

KS3 Curriculum Plan

Year 7	TOPIC	LP1	LP2	LP3	LP4	LP5
		<i>Transition Welcome</i>	<i>African Music</i>	<i>Instruments of the Orchestra</i>	<i>Programme Music</i>	<i>Musicals</i>
	<i>Knowledge</i>	<ul style="list-style-type: none"> •Learning about the 4 instrument families of the orchestra, the instruments in them and why they fit into those families •What orchestral music sounds like and how to describe it using the musical elements •Introduction to and listening to/describing Holst's The Planets •Playing the melody from Jupiter from The Planets on the keyboard (differentiated parts to support and to add appropriate challenge) 	<ul style="list-style-type: none"> •Learning about the history and traditional uses of African drumming music •Continuing to develop their understanding of basic rhythmic notation •Developing ensemble skills and the ability to play in a group •Acapella singing – traditional African music e.g. 'Senua De Dende' from Zimbabwe •Whole group performance and composition using percussion 	<ul style="list-style-type: none"> •Learning about how Blues music has developed from traditional African music and Spirituals and the history and context behind the genre •Learning to play a simple chord progression on the keyboard •Learning to play a blues bass line on either the keyboard or the guitar •Learning how blues lyrics reflect the genre of music and why they must be specifically themed. Students will then create their own in small groups 	<ul style="list-style-type: none"> •Learning about what is meant by programme music •Learning about how music can be used to tell a story •Linking new learning to their knowledge from LP3 (Instruments of the Orchestra) in learning about 'Peter and The Wolf' and how instruments are used to represent characters. •Continue to develop listening skills such as instrument recognition, commenting on the musical elements and their use. •Performance Skills – continuing to develop their ability to perform melodies using the keyboard •Composition Skills – continuing to develop their ability to create music by designing a short theme for an animal (links to Carnival of the Animals) 	<ul style="list-style-type: none"> •Learning about musicals, their history and how they became what pupils will recognise today. •Linking new knowledge to LP4 learning about music being used to tell a story •Whole class singing linking to the recent school musical and linking back to the whole class singing used in LP1 •Listening skills continuing to be developed, increasing in confidence using musical terminology and the musical elements to describe music. •Performance skills – whole class singing and performing melodies on the keyboard.
	<i>Procedural Knowledge</i>	Keyboard skills, Describing Music, Listening Skills, Singing Technique, Performance Skills				
	<i>Key Vocab</i>	Melody, Stave, Notation, Treble Clef, Tempo, Pitch, Ensemble, Singing.	Imitation, Call and Response, Ostinato, Syncopation, Tempo, Texture, Dynamics	Melody, Pitch, Timbre, Rhythm, Tempo, Orchestra, Composer, Ostinato, Bass	Pitch, Dynamics, Rhythm, Tempo, Theme, Programme Music, Composer, Instrumentation	Musical, Lyrics, Libretto, Chorus, Tempo, Melody, Context

Year 8	TOPIC	LP1	LP2	LP3	LP4	LP5
		<i>Variation</i>	<i>Folk Music</i>	<i>Latin Music</i>	<i>Protest Songs</i>	<i>Songwriting</i>
	<i>Knowledge</i>	<ul style="list-style-type: none"> •What is meant by Variation •How different compositional techniques can be used to change music •Famous examples of Variation such as the 'Enigma Variations' by Elgar •Students using compositional techniques learnt about through listening and practical tasks to create a variations performance in their groups. 	<ul style="list-style-type: none"> •What is meant by 'folk music' •The origins of folk music and different backgrounds that perform 'folk' •Famous examples of 'folk music' and folk composers •Creating and performing folk music •Exploring the influences of folk music on modern popular music. 	<ul style="list-style-type: none"> •What is meant by 'latin music' •The origins of latin music and the countries that it is performed in. •Famous examples of latin music and composers. •Creating and performing latin music •Exploring types of latin music from around the world. •Exploring the influence of traditional latin music on modern popular music. 	<ul style="list-style-type: none"> •Students will learn about 3 set songs during this topic and why they are termed as a 'Protest Song' •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. •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. •Students 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. Students will be asked to identify musical features that make this a good protest song e.g. how it is performed, chords, tempo etc 	<ul style="list-style-type: none"> •Learning about what makes a successful pop song, and how they are written. •The recipe behind some of the most successful pop songs. •Knowing strategies to writing a song and finding one that suits their individual style of composition. •Knowing why chord sequences are so powerful to a song's success and how to write a good chord sequence.
	<i>Procedural Knowledge</i>	Instrumental techniques, Compositional Skills, Listening Skills, Performance Skills				
	<i>Key Vocab</i>	Variation, Pitch, Rhythm, Duration, Tempo, Melody, Articulation, Dynamics, Theme, Timbre.	Folk, Refrain, Aural, Pedal, Ornamentation, Texture, Timbre	Latin, Salsa, Samba, Mambo, Marraccas, Castanets, Genre, Culture, Rumba, Melody, Tempo, Rhythm, Timbales	Protest, Lyrics, Theme, Chord, Chord Sequence, Apartheid, Lynching, Miscarriage of Justice, Racism, Rhythm, Tempo	Songwriter, Composer, Lyrics, Chord, Chord Sequence, Genre, Melody, Harmony, Tempo, Tonality

Year 9	TOPIC	LP1	LP2	LP3	LP4	LP5
		<i>Blues and Jazz</i>	<i>Reggae</i>	<i>Film and Video Game Music</i>	<i>Britpop</i>	<i>Planning A Music Festival</i>
	<i>Knowledge</i>	<ul style="list-style-type: none"> •Deepening knowledge of the blues, its stylistic features and its history. •Exploring the more complex elements of blues music e.g. improvisation, lyrics and structure in more detail. •Exploring how blues music influenced jazz music •Creating and performing blues and jazz music and listening to famous examples 	<ul style="list-style-type: none"> •Exploring what is meant by Reggae music, its origins and how it developed •Key musical and stylistic feature of the genre. •Links to music technology and how this is used in the genre. •Listening to famous examples of reggae linking to famous artists •Performing reggae music 	<ul style="list-style-type: none"> •Deepening knowledge of film music (25-26 only) and its stylistic features e.g. the leitmotif •Expanding knowledge of film music's purpose and deliberate uses of music in film •Introduction of video game music, how it is related to film music in its key ideas and the development of video game music •Exploring key composers for film and video game music •Listening to famous examples of film and video game music and analysing how the key features appear •Creating and performing 	<p>This will include:</p> <ul style="list-style-type: none"> •What is meant by Britpop, its influences and origins •Key musical and stylistic features of the genre •Key artists and influences •Links to music technology and how it is used in the genre •Listening to famous examples of Britpop and exploring lyrics •Performing an example of a Britpop song 	<ul style="list-style-type: none"> •Exploring what goes into planning a live music event •Exploring job roles and their individual responsibilities (careers focus) •Pupils choosing a song to learn in small bands (list provided) as their contribution to the event, they can also compose one if they want to. •Planning out their own event •Learning how health and safety works in music and why assessing risks is important •Performing their pieces with a view to hosting a whole y9 event at the end of LP5.
	<i>Procedural Knowledge</i>	Listening Skills, Instrumental Skills, Performance Skills, Composition Skills, Ability to listen to and comment on music using subject specific vocabulary				
	<i>Key Vocab</i>	Blues, Jazz, Improvisation, Band Leader, 12 Bar Blues, Walking Bass, Blues Scale, Pentatonic Scale, Lyrics, AAB.	Reggae, Syncopation, Rhythm, Bass, Riff, Ostinato	Leitmotif, Underscoring, Adaptive Music, Composer, Dynamics, Variation	Melody, Chord, Chord Sequence, Riff, Hook, Catchy, Lyrics, Overdrive, British	Event Manager, Performer, Sound Engineer, Lighting Technician, Health and Safety, Risk Assessment, Band, Rehearsal, Reflection, Demographic, Target Audience