

Music Key Stage 3 Programme of Study



	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
Year 7	Rhythm and Notation	Melody and the Keyboard	Elements of Music	Programme Music	Musical Chords	Form and Structure
	Students will explore ways of reading and writing music, using graphic scores and traditional notation.	Students will learn to read and perform melody lines by reading pitch information from graphic scores and traditional notation. They will learn about the structure of the keyboard, and how melody lines are composed.	Students will learn about the building blocks of music; pitch, duration, dynamics, timbre, tempo, structure, texture and silence. They will develop critical listening skills and build their musical vocabulary.	Students will explore how music can communicate ideas, emotions or moods. They will recognise and employ simple musical devices, which can be manipulated to convey different atmospheres in the music.	Students will learn how chords are constructed, and learn sequences common to popular music. They will develop their practical keyboard skills, and compose melodic pieces with a chordal accompaniment.	Students will begin to explore the history of western orchestral music, focusing on musical form and the historical context behind it's development.
Comp	Multi-media; sound, audio and video, performance and graphic score	Melody composition in the C major scale for keyboard	Composition using Garageband in a given style, applying learned knowledge of the elements of music	Students will compose a piece of programmatic music to a given stimulus; the Haunted House.	Students will use sequencing software to compose instrumental pieces based on chord sequences they will perform and record.	Compositions in ternary and rondo form
Perf	Rhythmic composition using "circles and boxes" and standard notation	Whole class and individual keyboard performances. Whole class singing of well known melody lines.	Whole class singing, focusing on use of pitch, dynamics, tempo and structure	Small group performances of composed pieces using percussion, keyboards and voice. Whole class improvisational activities.	Small group and whole class singing with a chordal accompaniment.	
App	Whole class and small group performances using percussion instruments. Whole class singing.	Analyse the use of melody in pieces from different styles and contexts.	Students will explore the elements of music by studying a wide variety of musical extracts, culminating in a critical listening assessment task.	Evaluate how music is used to communicate emotions and ideas in orchestral programmatic pieces, as well as film and television scores.	Ear training listening exercises to recognise common chord patterns, and analysis of their use in popular music	Critical listening exercises to compare and evaluate pieces from different eras.
ICT	Analyse the use of rhythm and pulse in pieces from different styles and contexts. Explore the development of written music.	Introduction to using composition software Sibelius for notation	Introduction to sequencing - using Garageband to combine pre-recorded loops, focusing on structure, tempo, dynamics and genre	Students will create storyboards for their performances using desktop publishing software.	MIDI recording and editing using Garageband	
Year 8	Chordophones and The Ukulele	20th Century Music	Songwriting	The Blues	Music for Dance	World Music: Caribbean
	Students will look at chordophones, and – in particular – the ukulele, exploring its history and common uses. They will learn to play chords, develop strumming and picking techniques, and build rehearsal and performance skills.	Students will study the evolution of 20th century art music and atonality, and it's impact on music history.	Students will explore approaches to pop and rock songwriting, looking in particular at the music of The Beatles. Covers key signature, harmony, structure and lyric writing.	A study of jazz and the blues, looking at it's development, cultural context, and influence. Focus on the 12 bar blues structure and the blues scale.	Students will look at the history of music composed for dance, focusing particularly on comparing traditional dances of the Baroque and Classical era with modern dance music.	A look at the history of music from the West Indies, and how it has affected popular music of today. Focus on reggae and learning to play a popular song, including vocals, tune and chords.
Comp	For their performances, students will arrange and adapt popular songs for the ukulele	Students will compose and perform minimalist pieces, and use sequencing and audio manipulation software to produce original soundscapes	Students will build compositional skills including lyric writing and a study of melody and harmony. They will compose an original piece and learn advanced notation skills in Sibelius to present it.	12 bar blues composition, including improvisation.	Modern dance composition using keyboards and sequencing software, focusing on suitability for purpose.	Students will arrange popular songs for performances in small groups, looking at style and suitability for all performers.
Perf	Students will perform in small groups playing chords to accompany sung performances.	Small group and whole class performances of minimalist pieces.	Whole class performances and group deconstructions of popular songs.	Students will develop keyboard and improvisational skills, and demonstrate these in paired performances.		In small groups students will perform their arrangements using instruments of their choice.
App	Students will research the history of chordophones and the ukulele, and analyse their use in a wide range of musical extracts	Students will compare and evaluate various forms of experimental music, and analyse it's influence.	Students will deconstruct and examine popular songs, and apply lessons learned in their own compositions	Students will look into the cultural history of the Blues, and analyse how this is reflected in the music.	Students will compare music composed for dance from throughout the history, examining it's fitness for purpose and cultural context.	Students will analyse reggae's influence on other musical styles, and be able to explain the construction of a song using musical terminology.
ICT	Students will develop their research skills, learning to effectively select and present information	Audio recording and manipulation skills in Garageband and audacity	Using notation software Sibelius to present a variety of melodic, harmonic, and lyric information, including annotations	Students will develop their research skills, learning to effectively select and present information	Synthesis and programming in Garageband	

	Hip Hop	Music for Occasions	Musical Theatre	Chinese Music (and the Pentatonic Scale)	Music and Media	Song and End of Key Stage 3 Project
Year 9	Through a study of the origins of Hip Hop, students will explore the use of music to promote social and political change. They will build on their lyric composition skills, develop new vocal techniques including beatboxing, and study sampling and its implications in modern music.	Students will look at the composition of music for ceremonies and festivals in a wide variety of cultural contexts. The unit will culminate in a composition and performance task of songs for Christmas and other winter festivals.	Students will look at the history of Musical Theatre before working towards a combined Performing Arts ensemble piece on a chosen musical. <i>This unit links with Dance and Drama.</i>	A look at Asian instruments and the development of various Asian musical styles. Students will focus on the characteristics of Chinese music (including the pentatonic scale) and compose a piece influenced by the Chinese style.	Students will analyse the effect of music on the visual image, and how musical devices can be used to support and alter mood, storytelling and character development.	Students will synthesize all they have learned in music at KS3 in a final composition and performance task, the parameters of which they will set themselves.
Comp	Students will develop advanced lyric composition skills, focusing on their use to convey messages and emotions. They will compose a piece using sampling.	Students will compose a piece for a winter festival. They demonstrate advanced skills in selecting and using musical processes to reflect specific themes and moods.		Students will compose a piece for traditional instruments using the pentatonic scale.	Students will produce a soundtrack for a piece of film using sequencing software to record and arrange MIDI instrumental parts, audio recordings of acoustic instruments, and Foley effects.	Students will compose a group piece in a style of their choosing, with emphasis on creativity and expression.
Perf	Students will perform their compositions in small groups to the class, focusing on delivery and rhythm.	Students will perform their compositions in class, with further performances in school assemblies and the Christmas concert.	Performances of extracts from a chosen musical.	Students will perform their instrumental compositions in groups with one student conducting		Group performance of compositions
App	Students will explore how lyrical and musical information convey meaning, and look at the use and implications of sampling in modern music.	Students will analyse the cultural context and musical processes involved in the composition of pieces for a wide variety of ceremonies and festivals.	Students will analyse the links between Music, Drama and Dance, and explore the use of music to express emotion in the theatre.	Through a study of Asian music students will deconstruct the musical processes involved in its composition, and develop vocabulary and understanding of music outside the Western tradition.	Students will assess how different approaches to composing for screen affect how film is perceived. They will analyse how musical processes they have explored in other units can be used in this context.	
ICT	Sampling and advanced audio recording and manipulation in Garageband			Notation using Sibelius, focusing on producing a full score for multiple instruments.	Using sequencing software to compose for screen	