



**DIDSBURY**  
HIGH SCHOOL

### Music KS3 Curriculum Overview

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Year 7	Find your Voice	West African Drumming	Keyboard Skills	Hooks and Riffs	Instruments of the Orchestra	Ukulele – The Beatles
Year 8	Samba	Blues Music	Guitar	Reggae	Dance Music	Ensemble Skills
Year 9	Film Music	Western Classical Traditions	Theme and Variations	Hamilton (Rap/Hip Hop)	Minimalism	Ensemble Skills 2

#### Elements covered within topics:

Performance	Composition and Improvisation	Notation	Musical elements (inter-related dimensions of music)	Listening and appraising	History and Culture
All schemes of work within KS3 will contain some, if not all of the concepts and skills listed above. These are taken from the National Curriculum for Music as well as making links to KS4 GCSE assessment criteria.					

#### Year 7

During Year 7 students explore the elements of music through a variety of mediums and genres. Students will listen to music, compose and perform individually and in groups with the focus on effective music making and transferable skills. They are introduced to Music Technology, and will arrange their own music in Logic Pro. This year provides the opportunity for students to maintain and develop the invaluable skills of learning by ear, notation reading, rehearsing and performing individually and as part of an ensemble.

### 7a – Find your Voice

Performance	Composition	Musical Elements
<p>The aim of this project is to introduce students to music at Secondary school through singing as it is accessible to all. There is a focus on warm ups, projecting the voice and good performance skills including communicating with the audience and articulation of words. Students sing as class to develop confidence and then progress to working in smaller groups to develop teamwork, discipline and self-evaluation. Students will also be introduced to some of the musical elements that apply when singing (dynamics and tempo) and will begin to understand the effect these can have on a song.</p>		

### 7b – West African Drumming

Performance	Composition	Notation	Musical Elements	Listening & Appraising	History & Culture
<p>During this project students are explicitly introduced to rhythm, both aurally through African Drumming and also through the Kodaly approach to rhythmic notation. Students are exposed to some of the different music that can be found within Africa as well as performing as part of a class ensemble and in small groups. Students are encouraged to build on their singing skills from Unit 1 incorporating these within class singing and also within their West African composition.</p>					

### 7c – Keyboard Skills

Performance	Notation	Musical Elements	Listening & Appraising	History & Culture
<p>Students are introduced to pitch notation, incorporating their knowledge of rhythm notation from the previous unit, whilst also developing their keyboard skills. Students will be encouraged to demonstrate good technique within their piano playing to allow for greater development through other units of work.</p>				

### 7d – Hooks and Riffs

Performance	Notation	Musical Elements	Listening & Appraising	History & Culture
<p>Students will use their knowledge of pitch notation, whilst learning to play hooks and riffs, placing these short melodic ideas in context. They will look at how hooks and riffs are used throughout music of different genres through playing and singing.</p>				

### 7e – Instruments of the Orchestra

Performance	Composition	Musical Elements	Listening & Appraising	History & Culture

The aim of this project is to introduce students to instruments of the orchestra as well as teaching more of the elements of music explicitly. They are introduced to Music Technology for the first time as they build a piece on Logic Pro using loops and demonstrating their understanding of structure. (Planets compositions? Or BBC Ten Pieces?) Through listening to Western Classical music, students will gain an understanding of how different instruments are used as well as an introduction to some famous composers.

### 7f – Ukulele project – The Beatles

Performance

Notation

Musical Elements

Listening & Appraising

History & Culture

During this project students are introduced to the ukulele, they will learn to read TAB as well as learning chords on the ukulele. Students will develop an understanding of The Beatles' music, as well as the affect they had on the world, and how they changed music in the future.

## Year 8

In Year 8 students will continue to develop their skills in listening & appraising, performance and composition to a higher level. They will develop their skills in Music Technology, composing and recording their own music using Logic Pro. They will learn about different musical contexts and perform in a variety of settings and genres. Students will explore different timbres, structures, and key characteristics, alongside using the musical elements to create music for a specific medium.

### 8a – Samba Music

Performance

Composition

Musical Elements

Listening & Appraising

History & Culture

This project builds on students' knowledge and understanding of rhythm and pulse, developing their understanding of syncopated rhythms and also more complex polyrhythms. The concept of a break will be developed, and students will be part of a class ensemble as well as then arranging their own samba piece in small groups. Students will develop their ability to hold a part within a complex piece and develop their teamwork skills.

### 8b – Blues Music

Performance

Composition

Notation

Musical Elements

Listening & Appraising

History & Culture

This project will build on their notation reading and keyboard skills within a different genre. Students will look at the history of the blues as well as arranging and performing a blues piece which includes the 12-bar blues chord sequence, bass riff, improvisation and singing.

### 8c – Guitar

Performance	Notation	Musical Elements	Listening & Appraising	History & Culture
Students will develop their skills on the guitar, learning to read TAB notation, how to play melodies and chords.				

### 8d - Reggae

Performance	Composition	Notation	Musical Elements	Listening & Appraising	History & Culture
In this project students study the music of Reggae. They will sing “Three Little Birds” and then learn the chord sequence on the keyboard and also ukulele. Students will then work in small groups to put together a performance of the song. They will also look at writing their own lyrics for a verse.					

### 8e - Dance Music

Composition	Musical Elements	Listening & Appraising	History & Culture
Students will be working on the Macs to create their own dance track on Logic Pro. They will study the different parts of a dance track, including structure and instrumentation before recording in their own music to mix with drum loops.			

### 8f – Ensemble Skills

Performance	Notation	Musical Elements	Listening & Appraising
During this project students will have the opportunity to work as a group in a band to perform a 4-chord song. They will revisit the ukulele and keyboard, as well as learning how to play the drums and bass guitar.			

## Year 9

In Year 9 students will develop their ability to recognise, analyse and use a range of music techniques. The aim of which is to produce successful pieces of work in a variety of genres that are refined and polished. They will also have the opportunity to perform at a higher level in groups and on their own, again in preparation for performing music at GCSE.

### 9a – Film Music

Performance	Composition	Notation	Musical Elements	Listening & Appraising	History & Culture
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During this project students will perform film music themes on the keyboard. Students will also listen to film music composed for different themes and explore how composers achieve different moods to accompany a scene. They will then use this knowledge to develop their skills on Logic Pro through composition of a Film Music score to accompany a Wallace & Gromit clip.

### 9b – Western Classical Traditions

Performance	Notation	Musical Elements	Listening & Appraising	History & Culture
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During this project, students are introduced to the skills needed for GCSE music. This will include studying music from the three main periods of Western Classical Music: Baroque, Classical and Romantic, identifying key features of each period, and create a piece of variations on 'Twinkle Twinkle Little Star' which include key features of the different periods of music.

### 9c – Theme and Variations

Performance	Composition	Notation	Musical Elements	Listening & Appraising
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Students will develop their knowledge of the Classical period through close study of the structure, Theme and Variations. They will compose their own theme, harmonise the theme and then learn different ways to vary both the melody and accompaniment. They will use technology to realise their composition.

### 9d – Hamilton – Rap/Hip Hop

Performance	Composition	Musical Elements	Listening & Appraising	History & Culture
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This project is designed to give students the opportunity to explore more advanced chord progressions through the opening song from the musical 'Hamilton'. They will learn about chord inversions as well as different types of chord, and then practise these in the context of the song.

### 9e – Minimalism

Performance	Composition	Musical Elements	Listening & Appraising	History & Culture
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This project will enable students to have a deeper understanding of a 20<sup>th</sup> century genre of music, and how it developed from the music that came before. Students will use Logic to compose their own minimalist composition. They will compose a cell and then use different minimalist techniques to manipulate their cell and develop their composition.

### 9f – Ensemble Skills 2

Performance	Notation	Musical Elements	Listening & Appraising
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This project builds on the Ensemble Skills project from the end of Year 8 as students look to develop their skills on an instrument and create a cover version of another song. Students will be encouraged to take more ownership over their learning as they are given more independence to choose their own song.

Links to NC for Music & KS4 assessment adjectives:

NC
Play and perform confidently in a range of solo and ensemble contexts using their voice, playing instruments musically, fluently and with accuracy and expression
Improvise & compose; and extend and develop musical ideas by drawing on a range of musical styles, genres and traditions
Use staff and other relevant notations appropriately and accurately in a range of musical styles, genres and traditions
Identify and use the inter-related dimensions of music expressively and with increasing sophistication, including use of tonalities, different types of scales and other musical devices.
Listen with discrimination to a wide range of music from great composers and musicians
Develop a deepening understanding of the music they perform and to which they listen, and its history

Assessment Objectives	
AO1	Perform with technical control, expression and interpretation
AO2	Compose and develop musical ideas with technical control and coherence
AO3	Demonstrate and apply musical knowledge
AO4	Use appraising skills to make evaluative and critical judgements about music