

## Music KS3 Curriculum

### CURRICULUM INTENT?

**What does Music help young people achieve at KS3? Why have you made these curriculum choices?**

The Music curriculum is built on **skills** and **knowledge** that pupils will **learn, develop** and **gain** over their time as a music student at Alec Hunter Academy. We start in year 7, not thinking that pupils are a blank canvas who may or may not have experienced formal musical education (1 hour a week, or private instrumental lessons) but pupils that have lived and breathed music probably from a very early age, through nursery rhymes, singing with parents/ carers, at home, in the car and within a KS2 classroom setting. We channel these existing skills so pupils are able to recognise them, develop them and become confident, musicians whatever their ability.

The skills and knowledge have been broken down into 6 strands, **Context, Free, Music Technology, World Music, Keyboard Skills and Elements of Music**. These allow for development over the years through different topics.

**\* Due to room timetabling some classes will complete lessons in computer rooms. These lessons will be an extension of the practical work combined with music technology and composition.**

### TERM BY TERM BREAKDOWN – Knowledge acquired and skills developed:

	Year 7 Course Outline	Year 8 Course Outline	Year 9 Course Outline	Opportunities beyond the classroom
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<p>1 m r e T  n m u t u A</p>	<p><b>Knowledge: (FREE)</b> Students will have; An understanding about Pitch, Dynamics, Duration, Tempo, Texture, Timbre/Sonority. Articulation and Silence and are introduced to Graphic Notation and Graphic Scores. Pupils play existing graphic scores and compose their own. This topic is linked with English as we look at Holst's suite 'The Planets' and pupils create an Alien and a short story to accompany their Graphic score.</p> <p><b>Key Skills:</b> Students will be able to; Understand and recognise the Elements of Music: pitch, tempo, dynamics, duration, texture, timbre/sonority, articulation and silence. Pupils draw on the Elements of Music as a resource when composing,</p>	<p><b>Knowledge: (ELEMENTS)</b> Students will have; An understanding of Binary, Ternary and Rondo structure. Pupils will understand how to compose musically using question and answer phrases and Ostinatos. Pupils will have an understanding of how to label or identify different sections within a complete piece of music. Pupils will be able to recognise that music with a recurring or repeated section provides familiarity to the listener. Pupils will begin to understand why Form and Structure is important in music.</p> <p><b>Key Skills:</b> Students will be able to; Perform, create, listen to and appraise a range of music from different times and places based on repeated musical patterns. Pupils will recognise ostinatos and musical form and structure within some 'classic' musical pieces. Explore Question and Answer phrases as one of the simplest types of musical structures, learning how to balance with each other to form a complete structure. Explore Binary and Ternary Forms with an emphasis on how musical contrast is achieved between "A" and "B" sections revising the Elements of Music. Explore Rondo Form as a type of recurring musical structure.</p>	<p><b>Knowledge: (KEYBOARD)</b> Students will have; An understanding of stave reading and how to link that knowledge to performing. We look at Bach's Minuet in G, both the right and left hands.</p> <p><b>Key Skills:</b> Pupils can perform to the class, their work in progress and as a finished section for assessment. They will look at patterns within the music to ease the practice elements of the lessons. Pupils are able to read the music with little or no hints of musical notation.</p>	<p>Students are able to subscribe to instrumental lessons provided in school by Essex Music Hub. Students are also able to attend Braintree Music school.</p> <p>In school activities available to participate in are; Keyboard club Guitar Club School Choir</p> <p>Outside school; Workshops provided by Essex Music Hub. Activities linked with outreach projects of Saffron Hall and the ENO. Visits to live performances of a range of musical styles and genres.</p>
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<p style="text-align: center;">2 m r e T  n m u t u A</p>	<p><b>Knowledge: (ELEMENTS)</b>  Students will have; (normally), new knowledge of reading stave notation. Learning notes values and position of notes. Pupils learn how to compose short 4 bar melodies with the extension of an 8 bar melody if desired.  Pupils will have developed a feeling for and an awareness of a regular pulse in music.  The understanding to distinguish between pulse/beat and rhythm.  Pupils developed an understanding of note values in terms of duration, bars and simple time signatures.  These melodies are either performed on a Keyboard or Glockenspiel.</p> <p><b>Key Skills:</b>  Pupils continue to learn how to perform to the class, and how to work in pairs.  Musically they look at how to compose in phrases, starting and finishing on the same note. Brief discussion of cadences. Learning is linked to the English language, the use of sentences and phrasing.  Some pupils will get to use music technology to compose their 4/8 bar melodies.</p>	<p><b>Knowledge: (KEYBOARD)</b>  Students will have; A deeper knowledge of keyboard playing. Pupils continue to learn how to read musical notation looking at the bass clef notes and learning to play Beethoven’s Fur Elise or Mozart’s Sonata in C.  A development of understanding reading music and playing an instrument using correct posture, fingering and accuracy of pitch and rhythm.  An understanding of the importance of “warming-up” before playing a keyboard or piano and the concept of piano fingering (1-5) and how to move around the keyboard with fluency.</p> <p><b>Key Skills:</b>  Pupils learn at their own pace, developing their skills of reading music, in terms of notes and rhythm. Pupils work independently towards a solo performance and assessment.</p>	<p><b>Knowledge: (WORLD)</b>  Students will have;  An understanding of fusion music, looking at Indian Bhangra and Samba music. Pupils look at society and musical characteristics. They understand how instruments, structures and textures are used in Bhangra and Samba.  Pupils perform as part of a whole class ensemble, understanding key roles of performers and different instruments and the relationship between these and the effect this has on the music.  Use rhythmic features such as ostinato, cyclic rhythms, polyrhythms, call and response and syncopation when performing and improvising.  (3 lessons of Bhangra, 3 of Samba).</p> <p><b>Key Skills:</b>  Pupils learn ensemble and listening skills, such as creating a good awareness of other roles, responding to cues given by the Sambista when performing Samba and learning skills such as timing, learning new rhythms, leadership, conducting, and building on performance, composition and listening skills.  Pupils will identify the range of instruments and technologies used in Bhangra and Indian Classical music through listening tasks. They will identify the influences and features used in fusion music through listening tasks  Explore, and compose a rag, developing their improvisational techniques, played on either the keyboard or another suitable instrument.  Pupils will take a brief look at the origins and culture of Bhangra and Samba.  Perform a range of parts within an ensemble</p>	
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<p>1 m r e T  g n i r p s</p>	<p><b>Knowledge: (KEYBOARDS)</b> Students will have; The understanding to distinguish between pulse/beat and rhythm. Developed an understanding of note values in terms of duration, bars and simple time signatures.</p> <p><b>Key Skills:</b> Students will be able to; Work through a progressive series of suitable pieces of music and pick apart the fundamentals, eg key and time signature, treble clef notes, Rhythm (note values).</p>	<p><b>Knowledge: (MUSIC TECHNOLOGY)</b> Students will; Students will be able to; Perform leitmotifs and themes from a range of film music soundtracks. Use storyboards and/or cue sheets to plan a film music soundtrack. Explore creating an effective musical narrative for a film scene, using appropriate techniques to create an intended effect. Understand how theme songs lead to the popularity of films and film music. Composition devices such as major and minor and leitmotifs are explored.</p> <p><b>Key Skills:</b> Students will be able to; Watch a selected film clip, critically discuss what is happening on the screen and suggest a suitable style of music. Pupils will be able to use music technology to compose a piece of music to accompany the clip.</p>	<p><b>Knowledge: (ELEMENTS)</b> Students will have; The understanding to distinguish the different musical skills needed to play the guitar or Ukulele. Pupils will learn to read TAB, and learn the 4 chord trick. Pupils will develop understanding on how to move between chords, keeping in time with accuracy. Pupils will distinguish between riffs, structure, lyrics and melody in songs and describe their use.</p> <p><b>Key Skills:</b> Students will be able to; Play as a class ensemble and in small groups. They will perform a typical pop song, revising structure. Distinguish between riffs, structure, lyrics and melody in songs and describe their use.</p>	
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**Knowledge: (MUSIC TECHNOLOGY)**

Pupils will be able to;  
Play and sing a simple pop song using voice and keyboards. Leaning on their existing skills of timing, notation, pulse, accuracy, keyboard skills, ensemble and solo performance.

**Key Skills:**

Pupils will learn 'Lean on me', notating it into music tech. Pupils will learn simple keyboard techniques as lesson starters and enhance their singing skills.

They will produce a small group performance, choosing a skill they prefer (either the keyboard, voice or guitar) ; some pupils will input the piano part into VIP studios.

**Knowledge: (KEYBOARD/INSTRUMENT SKILLS)**

Students will; Pupils will be able to choose a suitable song from a given list. Decipher the information regarding TAB, classical notation or a lead sheet. Pupils will be able to work in small groups and take an active role within their group. Some pupils will be a leader and lead the group and rehearsals.

**Key Skills:**

Pupils will continue to develop ensemble skills, timing, accuracy, and group work.

**Knowledge: (FREE)**

Students will;  
Have the chance to choose their own songs and work in chosen groups. They will be able to explain and discuss pop song structure, chords and lyrics. They will form groups and learn the song on their chosen instruments.

**Key Skills:**

Students will be able to;  
Pupils will use existing skills to play within a small ensemble, creating a musical performance. Pupils record their track and have access to it out of school. They also design a band logo and promote their music around the school.

<p><b>1</b> <b>m</b> <b>r</b> <b>e</b> <b>T</b> <b>r</b> <b>e</b> <b>m</b> <b>m</b> <b>u</b> <b>S</b></p>	<p><b>Knowledge: (CONTEXT)</b> Students will; Learn about the layout and structure of the symphony orchestra. Develop an understanding of musical instruments and how they are played, the families/sections, construction, different sound production methods and characteristic timbres/sonorities. Perform on orchestral instruments (where possible) or use orchestral tones/voices/sounds from keyboards as part of a 'class orchestra' with an awareness of the experience of 'performing together' as an ensemble and the roles of different instrumental parts and textural layers on the music as a whole.</p> <p><b>Key Skills:</b> Be able to; Correctly identify most instruments of the orchestra visually and aurally, when playing solo and in ensemble. Understand and use the word ensemble to describe a group of performers such as an orchestra. Describe the role of the conductor within an orchestra. Use musical vocabulary to describe sound production methods of different instruments of the orchestra Use more music-specific vocabulary, including reference to instrument construction and playing techniques, when describing the timbre or sonority of different instruments of the orchestra. Perform a range of different pieces of orchestral music, either on instruments or keyboards individually.</p>	<p><b>Knowledge: (WORLD)</b> Students will; Start by looking at African drumming, the process of making a djembe and the culture behind it. Pupils learn simple rhythms and play as a whole class ensemble and in small groups. Take part in group performances of Blues Songs showing development and understanding of the skills needed to create such music e.g., 12-Bar Blues Chord Pattern, Improvisation, Structure etc. Explore, and perform Chords I, IV and V as seventh chords in group performances and arrangements as a form of musical accompaniment. Pupils will learn how to Improvise within a harmonic framework in Blues genres using the Blues Scale. Identify more complex instruments, timbres and sonorities used in Blues Music.</p> <p><b>Key Skills:</b> Pupils learn simple and more complex rhythms, polyphonic texture and the use of a master drummer.  Pupils will continue to practice the keyboard, working in pairs. They will learn a walking bass line, chords and the Blues scale which they can use to improvise over the top.  All of those existing skills will be built upon such as timing, accuracy and fluency- the fundamentals of music.</p>	<p><b>Knowledge: (CONTEXT)</b> Students will have; Pupils continue to learn about well known composers including Beethoven and Mozart. We take some well known pieces and remix them. Pupils discover different musical textures and learn how to take musical riffs/ostinatos and remix them into their own composition.</p> <p><b>Key Skills:</b> Pupils will use all their existing musical knowledge and their music tech skills to compose a remix. They call upon musical elements to make sure their composition is musical.</p>	
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<p>2 m r e T  r e m m u s</p>	<p><b>Knowledge: (WORLD)</b> Students will; Take a trip around the world (in the comfort of the classroom!), to study the Indonesian Gamelan. Pupils will be able to explain the strict rules of the Gamelan and learn how to play in a different genre of music. Different rhythms, instruments (we use glocks) and again playing as a whole class ensemble.</p> <p><b>Key Skills:</b></p> <p>Ensemble skills are given quite a bit of attention here, and a leader of the group will be chosen. Pupils will follow the leader and create a performance on the Gamelan (glockenspiels). Pupils will break into groups and use their skills to learn small patterns of music that layer up to create a polyphonic texture which will be assessed.</p>	<p><b>Knowledge: (FREE)</b> Students will; Take a look at the 4 chord trick and how to play them on the keyboard and guitars. They will practice playing the chord fluently and start to add other parts over the chords.</p> <p><b>Key Skills:</b></p>	<p><b>Knowledge: (CAREERS)</b> Students will; Use all their existing musical skills to complete a range of tasks that they can freely choose. They consist of a music tech option, keyboard pieces, song writing, ensemble playing and a composer research based topic.</p> <p><b>Key Skills:</b></p> <p>Pupils will use all the skills they have acquired over KS3 to complete these non teacher led tasks. A new task is offered each week and pupils can start a new or continue the previous task.</p>	
<p><b>Key Independent Learning Resources</b></p>		<p><b>GREAT READS</b></p>		
<p><a href="#">Focus on Sound login</a> <a href="#">VIP Studio Sessions</a> <a href="#">O-Generator login</a> <a href="#">Music Theory exercises</a> <a href="#">BBC Bitesize - KS3 Music</a> <a href="http://www.therhythmtrainer.com/">http://www.therhythmtrainer.com/</a> <a href="https://www.8notes.com/school/theory/note_trainer.asp">https://www.8notes.com/school/theory/note_trainer.asp</a> <a href="https://www.8notes.com/school/theory/keyboard_trainer.asp">https://www.8notes.com/school/theory/keyboard_trainer.asp</a></p>		<p>The History of The Blues: The Roots, The Music, The People - Francis Davis First Steps in Music Theory Grades 1 to 5 Book - Eric Taylor Music and How it Works: The Complete Guide for Kids – DK Why Is My Piano Black And White?: The Ultimate Fun Facts Guide – Nathan Holder Stephen Fry’s Incomplete and Utter Guide to Classical Music</p>		