**Music KS3 Curriculum Overview**

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|  | **Term 1** | **Term 2** | **Term 3** | **Term 4** | **Term 5** | **Term 6** |
| **Year 7** | ***Elements of Music***  **Elements 1**  This project focuses on the building blocks of music and introduces the concepts of rhythm, melody, harmony, timbre and dynamics. The final outcome is a performance of a piece of music, played on piano from a score (treble clef) in the key of C. | ***Pop***  **Ukulele**  This project introduces popular harmony including triad chords. The final outcome is a performance of a piece of song played from a lead sheet in the key of C, with strumming patterns composed by the students | ***Electronic***  **Hip Hop**  This project introduces the concept of electronic music and DAW recording, through the medium of Hip Hop production. The final outcome is an originally produced track, over which student-composed rap verses and a sung hook will be performed. | ***International***  **Samba**  This project focuses on the use of more complex rhythms including syncopation, cross rhythms and polyrhythm. The final outcome is a class performance of the Brazilian song Magalenha, complete with vocals (in Portuguese) and moments of musical leadership. | ***Classical***  **Grade 1 Theory**  This project focuses on the theoretical components of the ABRSM Grade 1 syllabus, as well as the performance aspect of Grade 1 Piano. The final outcome is a performance, on piano, of a piece of music from a score, with attention paid to signs, dynamic markings and articulation. | ***Jazz***  **Jazz 1**  This project focuses on the use of improvisation, swing rhythm, head melody and chord cycles. The final outcome is a group performance of the tune “Bag’s Groove”, with improvised solos from each group member. |
| **Year 8** | ***Elements of Music***  **Elements 2**  This project focuses on recapping the elements of music and building on this knowledge by adding new elements, including bass clef. The final outcome is a performance of a piece, from a score (Grand Staff) in the key of A. | ***Pop***  **Band Skills**  This project focuses on learning a series of chord progressions in the key of G and theory of harmony in pop music, as well as as the components of a rock/pop band. The final outcome is a performance of a partly-composed piece using elements of various four-chord songs. | ***Electronic***  **Dance Music**  This project focuses on DAW production, with an emphasis on loop-creation, texture-building and the key concepts of Club Dance Music, including breakdown, pyramiding and build-and-drop. The final outcome is an original, recorded piece of dance music. | ***International***  **Indian Raga**  This project focuses on the music and culture of India. Students will learn about ragas (scales) familiar to Indian classical music, meend (note bending) and taal (rhythm), through the use of authentic Indian notation. The final outcome is a performance of two ragas played alongside a drone accompaniment. | ***Classical***  **Grade 2 Theory**  This project focuses on the theoretical components of the ABRSM Grade 2 syllabus, as well as the performance aspect of Grade 2 Piano. The final outcome is a performance, on piano, of a piece of music from a score, with attention paid to signs, dynamic markings and articulation. | ***Jazz***  **Jazz 2**  This project focuses on the use of more complex improvisation, head melodies and sixteen-bar chord cycles. The final outcome is a group performance of the tune “Watermelon Man”, with improvised solos from each group member, including some more complex improvisational techniques including non-diatonic notes. |
| **Year 9** | ***Elements of Music***  **Elements 3**  This project focuses on recapping the elements of music and building on this knowledge by adding new elements, including chord extensions and inversions. The final outcome is a performance of a piece from a score (Grand Staff) in the key of E, with original components composed by the students included. | ***Pop***  **Advanced Pop Music**  This project focuses on learning a pop song using more advanced harmony such as chord extensions, inversions and modulations. The final outcome is a performance of a piece of pop music using band instruments (guitar, bass, vocals, keys, drum kit). | ***Electronic***  **Advanced Dance Music**  This project focuses on more advanced DAW production (switching to Logic instead of GarageBand), with an emphasis on sound design, automation and mixing. The final outcome is a new mix of an existing piece of music. | ***International***  **Klezmer**  This project focuses on the music and culture surrounding music of the Klezmorim. Students will learn about the context in which Klezmer music was written and performed. Students will learn about expressive playing, ornamentation and improvisatory techniques used within Klezmer music. The final outcome is a performance using stylistic features of Klezmer music. | ***Classical***  **Grade 3 Theory**  This project focuses on the theoretical components of the ABRSM Grade 3 syllabus, as well as the performance aspect of Grade 3 Piano. The final outcome is a performance, on piano, of a piece of music from a score, with attention paid to signs, dynamic markings, correct technique and articulation. | ***Jazz***  **Jazz 3**  This project focuses on the use of modulations of the ii-V-I progression within jazz standards as well as improvisation in multiple keys. The final outcome is a group performance of the tune “Autumn Leaves”, with improvised solos from each group member, including modulations to different keys. |
| **Year 10** | **GCSE Music**  **Performance**  Students will undertake their first ensemble performance project, with a range of repertoire designed to fit their skill set and challenge them as musicians.  **Composition**  Students will develop their first starting points for compositional ideas.  **Listening**  Students will learn about the set works *Killer Queen* and *Star Wars* | **GCSE Music**  **Performance**  Students will record their first ensemble performance in front of a live audience  **Composition**  Students will turn their starting points into more fleshed out compositions.  **Listening**  Students will learn about the set works *Samba em Preludio* and *Pathétique* | **GCSE Music**  **Performance**  Students will undertake their first solo performance project, with a range of repertoire designed to fit their skill set and challenge them as musicians.  **Composition**  Students will learn about writing composition briefs and how to compose to a brief.  **Listening**  Students will learn about the set works *Brandenburg Concerto* and *Release* | **GCSE Music**  **Performance**  Students will undertake their first solo performance, in front of a live audience.  **Composition**  Students will create their first composition to a brief  **Listening**  Students will learn about the set works *Music For A While* and *Defying Gravity* | **GCSE Music**  **Performance**  Students will self assess their own skills and solo and ensemble performers and choose repertoire for their final performances.  **Composition**  Students will continue to develop their compositions  **Listening**  Students will learn about the musical dictation section of the exam and practise writing music from a recording. | **GCSE Music**  **Performance**  Students will rehearse and perform their next assessed performances, for both solo and ensemble  **Composition**  Students will complete and submit their first composition.  **Listening**  Students will practise unfamiliar listening questions from each previous year’s Music Exam. |
| **Year 11** | **GCSE Music**  **Performance**  Students will choose and rehearse repertoire for their final ensemble performance.  **Composition**  Students will be given the set briefs from the exam board, and choose their brief for their second assessed composition.  **Listening**  Students will recap Area of Study 1: Instrumental Music | **GCSE Music**  **Performance**  Students will record their final ensemble performance in front of a live audience and in the studio.  **Composition**  Students will develop their second assessed composition.  **Listening**  Students will recap Area of Study 2: Vocal Music | **GCSE Music**  **Performance**  Students will choose and rehearse repertoire for their final solo performance.  **Composition**  Students will develop their second assessed composition and write commentaries/scores for both compositions.  **Listening**  Students will recap Area of Study 3: Music for Stage and Screen | **GCSE Music**  **Performance**  Students will record their final solo performance in front of a live audience and in the studio.  **Composition**  Students will complete their second assessed composition, and submit both compositions with commentaries and scores.  **Listening**  Students will recap Area of Study 4: Fusions | **GCSE Music**  **Listening**  Students will recap all exam content and complete past papers | **GCSE Music**  **Listening**  Students will recap all exam content and complete past papers |