

## Curriculum Overview: KS3 Music 2024-25

	Term 1	Term 2	Term 3
<u>Year 7</u>	<p><b>Finding Your Voice</b> Students develop skills in aural awareness, ensemble singing/performance and musical basics including:</p> <ul style="list-style-type: none"> <li>• Notation – quaver, crotchet, minim, semibreve</li> <li>• Treble Clef/Bass Clef</li> <li>• Time Signatures</li> <li>• Stave</li> </ul> <p>Practical activities include whole-class singing, preparation for the Y7 welcome mass &amp; carol service and small group body percussion performances. All activities are complimented with theoretical activities found within the Y7 music booklet. Students of more advanced ability are required to bring in any advanced theory work they may currently be completing to extend their learning.</p> <p>This builds from primary school singing and introduces students to the foundations of music theory</p>	<p><b>Understanding The Elements</b> Split into two smaller topics of work, students continue to build their basic theoretical knowledge and confidence in small group performing.</p> <p>Students learn to read treble and bass clef at a basic level and apply these skills through a series of keyboard-based practical tasks.</p> <p>Students learn about the 7 musical elements (Tempo, Rhythm, Dynamics, Pitch, Timbre, Structure, Texture) and create a musical performance using this theory. Key words including polyphonic, monophonic, homophonic, forte, piano etc.</p> <p>The second topic focuses on continuation of application of the elements, and the development of composing to a stimulus.</p> <p>This builds on the foundations of music theory and singing by allowing students to apply the theory practically via an instrument and to understand more about the expression in music</p>	<p><b>World Music</b> Students explore two prominent non-western musical cultures, one per half term.</p> <p>Through exploration of Reggae, students learn about off-beat rhythms (syncopation), chords C,F and G, reggae music and its cultural influences and eventually rehearse and perform “Three Little Birds” in small bands/practical groupings.</p> <p>This allows students to further develop their theory knowledge and also their practical keyboard skills. It also allows them to begin exploring other instruments and introduces them to musical ensemble playing</p>
<u>Year 8</u>	<p><b>The Blues</b> Students will learn about the inception and development of Blues music, and how it relates to modern genres of music. They will build on the knowledge learned in year 7 (including but not restricted to) on keyboard skills, music theory and notation and elements of music. Students will learn about the following through a mixture of theory, keyboard and practical lessons:</p> <ul style="list-style-type: none"> <li>• 12-Bar Blues in C</li> </ul>	<p><b>Music For Film &amp; TV</b> Students will study the history and key features of music for film and television through a series of theory lessons. They will build on the knowledge learned in year 7 and 8 (including but not restricted to) keyboard and instrumental skills, music theory and notation, elements of music and the following Key concepts:</p> <ul style="list-style-type: none"> <li>• Underscore</li> <li>• Diegetic</li> </ul>	<p><b>Musical theatre</b> Students will develop their musical knowledge gained in years 7 and 8 through the exploration of the musical theatre genre.</p> <p>Through a series of theory-based and practical lessons students will develop their knowledge in (including but not restricted to) keyboard and instrumental skills, music theory and notation, elements of music and the following areas:</p> <ul style="list-style-type: none"> <li>• Song Structure</li> </ul>

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<p><b><u>Year 9</u></b></p>	<p><b>Skills Audit and acquisition</b> Students will recap skills and theory learned in Y7/8 including but not restricted to:</p> <ul style="list-style-type: none"> <li>• Primary Chords</li> <li>• Structure</li> <li>• Rehearsal Skills</li> <li>• Basslines</li> <li>• Vocal techniques</li> <li>• Rhythms</li> <li>• Melody &amp; Improvisation</li> </ul> <p><b>Skills Acquisition</b> Students will begin developing their skills and knowledge including the knowledge required for Music or PA at GCSE. Topics covered will include:</p>	<p><b>Skills Application and use of technology</b> Students will use the skills learned in the skills acquisition unit and apply their knowledge to compose a song in the pop genre. They will work in groups to create a piece including</p> <ul style="list-style-type: none"> <li>• chord progressions</li> <li>• bassline</li> <li>• melody</li> <li>• harmony</li> </ul> <p>Students will work together in a group to create their song, then prepare a performance of their composition</p> <p><b>Music tech</b> Students will work individually to build an individual composition using the DAW</p>	<p><b>Skills Application (GCSE Prep &amp; N10)</b> <u>PA route:</u> Skills audit assignment and Composition task to prepare for unit 2 in the L2 technical award Commencement of development logs to document composition process in preparation for L2 tech award. <u>Music route:</u> Introduction to composition using Sibelius software Ensemble and solo N10 performances. Introduction to theory and history topics.</p>

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	<ul style="list-style-type: none"> <li>• Harmony</li> <li>• Tonality – Major/Minor</li> <li>• Sharps/Flats</li> <li>• Circle of 5ths</li> <li>• Pentatonic Scales</li> <li>• Pop Progression I-V-vi-IV</li> <li>• Chord building/identification</li> </ul> <p>Students will complete a series of theory lessons, and then apply these newly acquired skills to focused ensemble performances. performances will take place during this time with the aim of building on top of existing learning each time.</p> <p>This unit really deepens students music theory knowledge learned in year 7 and 8 and allows them to apply it practically in performance, whilst aiming to help them understand how the theory impacts the music they perform and listen to.</p>	<p>program Soundtrap. Students will be guided through the process of using the program in steps, allowing them to apply the theoretical and musical knowledge they have acquired through KS3 to a composition using technology.</p> <p>This gives students a chance to explore different platforms for musical composition to explore their musical creativity. It allows them to apply everything they have learned in KS3 to compose a song and continue to develop their skills on the instruments they have learned.</p>	
<p><b><u>Assessment</u></b></p>	<p><b><u>Final assessment</u></b> for each topic or unit of work is undertaken via both a written assessment and a practical performance and marks are recorded by the relevant teacher. This allows assessment of the application of theoretical knowledge and development of practical ability. Knowledge retention and understanding is formatively assessed frequently within lessons through questioning, discussion, peer-to-peer teaching and mid-point evaluation of practical tasks.</p>		