

# KEY STAGE 3 CURRICULUM INFORMATION

## KEY STAGE 3 MUSIC

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### Year 7

#### **Building Bricks**

Building Bricks has been designed as a unit of work which can be used during the first term of Year 7 (although not exclusively and may be used or referred back to at any point within a Key Stage 3 Music Curriculum), to both allow pupils the opportunity to engage in active music making and teachers to “baseline assess” pupil’s prior skills, knowledge and understanding in terms of performing, composing, listening and evaluating and responding.

#### **Keyboard Skills**

This unit is all about effective keyboard performance technique including basic treble clef staff notation. The unit begins with a general introduction and “Keyboard Treasure Hunt” around a standard classroom keyboard which is a good chance to navigate basic keyboard functions, establish good playing routines and rectify and troubleshoot any potential technical problems.

#### **I’ve Got Rhythm**

A sense of pulse is fundamental, a prerequisite of almost all musical activity. As such, it needs to be understood from the outset and then developed and strongly reinforced throughout Key Stage 3. This unit introduces or reintroduces the concept of pulse through a variety of experiences which include pulse games and other rhythmic activities, the creation of patterns, including ostinati, and repetitive rhythmic textures – cyclic and polyrhythms, listening activities and the composition and performance of class and group rhythm pieces.

#### **Form and Structure**

This unit begins by establishing what is “Form and Structure” in music and why Form and Structure is important. Through performing, composing, improvising and listening and appraising, pupils then explore four different musical structures: Question and Answer Phrases, Binary Form, Ternary Form and Rondo Form.

#### **Sonority City**

This unit develops pupils’ knowledge and understanding about orchestral instruments and families/sections of orchestral instruments. Pupils learn about the construction, sound production and timbres/sonorities of different orchestral instruments, the layout, grouping and the instruments which belong to each section of a modern symphony orchestra.

#### **Folk**

This unit investigates some of the different techniques of Musical Accompaniments through the exploration of Folk Songs. The concept of Harmony, relating specifically to Intervals, is reinforced through

# KEY STAGE 3

## CURRICULUM INFORMATION

progressively more complex Musical Accompaniments from a simple Pedal (octave), Drone and Ostinato (fifth), to Chords as Triads, Broken Chords, Arpeggios and Alberti Bass patterns (root, third, fifth).

### Year 8

#### **Hooks and Riffs**

Hooks and Riffs explores music based on repeated musical patterns through the genres of Popular Music (Hooks and Riffs) and Music from the Western Classical Tradition (Ostinatos). The unit aims to combine the inter-related musical strands of Performing: Playing and Singing; Creating - Composing and Improvising and Critical Engagement: Listening and Appraising.

#### **Further Keyboard Skills**

Once again building on previous work, students will develop further skills using keyboards which will require them to basic keyboard techniques and develop two hand playing skills to succeed, while building on notation reading skills.

#### **Guitar Skills**

Being similar to the ukulele, this allows students to build further on the skills developed last year, by further developing playing skills and exploring guitar TAB and how to use and maintain a guitar and the exploration of Reggae Music.

#### **Battle Music**

Student will gain an understanding of how music was used during ancient battles, including marching-style percussion and fanfare instruments. They will then create their own piece of music, to accompany a battle.

#### **Popular Music - Performance**

Calling on the skills on all the instruments covered this year, students will prepare and perform a popular music song.

#### **Popular Music**

Students will combine the knowledge and skills they have developed over Key Stage 3 to help them to create their very own popular music song. They will recap how to create a chord progression, linking it to a theme, call upon the instrumental skills developed and see how to create lyrics to match their chord progression and theme.

### Year 9

#### **Samba Music**

Samba Music allows students to explore the creation of more complex rhythms and on how to organise them into a well structured and coherent piece of rhythmic music. Students will learn about traditional samba instruments. This is to be revisited during Year 9 due to the work not being fully explored in year 8.

#### **Greater Keyboard Skills**

# KEY STAGE 3

## CURRICULUM INFORMATION

Once again building on previous work, students will develop further skills using keyboards which will require them to master basic keyboard techniques and secure two hand playing skills to succeed, while building on notation reading skills.

### Minimalism

This is the first project designed to combine the skills covered through years 7, 8 and 9. Students will explore the different techniques used to create minimalist music as well as developing their listening skills and understanding of music terminology.

### Film Music

During the second of the combination projects, students will gain an understanding of how composers use music in films, from the creation of leitmotifs, diegetic and nondiegetic background music as well as how the musical elements are used to influence mood.

### Popular Music Covers and Music Technology

The final, dual project of the year, students will select and create a cover of their favourite pop song of any genre.

They will choose their groups and resources.

This will lead to students creating a recording of their cover using music technology, including multitrack recording techniques while developing knowledge of microphones and their purposes.

### ASSESSMENT DETAILS

All skills will be assessed through practical performance in music lessons.

Interim performances will receive verbal feedback and final, assessed performances will also receive some written feedback, with targets related to the skills transferable to the next topic of study.

### WHAT CAN I DO TO SUPPORT MY CHILD AT HOME?

- Allow them to listen to music from the style/genre of study and ask them questions
- about what they hear. If they have an instrument at home, encourage them to practice often

### TEACHING STAFF CONTACT DETAILS

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