

# Music Key Stage 3 Programme of Study



	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6	
<b>Year 7</b>	<b>Rhythm</b>	<b>Find Your Voice</b>	<b>Melody and the Keyboard</b>	<b>Elements of Music and The Orchestra</b>	<b>Chinese Music (and the Pentatonic Scale)</b>	<b>Musical Chords</b>	
	Students will explore ways of reading and writing music, using graphic scores and traditional notation. Students will learn about African percussion instruments and perform polyrhythms in groups using djembes.	Students will learn to use their voices in a variety of ways, including call and response singing, canons and multi-part harmony pieces. They will learn different vocal styles including SATB and beatboxing. They will learn to analyse and vocally recreate pieces of music,	Students will learn to read and perform melody lines by reading musical notation in the treble clef. 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. They will learn about the instruments of the orchestra and it's role in classical music.	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 learn how chords are constructed, and learn sequences common to popular music. They will develop their ensemble performing skills through group work.	
	<b>Comp</b>	Whole class and group rhythmic composition. Whole class singing.	Small group vocal arrangements of popular songs.		Short composition to demonstrate use of the elements of music	Students will compose a piece using music technology for traditional instruments using the pentatonic scale.	
	<b>Perf</b>	Rhythmic performances using "circles and boxes" and standard notation	Vocal performances in a range of styles. Leading up to whole class singing in the Christmas concert,	Whole class and paired keyboard performances. Whole class singing of well known melody lines.		Students will perform several traditional vocal and keyboard pieces.	Small group and whole class singing with a chordal accompaniment. Performing in ensembles.
	<b>App</b>	Learn about the African musical tradition. A study of pulse, tempo and rhythm.	Critical listening to a variety of vocal music.	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 classical musical extracts, culminating in a critical listening assessment task.	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.	Ear training listening exercises to recognise common chord patterns, and analysis of their use in popular music
<b>ICT</b>		Using mobile technology for recording and looping vocal sounds.		Introduction to sequencing - using Logic Pro to combine pre-recorded loops, focusing on structure, tempo, dynamics and genre	Composition using Logic Pro, focusing on composing pentatonic melodies with drone accompaniment.		
<b>Year 8</b>	<b>The Ukulele</b>	<b>Song writing</b>	<b>20th Century Art Music</b>	<b>The Blues</b>	<b>Music for Dance</b>	<b>World Music: Caribbean</b>	
	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 explore approaches to pop and rock song writing, looking in particular at composing music for occasions. Covers melody, chord sequences, structure and lyric writing.	Students will study the evolution of 20th century art music and atonality, and it's impact on music history.	A study of jazz and the blues, looking at it's development, cultural context, and influence. Focus on the 12 bar blues structure and improvising in the blues scale.	Students will look at the history of music composed for dance, focusing particularly on 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.	
	<b>Comp</b>	For their performances, students will arrange and adapt popular songs for the ukulele	Students will build compositional skills including lyric writing and a study of melody and harmony. They will compose an original piece collaboratively.	Students will compose and perform minimalist pieces, and use sequencing and audio manipulation software to produce original soundscapes	12 bar blues composition, including improvisation.	Modern dance composition using keyboards and sequencing software, focusing on suitability for purpose.	
	<b>Perf</b>	Students will perform in small groups playing chords to accompany sung performances.	Whole class performances and group deconstructions of popular songs.	Small group and whole class performances of minimalist pieces.	Students will develop keyboard and improvisational skills, and demonstrate these in paired performances.		In small groups students will perform arrangements of popular reggae songs using instruments of their choice.
	<b>App</b>	Students will learn the history of chordophones and the ukulele, and analyse their use in a wide range of musical extracts	Students will deconstruct and examine popular songs, and apply lessons learned in their own compositions	Students will compare and evaluate various forms of experimental music, and analyse it's influence.	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.
<b>ICT</b>			Audio recording and manipulation skills in Logic Pro		Synthesis and drum/ostinato programming in Logic Pro.		

	<b>School of Rock</b>	<b>Band Instrumental Skills</b>	<b>Composition Project</b>	<b>Hip Hop</b>	<b>Music and Media</b>	<b>Musical Theatre</b>
<b>Year 9</b>	Students are introduced to common “rock band” instruments – the drum kit, bass guitar, electric guitar and synthesizer. They learn basic techniques for these instruments, and have the opportunity to “specialise” in their favourite. Students begin to play together in bands using their specialist instrument.	Using the Musical Futures model, students will work in 5 piece “bands” and rehearse and perform a song of their choice. Students will use notation, tablature and audio recordings to learn and refine their piece, focusing on timing and band ensemble skills.	Students will spend a term working on a composition piece starting with a single ostinato “loop”. They will add chords, a bassline, drums, and melody, and develop a verse-chorus structure. This project will then feed into next term’s work on Hip Hop	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 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. They will refresh their music theory skills, and use them to analyse and compose original leitmotif ideas.	Students will look at the history of Musical Theatre before working towards a combined Performing Arts ensemble piece on a chosen musical.
<b>Comp</b>		Students will consider their arrangement of their song, adapting it to suit the musicians in their band	Students will compose an original ostinato pattern, chord sequence, bass line, drum beat, and a contrasting section of music.	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 have the option to compose their own piece for musical theatre.
<b>Perf</b>	Students will learn new performance skills on a range of instruments.	Independent learning and ensemble performance skills.		Students will perform their compositions in small groups to the class, focusing on delivery and rhythm.	Students will learn to play a variety of film themes from traditional notation.	Performances of extracts from a chosen musical.
<b>App</b>	Analysis of the role of the instruments studied in a variety of pieces. Students will learn to read guitar/bass tablature and drum notation.	Students will critically analyse their song of choice and learn aurally.	Students will listen to a variety of “loop based” music	Students will explore how lyrical and musical information convey meaning, and look at the use and implications of sampling in modern music.	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.	Students will analyse the links between Music, Drama and Dance, and explore the use of music to express emotion in the theatre.
<b>ICT</b>			Advanced sequencing and recording in Logic Pro	Sampling and advanced audio recording and manipulation in Logic Pro		