li>• Improvise (keep the music going) using a variety of techniques: <i>pentatonic scale</i> <i>motif</i> <i>riffs and hooks</i> <i>chords and arpeggiation</i> <i>words and rapping</i> <i>beats and rhythms</i></li><li>• DSCH, BACH and other musical motifs</li><li>• Create a personal motif</li><li>• Create music within given limitations / restrictions</li><li>• Compose using a note-row stimulus and other starting points</li></ul>	<ul style="list-style-type: none"><li>• Improvisation as a musical idiom in different traditions eg. Indian classical music / jazz.</li><li>• Music used as a way to encode messages (DSCH) or other information (pi music)</li><li>• Improvisation and creativity are important problem-solving techniques</li></ul>	<ul style="list-style-type: none"><li>• Respond creatively to a given or chosen stimulus using techniques learnt in the topic</li><li>• The student should be able to 'keep the music going' without relying solely on repetition</li><li>• Make appropriate musical and aesthetic choices and begin to develop an individual / personal style</li></ul>

## Year 8 Music: Protest Songs

### Core Knowledge (KNOW)

- Learn *Where is the Love* and create a group performance
- Understand the lyrics of *Where is the Love* and how it fits in to the tradition of protest songs
- Focus on the contribution of artists such as Marvin Gaye, Stevie Wonder and James Brown
- Understand the range of issues which have inspired protest songs and how lyrics have expressed these issues
- Learn lyric-writing skills and create lyrics for a protest song
- Build on previous knowledge and skills (eg. chord sequences, riffs, drum beats) to create a group protest performance of an original protest song
- Evaluate the success and effectiveness of different protest songs including student compositions

### Cultural Knowledge (KNOW)

- Understand that people use music and lyrics to express themselves and get a message across
- Know how protest songs were composed in response to the Vietnam War and other concerns / events eg. *Free Nelson Mandela*
- Know about different forms of protest and their political and cultural contexts eg. Pussy Riot in Russia and the Tiananmen Square protests

### SHOW

- Produce a successful group performance of an extant protest song eg. *Where is the Love*
- Produce a written piece commenting on the meaning of the lyrics in *Where is the Love*
- Contribute to the writing of lyrics for a new protest song
- Play a significant musical part in the composition and performance of an original protest song - *how does your part in the group performance contribute to the impact of your song and its message?*

## Year 8 Music: Vocal Performance

### Core Knowledge (KNOW)

- Understand how the human voice works
- Know why it is important to look after your voice
- Know a range of methods for warming up the voice
- Understand vocal range
- Recognise different types of voice (soprano, alto, tenor bass)
- Understand how the singing voice is an extension of the speaking voice
- Know the meaning of vocal techniques such as *melisma*, *vibrato*, *falsetto*

### Cultural Knowledge (KNOW)

- Recognise different styles and genres of singing and vocal music eg. opera, music theatre, rap, lieder, folk singing
- Understand the uniqueness of every person's voice including the uniqueness of its timbre
- Understand the mutual support and respect needed to help people nurture and develop their natural vocal skills

### SHOW

- Produce a group vocal performance / recording in which each individual student makes a significant vocal contribution to the sound and style of the music
- To achieve this students may take a solo, provide backing vocals, beat box, or use a different vocal performance skill
- Rehearse and present a polished, confident performance

## Year 9 Music: Music Theory

### Core Knowledge (KNOW)

- Develop an understanding of basic Music Theory including:
  - ✓ *Scales: Major/Pentatonic*
  - ✓ *Harmony: Major/Minor chords recap, Chord patterns, 7<sup>th</sup> and sus chords.*
  - ✓ *Time Signatures: Listening and deciphering a time signature from groups of beats.*
  - ✓ *Key Signatures: Understanding the idea of each music having a scale to work from and accidentals may need to be used to make a tune sound 'correct'.*

### Cultural Knowledge (KNOW)

- Recognise how different pieces of music/singers use different keys to suit the style/range of voice.
- Problem solving techniques through harmony exercises.
- Aural perception through listening exercises.

### SHOW

- Students complete a series of harmony exercises which test understanding and application of Music Theory.
- Students complete a listening test which tests the auditory understanding of select Music Theory concepts.



## Year 9 Music: Musical Skills Development I

### Core Knowledge (KNOW)

- Gradually improving dexterity and skill on the keyboard through a sequence of incrementally more challenging practical tasks.
- Understanding how Left and Right hand parts fit together in harmony to produce a piece of music.
- Developing an awareness of repetition and sequence through performing.

### Cultural Knowledge (KNOW)

- Independent study skills.
- Developing resilience by overcoming barriers to success through perseverance.

### SHOW

- Produce a solo performance of a piece of music using both hands, which shows increasing dexterity on the keyboard.
- Keeping a diary of progress made at the end of each lesson.

## Year 9 Music: Musical Skills Development II

### Core Knowledge (KNOW)

- Understand how basic music sequencing software works.
- Build up an understanding of basic music technology features in mastered recordings including:
  - ✓ *Multi-tracking*
  - ✓ *Panning*
  - ✓ *Varying texture*
  - ✓ *Quantising*
  - ✓ *Note Repeat*
  - ✓ *Note sequencing*
  - ✓ *Looping*

### Cultural Knowledge (KNOW)

- Endless creativity and outcomes for the mixing of a single song.
- Understanding how technology has changed the way we listen to music.
- Problem solving due to timing and open ended tasks.
- Spotting patterns and looping in music.

### SHOW

- Produce a multi-tracked sequence independently which includes a variety of musical technology features.
- To achieve this students start with a vocal track of a popular song and add all of the other layers of music using a midi keyboard and sequencing software.
- Students then export the file as an MP3 and email to teacher as assessment.