




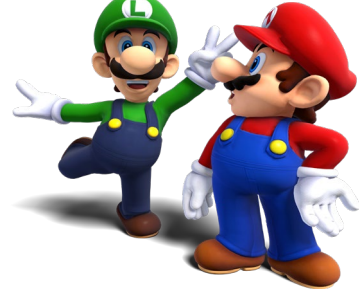




Key Stage 3 Curriculum Journey: MUSIC

The curriculum in music will be accessible for all, will help develop practical skills in a range of instruments and technology and provide students with a creative outlet to express themselves.

YEAR 7 CURRICULUM JOURNEY						
	Half Term 1	Half Term 2	Half Term 3	Half Term 4	Half Term 5	Half Term 6
Topic						
	Find Your Voice	Keyboard Basics & Notation	Reggae - Ukulele	Guitar Skills	Liverpool Blues	Video Gaming
Key Knowledge, Skills & Understanding	<ul style="list-style-type: none"> Develop confidence around using voices to create and explore music To engage all students with singing in the classroom setting To enable students to create music using methods (vocalising and mobile technology) that are immediately accessible to them and are fully inclusive 	<ul style="list-style-type: none"> Learn to read notation in both treble and bass clefs Be able to read pitches over a range of the keyboard notes Understand basic rhythmic notation Learn major and minor key signatures and the formation of major and minor scales. 	<ul style="list-style-type: none"> Pupils will learn how to form, structure and transition between chords Pupils learn and perform in whole-class and smaller group scenarios. Pupils familiarize themselves with some keywords linked to this topic and the wider subject. 	<ul style="list-style-type: none"> Pupils will extend their chordal knowledge and make links back to ukulele chord formations Pupils learn and perform in whole-class and smaller group scenarios. Focus on the accurate transition between chords with an increasing sense of accuracy, timing and rhythmic execution 	<ul style="list-style-type: none"> Pupils will learn about the links to existing music and how rock 'n' roll and music of the Beatles was directly influenced by this style Learn how to perform the fundamentals of Blues music to include the blues scale, walking bass line & 12 bar blues Development of improvisation skills 	<ul style="list-style-type: none"> Explore the importance of Melody, Harmony, Arrangement, Music Theory within a technology platform Pupils will be able to distinguish aurally, verbally and practically between styles of video gaming music Learn about and apply the core knowledge and understanding of BPM, layering, cues, metronome, instrumentation, themes and leitmotif
KS3 National Curriculum Links	<p>Pupils will:</p> <ul style="list-style-type: none"> Perform, listen to, review and evaluate singing across a range of historical periods, genres, styles and traditions. Learn to sing and to use their voices, to create and compose music on their own and with others. 	<p>Pupils will:</p> <ul style="list-style-type: none"> Perform, listen to, review and evaluate keyboard music across a range of historical periods, genres, styles and traditions. Learn to perform and to use the keyboard as an instrument, to create and compose music on their own and with others. 	<p>Pupils will:</p> <ul style="list-style-type: none"> Play and perform confidently in a range of solo and ensemble contexts using the ukulele, playing instruments musically, fluently and with accuracy and expression. Improvise and compose; and extend and develop musical ideas. 	<p>Pupils will:</p> <ul style="list-style-type: none"> Play and perform confidently in a range of solo and ensemble contexts using their voice, playing the guitar musically, fluently and with accuracy and expression. Improvise and compose extended ideas. 	<p>Pupils will:</p> <ul style="list-style-type: none"> Understand and explore how Blues music is created, produced and informally passed on. Listen with increasing discrimination to a wide range of music influenced by the Blues Develop a deepening understanding of the music that The Beatles performed, and its history. 	<p>Pupils will:</p> <ul style="list-style-type: none"> Understand the role of gaming music, how it is created, produced and communicated Listen with increasing discrimination to a wide range of music for this style to identify common techniques











MAPs

One practical performance-based MAP per half term based on the focus topic.

YEAR 8 CURRICULUM JOURNEY

	Half Term 1	Half Term 2	Half Term 3	Half Term 4	Half Term 5	Half Term 6
Topic						
	<p>Beethoven Remix (Re-visit from HT6, Yr 7)</p>	<p>Film Music & Leit Motif Keyboard Skills (Re-visit from HT2, Yr 7)</p>	<p>Guitar Skills 2 (Re-visit from HT4, Yr 7)</p>	<p>Keyboard Skills 2</p>	<p>Rock 'n' Roll Beatles</p>	<p>Pictures at an Exhibition</p>
Key Knowledge, Skills & Understanding	<ul style="list-style-type: none"> Pupils recall skills from the video gaming topic to springboard their understanding Focus on the development of individual compositional skills using technological platform of garageband Making links between music from the romantic period and modern day remix 	<ul style="list-style-type: none"> Pupils learn about the significance of leit motif and how they structure music in films Learn about background and foreground music Apply previous keyboard skills when performing and recording selected leit motifs with a focus on : Timing, accuracy, rhythm, fluency and overall conviction of the music. 	<ul style="list-style-type: none"> Pupils will extend their chordal knowledge and make links back to ukulele chord formations and the year 7 skills from the guitar unit Pupils learn and perform in whole-class and smaller group scenarios. Focus on the accurate transition between chords with an increasing sense of accuracy, timing and rhythmic execution 	<ul style="list-style-type: none"> Recall the skill of reading notation in both treble and bass clefs Be able to read pitches over the entire grand staff Understand basic rhythmic notation Learn major and minor key signatures and the formation of major and minor scales. 	<ul style="list-style-type: none"> Pupils work on combining all the KS3 skills they have learned Culminates in a full-class or full year group competition. Focus is on ensemble work, independence, resilience, successful rehearsal methodology and processes and the showcasing of musical skills. Topics will relate to previous learning from KS3 instrumentation rotation and other full-class ensemble work. 	<ul style="list-style-type: none"> Pupils work on combining all the KS3 skills they have learned Culminates in a full-class or full year group competition. Focus is on ensemble work, independence, resilience, successful rehearsal methodology and processes and the showcasing of musical skills. Topics will relate to previous learning from 'Just Play', 'In at the Deep End' and other full-class ensemble work.





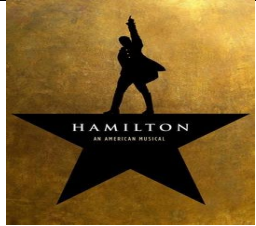





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KS3 National Curriculum Links	<ul style="list-style-type: none"> Compose and arrange confidently focusing on the core knowledge of remix Improvise and compose; and extend and develop musical ideas over time 	<ul style="list-style-type: none"> Play and perform confidently in a range of solo and ensemble contexts. Improvise and compose; and extend and develop musical ideas. 	<ul style="list-style-type: none"> Have the opportunity to learn to use technology appropriately. Improvise and compose; and extend and develop musical ideas by drawing on a range of musical structures, styles, genres and traditions. 	<ul style="list-style-type: none"> Have the opportunity to learn to perform on the keyboard with an increased sense of skill Improvise and compose; and extend and develop musical ideas by drawing on a range of musical structures, styles, genres and traditions. 	<ul style="list-style-type: none"> Learn to sing and create and compose music on their own and with others. Understand and explore how music is created. Play and perform confidently. Improvise and compose. 	<ul style="list-style-type: none"> Learn to sing and create and compose music on their own and with others. Understand and explore how music is created. Play and perform confidently. Improvise and compose.
MAPs	One practical performance-based MAP per half term based on the focus topic.					

Key Stage 3 Curriculum Journey: MUSIC

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YEAR 9 CURRICULUM JOURNEY						
	Half Term 1	Half Term 2	Half Term 3	Half Term 4	Half Term 5	Half Term 6
Topic						
	It's a rap!	Keyboard Skills 3	John Lewis Advert - Composing	Battle of the bands!	Electronic Dance Music	Weekly Wonders!





Key Knowledge, Skills & Understanding	<ul style="list-style-type: none"> Listen to rap and study the genre's history. Learn how to emulate. Choose a topic. Explore rap structure. Look up rhymes. Dissect rhythms. Try a chorus. 	<ul style="list-style-type: none"> Students work on showcasing their musical instrumental skills. Pupils must demonstrate resilience, response to cues, timing, fluency, adaption, accuracy & dexterity. . This topic builds on 'Just Play' and 'Battle of the bands'. 	<p>Students develop skills in the following areas:</p> <ul style="list-style-type: none"> appraising music motivic writing melodic and rhythmic development instrumental sonority genre composers' intentions 	<p>Students develop skills in the following areas:</p> <ul style="list-style-type: none"> appraising music motivic writing melodic and rhythmic development instrumental sonority genre composers' intentions 	<ul style="list-style-type: none"> Pupils are tasked with a set of 4 music briefs Pupils work on the development and creation of motifs and underscoring Writing supports and realises the requirements of each brief. 	<ul style="list-style-type: none"> Pupils are tasked with a set of 4 music briefs Pupils work on the development and creation of motifs and underscoring Writing supports and realises the requirements of each brief.
KS3 National Curriculum Links	<p>Pupils will:</p> <ul style="list-style-type: none"> Learn to sing and create and compose music on their own and with others. Understand and explore how music is created. Play and perform confidently. Improvise and compose. 	<p>Pupils will:</p> <ul style="list-style-type: none"> Learn to sing and create and compose music on their own and with others. Understand and explore how music is created. Play and perform confidently. Improvise and compose. 	<p>Pupils will:</p> <ul style="list-style-type: none"> understand and explore how music is created, produced and communicated identify and use the inter-related dimensions of music expressively and with increasing sophistication 	<p>Pupils will:</p> <ul style="list-style-type: none"> understand and explore how music is created, produced and communicated identify and use the inter-related dimensions of music expressively and with increasing sophistication 	<p>Pupils will:</p> <ul style="list-style-type: none"> Understand and explore how music is created. Extend and develop musical ideas by drawing on a range of musical structures, styles, genres and traditions. Use relevant notations appropriately and accurately. 	<p>Pupils will:</p> <ul style="list-style-type: none"> Understand and explore how music is created. Extend and develop musical ideas by drawing on a range of musical structures, styles, genres and traditions. Use relevant notations appropriately and accurately.
MAPs	<p>One practical performance-based MAP per half term based on the focus topic.</p>					

