



Music KS3 Curriculum

Year 7						
	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Topic:	Musical Elements	Rhythm and Metre	Treble Clef and Keyboards		Experimental Music	Fanfare
Content: What will students know	The correct musical terms and definitions of the musical elements	How to write and perform simple rhythms using semibreves, minims, crotchets, quavers and semiquavers.	How to read notes on the treble clef, how to find notes on the keyboards, how to play progressively more complex pieces on the keyboards, performance directions included in music.		Being able to talk confidently about the purpose and meaning of music. Understanding the aims and features of experimental music.	Understanding the key features of a fanfare and the contexts in which it would be performed.
Skills: What will students be able to do	Paired work. Use the keyboards correctly. Compose music to represent a specific idea or scene	Working with a small group to compose and perform ideas to the class.	Applying rules around reading notation to the practical task of performing pieces accurately and fluently, taking into account all performance directions.		Creative thinking - trying out new and unusual ideas, which challenge previously held musical values.	Become familiar with using GarageBand as a composition tool.
Other: Literacy/Numeracy/ Ethos	Spelling and definitions of key musical vocabulary.	Calculating the value of note groups.	Musical directions - language skills (many terms are Italian)		Questioning the role of music in our society.	Understanding the role of a specific genre of music in society.
Assessment:	Paired performance of own composition using the keyboards.	Small group performance of rhythm composition .	Individual performance to the class on the keyboard - each student to perform a piece of music of a standard appropriate to them.		Small group performance of own composition in an experimental style.	Paired compositions on GarageBand.



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Year 8:						
In order to manage resources, the year 8 classes will alternate between these topics in each term.						
	Autumn 1/2	Autumn 2/1	Spring 1/2	Spring 2/1	Summer 1/2	Summer 1/2
Topic:	Theme and Variations	Reggae	Musical Theatre	African Music	Samba	Film Music
Content: What will students know	An understanding of what is meant by the genre of Theme and Variations, as well as how this relates to cover versions.	The key musical and cultural features of reggae music. How to play Three Little Birds.	The different types of musicals, and the songs they contain. An understanding of the development of musical theatre over the last century.	The role of Djembe drumming in African society. Where is Djembe drumming from? What are the Djembes made from? How are they played?	The role of samba music in the Brazilian carnivals. The names of different samba instruments.	The difference between background music, sound effects and film music that forms part of the action.
Skills: What will students be able to do	Creative thinking - planning different ways to create variation starting from a simple idea.	Ensemble skills - everybody will contribute different ideas, but the group must work together for the piece to be successful	Ensemble skills - everybody will contribute different ideas, but the group must work together for the piece to be successful	The specific techniques associated with Djembe drumming, along with group work and ensemble skills	How to play the different instruments in a samba band. How to follow the visual instructions of a samba band leader.	How to use GarageBand to compose with an embedded movie clip.
Other: Literacy/Numeracy/ Ethos		Discussion of Jamaican society and Rastafarian religion.	Mapping the development of musicals over the past century - how does it reflect society?	Understanding the role of music in West African society.	Understanding the role of music in Brazilian society	Computing skills - understanding music editing software (GarageBand)
Assessment:	Paired performance of a theme and variation composition , based on a simple nursery rhyme	A small group performance of Three Little Birds by Bob Marley	A small group performance of a song from a musical.	Performing as part of a large group (10+ students) using the Djembe drums	Working as part of a large group (10+ students) to compose , perform and teach some elements of a samba piece.	Working in pairs to compose music to accompany a small section of a film



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Year 9						
	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Topic:	Blues	Ukuleles	Queen - I want to break free	Musical Futures: Cover Versions	Song Writing	
Content: What will students know	The origins of blues music in the slave trade and how it has developed over time. The 12 bar blues chord progression.	The name for different parts of the ukulele. How to read ukulele tab notation.	The history of Queen and Freddie Mercury. The structure, instrumentation and harmonic features of the piece.	Students will choose a song to learn as a group.	Main sections of a song (intro, verse, chorus, bridge etc.), the typical harmonic structure of pop songs, the lyric pattern of pop songs.	
Skills: What will students be able to do	Perform the 12 bar blues chords and blues walking bass, along with a blues melody and melodic improvisation.	Read ukulele tab, and translate this to the practical skill of playing the ukulele. Contributing to a group performance.	Musical analysis of a set work - in the style of GCSE analysis. To be able to apply this knowledge to listening questions and practical work.	Group work and ensemble skills. They may work on keyboards, guitars, drums, bass, ukuleles, vocals.	Creative thinking and problem solving. Compose their own ideas and find a way to build this up into a full song.	
Other: Literacy/Numeracy/Ethos	Link to year 8 history topic about the slave trade. Understanding the role of music in the slave trade, and why blues music still has relevance today.	Reinforcing the concept of notation for all students. Using ukulele tab, as it is unfamiliar to most.	Introducing the concept of musical analysis to give students a taste of GCSE analysis. Understanding the context of Queen's success, and Freddie Mercury's life.	This is the first time students are given total free choice - it relies on them to plan their time wisely, collaborate and compromise with peers.	Introducing a more formal concept of composition, in order to prepare students for GCSE composition.	
Assessment:	Paired performance of a piece of blues music, including moments of improvisation, using the keyboards.	Small group performance of a piece using ukuleles. Some students may also extend to writing their own ukulele tab.	Whole class and small group performances of I Want To Break Free. Listening task related to the piece.	Group performance of a song of their choice.	Individual/paired/small group performance of their own composition .	