

## KS3 Curriculum Plan 2022-23

Year 7	TOPIC	LP1	LP2	LP3	LP4	LP5
		<i>Transition Welcome</i>	<i>African Music</i>	<i>Classical Music</i>	<i>Blues and Jazz</i>	<i>Musicianship</i>
	<b>Knowledge</b>	<ul style="list-style-type: none"> <li>Learning about the 4 instrument families of the orchestra, the instruments in them and why they fit into those families</li> <li>What orchestral music sounds like and how to describe it using the musical elements</li> <li>Introduction to and listening to/describing Holst's The Planets</li> <li>Playing the melody from Jupiter from The Planets on the keyboard (differentiated parts to support and to add appropriate challenge)</li> </ul>	<ul style="list-style-type: none"> <li>Learning about the history and traditional uses of African drumming music</li> <li>Continuing to develop their understanding of basic rhythmic notation</li> <li>Developing ensemble skills and the ability to play in a group</li> <li>Acapella singing – traditional African music e.g. 'Senua De Dende' from Zimbabwe</li> <li>Whole group performance and composition using percussion</li> </ul>	<ul style="list-style-type: none"> <li>Learning about how Blues music has developed from traditional African music and Spirituals and the history and context behind the genre</li> <li>Learning to play a simple chord progression on the keyboard</li> <li>Learning to play a blues bass line on either the keyboard or the guitar</li> <li>Learning how blues lyrics reflect the genre of music and why they must be specifically themed. Pupils will then create their own in small groups</li> </ul>	<ul style="list-style-type: none"> <li>Learning how Jazz music has developed from Blues music and why American influences changed this genre</li> <li>Context and history of genre including musical features, instruments etc</li> <li>Linking prior knowledge from blues linking the '12 Bar Blues' chord progression to learning about improvisation using either the Blues scale in C or a Pentatonic scale to create a short improvised melody</li> </ul>	<ul style="list-style-type: none"> <li>Using and continuing to develop skills acquired throughout Y7 such as the ability to read notation, the ability to work together with others to create a performance etc.</li> <li>Knowledge of what defines the term 'musician' and why developing performance skills is so important for all musicians.</li> <li>Pupils will work in groups to develop a short performance for assessment using rehearsal time in lessons and being able to act on and give feedback.</li> <li>Pupils will also undertake a short written assessment assessing substantive knowledge.</li> </ul>
	<b>Procedural Knowledge</b>	Keyboard skills, Describing Music, Listening Skills, Singing Technique, Performance Skills				
	<b>Key Vocab</b>	Orchestra, Instrument, Woodwind, Strings, Brass, Percussion, Instrumentation, Timbre, Melody, Texture	Imitation, Call and Response, Harmony, Unison, Tempo, Rhythm, Ostinato, Polyrhythm, Structure, Solo.	Blues, America, Context, Slavery, Spirituals, Call and Response, Improvisation, Emotion, Piano, Chord, Chord Progression, Lyrics	Jazz, America, Influence, Context, Band, Improvisation, Scat, Vocal, Piano, Chord, Chord Progression, Bassline, Scale	Musician, Responsibility, Rehearsal, Reflection, Performance, Musicianship, Rehearsal Skill

Year 8	TOPIC	LP1	LP2	LP3	LP4	LP5
		<i>Variation</i>	<i>Samba</i>	<i>Soul</i>	<i>Film Music</i>	<i>Protest Songs</i>
	<b>Knowledge</b>	<ul style="list-style-type: none"> <li>What is meant by Variation</li> <li>How different compositional techniques can be used to change music</li> <li>Famous examples of Variation such as the 'Enigma Variations' by Elgar</li> <li>Pupils using compositional techniques learnt about through listening and practical tasks to create a variations performance in their groups.</li> </ul>	<ul style="list-style-type: none"> <li>Developing an understanding of the genre of Samba, its roots in carnival music and its importance to Brazilian culture</li> <li>Pupils will learn how to create basic rhythms using staff notation and will learn how to combine these both in whole class and small group situations.</li> <li>Pupils will develop their ability to describe the music they are hearing, again using the musical elements vocabulary to do this. K12</li> </ul>	<ul style="list-style-type: none"> <li>Learn about the history of soul music, its development and its features.</li> <li>Developing an understanding of why Soul is a pivotal genre in the development of music and how it has affected popular culture e.g. Northern Soul</li> <li>Learning to perform a short piece ('Lean on Me') both on keyboard and vocally in a whole class and small group setting</li> </ul>	<ul style="list-style-type: none"> <li>Study of the history of film music from the silent film era through to modern day scoring</li> <li>Study and recreation of various scoring techniques during listening and both composing and performing tasks</li> <li>Developing an understanding of how film music is often used to suggest what is not directly shown on screen and why this is a powerful tool for filmmakers</li> <li>Developing an understanding of how this directly links (dependent on era) to classical music and various other musical genres dependent on theme</li> <li>Pupils will also explore what it means to be a film composer</li> </ul>	<ul style="list-style-type: none"> <li>Pupils will learn about 3 set songs during this topic and why they are termed as a 'Protest Song'</li> <li>They will begin to understand the importance of protest songs in history and why certain songs can be more effective in conveying a message than others.</li> <li>Mandela (Bring Him Home) features in this topic as it is themed around a popular protest against social injustice (the story of Nelson Mandela and his protest against apartheid). It offers opportunities both for playing and singing in whole class or small groups.</li> <li>Pupils will also listen to Hurricane and Strange Fruit during this topic as these are also good examples of protest songs written to protest against social injustice. Pupils will be asked to identify musical features that make this a good protest song e.g. how it is performed, chords, tempo etc</li> </ul>
	<b>Procedural Knowledge</b>	Instrumental techniques, Compositional Skills, Listening Skills, Performance Skills				
	<b>Key Vocab</b>	Variation, Pitch, Rhythm, Duration, Tempo, Melody, Articulation, Dynamics, Tonic, Drone, Elgar, Enigma Variations, Movement, Composer, Instrumentation	Bateria, Apito, Call and Response, Polyrhythm, Syncopation, Cyclic Rhythm, Ostinato, Groove, Rest, Pulse, Rhythm.	Soul, America, Vocal, Emotion, Genre, Context, Melody, Harmony/Tonality, Dynamics, Structure, Instrumentation	Film, Cinema, Score, Soundtrack, Diegetic, Non-Diegetic, Leitmotif, Orchestra, Composer, Intention, Underscoring, Mickey-mousing, Stinger, Melody, Harmony, Texture, Instrumentation	Protest, Lyrics, Theme, Chord, Chord Sequence, Apartheid, Lynching, Miscarriage of Justice, Racism, Rhythm, Tempo

Year 9	TOPIC	LP1	LP2	LP3	LP4	LP5
		<i>My Music Skills Development</i>	<i>Hip Hop and Body Percussion</i>	<i>Hooks and Riffs</i>	<i>Songwriting</i>	<i>Pop Music</i>
	<b>Knowledge</b>	<ul style="list-style-type: none"> <li>Re-covering some prior knowledge from Y7 and 8 around music theory and basic notation</li> <li>Deepening and extending this knowledge by teaching a second clef and certain other more complex parts of music theory e.g. The Circle of 5ths and key/time signatures</li> <li>Completing practical tasks to apply the learning from the theory based tasks e.g. a keyboard activity and practical challenge</li> </ul>	<ul style="list-style-type: none"> <li>Context behind the genre of hip hop, musical features of the genre and cultural details including listening examples to illustrate this.</li> <li>Listening tasks to support Pupils understanding of the genre</li> <li>Focus on the set work of 'Loose Yourself' by Eminem working on chords, rapping, singing and percussion rhythms working towards a whole group or small group performance</li> </ul>	<ul style="list-style-type: none"> <li>Knowing what is meant by a 'hook' or 'riff'.</li> <li>Knowing why certain pop riffs/hooks are so successful and why they get 'stuck in our heads'</li> <li>Pupils will learn to play popular riffs from songs they will know and will learn how to create a catchy riff.</li> </ul>	<ul style="list-style-type: none"> <li>Learning about what makes a successful pop song, and how they are written.</li> <li>The recipe behind some of the most successful pop songs.</li> <li>Knowing strategies to writing a song and finding one that suits their individual style of composition.</li> <li>Knowing why chord sequences are so powerful to a song's success and how to write a good chord sequence.</li> </ul>	<ul style="list-style-type: none"> <li>The brief history of Pop music from 1960 and its role in developing more modern genres</li> <li>Features and context of the genre and what makes a 'popular song'</li> <li>Case study of the role of the songwriter and producer leading to a composition activity</li> <li>Case study of the musician leading to a performance of 'Castle on the Hill' by Ed Sheeran.</li> </ul>
	<b>Procedural Knowledge</b>	Listening Skills, Instrumental Skills, Performance Skills, Composition Skills, Ability to listen to and comment on music using subject specific vocabulary				
	<b>Key Vocab</b>	Notation, Staff, Rhythm, Pitch, Key Signature, Time Signature, Chord, Treble Clef, Bass Clef, Semibreve, Minim, Crotchet, Quaver, Semiquaver, Circle of 5ths, Sharps, Flats, Tonality, Dynamics, Melody	Rapping, Rhythm, Beat, Body Percussion, MC, Internal Rhyme.	Hook, Riff, Ostinato, Catchy, Popular, Genre, Melody, Rhythm, Texture, Bassline,	Songwriter, Composer, Lyrics, Chord, Chord Sequence, Genre, Melody, Harmony, Tempo, Tonality	Pop, Chord, Chord Sequence, Bassline, Vocal, Lyrics, Tempo, Melody, Harmony, Texture, Structure, Catchy, Context, Genre, Feel