

## Key Stage 3: Music Curriculum Plan 2021/22

		Rotation 1	Rotation 2	Rotation 3
<b>Music</b>				
	<b>Year7</b>	<p><b>Topic 1: Baseline</b> <b>Harry Potter Puppet Pals</b></p> <p>Baseline carried out in the initial week to the Topic 2 SOL (STOMP or Jazz depending on the teacher and classroom availability).</p> <p><b>Knowledge:</b></p> <ul style="list-style-type: none"> <li>Understand key elements of music (rhythm and pulse, pitch, dynamics, tempo, texture)</li> <li>Apply core composing techniques (unison, repetition, staggered entry, canon, call &amp; response)</li> <li>Developing simple rhythmic understanding and applying skills to begin thinking about audience engagement when performing.</li> </ul> <p><u>Skills:</u> Demonstrating expressive elements of music (dynamics, Tempo). Building confidence in performance.</p>	<p><b>TOPIC 2: Jazzing it up</b></p> <p><b>Knowledge:</b></p> <ul style="list-style-type: none"> <li>Understand the style, genre and key musical features.</li> <li>Develop knowledge of notation and rhythmic durations, using the keyboards.</li> <li>Understand the key elements of music and apply these appropriately.</li> <li>Vocal warm up/skills.</li> </ul> <p><b>Skills:</b> Keyboard skills: Triad chords, bassline, bass note, melody line (the head). Use of syncopation. Timing and fluency of each part played. Structuring a final version of an Arriba piece in pairs. Apply expressive skills such as dynamics and tempo appropriately.</p>	<p><b>TOPIC 3: STOMP</b></p> <p><b>Knowledge:</b></p> <ul style="list-style-type: none"> <li>Understand the key elements of music and apply these appropriately.</li> <li>Develop an understanding of rhythmic variations and composing techniques to engage the audience - syncopation, polyrhythms, call and response, unison, staggered entry, solo, tension and release etc.</li> </ul> <p><u>Skills:</u> Demonstrate leadership of whole class and small groups, composing skills. Rhythmic skills: development (durations) and application of the elements of music such as pitch, dynamics, tempo, rhythm, pause/silence, texture, timbre etc. Timing, fluency of each part within a group structure.</p>



# STANGROUND ACADEMY

	<b>Year 8</b>	<p><b>TOPIC 1: Baseline Cup rhythm/rhythmic piece</b></p> <p>Baseline carried out in the initial week to the Topic 2 SOL (Rhythms from around the world or Popular music dependent on the teacher and classroom availability).</p> <p><b>Knowledge:</b></p> <ul style="list-style-type: none"> <li>• Understand key elements of music (rhythm and pulse, pitch, dynamics, tempo, texture)</li> <li>• Developing rhythmic understanding (syncopation/4/4 time)</li> <li>• Apply core composing techniques (unison, repetition, staggered entry, canon)</li> </ul> <p><b>Skills:</b> Demonstrating expressive elements of music (dynamics, Tempo). Building further confidence in performance.</p>	<p><b>TOPIC 2: Popular music (70's or 80's)</b></p> <p><b>Knowledge:</b></p> <ul style="list-style-type: none"> <li>• Understand the style, genre and key musical features of the decade.</li> <li>• Develop knowledge of notation and rhythmic durations, using the keyboards.</li> <li>• Understand the key elements of music and apply these appropriately.</li> <li>• Vocal warm ups/skills</li> </ul> <p><b>SKILLS:</b> Reading &amp; following a lead sheet, chord progressions, triad chords, bass note, vocal range (chest/head voice), timing, fluency, accuracy of each part played within a paired structure.</p>	<p><b>TOPIC 3: Rhythms from around the World (African drumming or Samba)</b></p> <p><b>Knowledge:</b></p> <ul style="list-style-type: none"> <li>• Understand the style, genre and contextual background.</li> <li>• Djembe drumming technique / Samba instrumentation and techniques</li> <li>• Develop a further understanding of rhythmic variations and composing techniques to engage the audience - syncopation, polyrhythms, call and response, unison, staggered entry, solo, tension and release etc.</li> </ul> <p><b>SKILLS:</b> Further application of leadership skills (whole class and small groups), engagement of a performance piece, structural importance, composing skills. Rhythmic development (durations/3/4 and 4/4 time, 4 beat and 8 beat rhythms/accenting) and application of the elements of music such as pitch/drumming technique, dynamics, tempo, rhythm, pause/silence, texture, timbre etc.</p>
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# STANGROUND ACADEMY

	<b>Year 9</b>	<p><b>Topic 1: The Blues</b></p> <p><u>Knowledge:</u></p> <ul style="list-style-type: none"> <li>• Know and understand the contextual background and key features of the genre and style.</li> <li>• Know how the 12 bar blues fits in with the lyrical structure – AAB.</li> <li>• Develop further knowledge of music notation and rhythmic durations, using the keyboards.</li> </ul> <p><u>Skills:</u> Structure, audience engagement, timing and fluency of each part played, rhythmic understanding (syncopated/straight). Walking bassline, triad chord technique (1, 3, 5), bass note, root note, improvisation, blues scale, arpeggio, broken chord.</p>	<p><b>Topic 2: Computer and Videogame music using Cubase (music technology)</b></p> <p><u>Knowledge:</u></p> <ul style="list-style-type: none"> <li>• Know and understand the contextual development of computer and videogames/music.</li> <li>• Develop a basic understanding of a DAW (digital audio workstation - Cubase) and how to use it.</li> <li>• Understanding of terminology: Sound Effect, Chiptune/8-Bit Music, Synthesiser, Sampling, Soundtrack</li> <li>• Further development of reading music notation and following a score</li> </ul> <p><u>Skills:</u> Music production: Mixing, editing, quantisation, delay, reverb, compress, midi/audio tracks, dynamics. Melodic phrase, conjunct/disjunct movement, repetition, pitch, texture, instrumentation.</p>
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