



Scheme of Learning KS3 Music Clare Mount SSC

YEAR 7			
	Topic	Key Concepts/Skills	Activities
Autumn Term 1	The Elements of Music	<p>The building blocks of music - Pitch, Tempo, Dynamics, Duration, Timbre, Texture, Silence</p> <p>Practical exploration of the musical elements</p> <p>Graphic Scores</p>	<p>Class singing</p> <p>Identify some of the Elements of Music in listening tasks</p> <p>Create and perform simple musical demonstrations of the Elements of Music.</p> <p>Use a basic musical vocabulary to describe dynamics (e.g. loud, soft, getting louder, getting softer) and tempo (e.g. slow, fast, getting slower, getting faster).</p> <p>Follow and perform a graphic score as part of a group.</p> <p>Create a piece of descriptive music with some awareness of how the Elements of Music are used to create an intended effect</p>
Autumn Term 2	Rhythm	<p>Exploring pulse and rhythm</p> <p>Ostinato patterns</p> <p>Distinguish between pulse/beat and rhythm</p> <p>Rhythm Grid</p> <p>Note and Rest values - Quaver, Crotchet, Minim, Semibreve</p> <p>Time Signatures</p>	<p>Be able to define the terms pulse/beat, rhythm and notation</p> <p>Identify basic levels of pulse/beat when listening to music from different times and places</p> <p>Establish whether a pulse/beat is a 2, 3 or 4-beat pulse</p> <p>Perform ostinato patterns as a class, in groups and individually</p> <p>Compose and perform a rhythm grid as part of a group using handheld percussion instruments</p> <p>Class Singing</p>

Spring Term 1	Pitch & Melody/Keyboard Skills 1	<p>Treble Clef Staff Notation</p> <p>Notes on the keyboard</p> <p>Middle C</p> <p>Scale of C Major</p> <p>The Stave</p> <p>Treble Clef</p>	<p>Navigate basic functions around a keyboard e.g. mains power, on/off switch, connecting headphones and splitters, keyboard hygiene etc.</p> <p>Play simple warm-ups, scales and melodies which has the pitch or note names written on the music</p> <p>Understand the concept of piano fingering using the numbers 1-5</p> <p>Find and play "Middle C" on a keyboard then learn where the other notes are</p> <p>Play a variety of melodies by reading music on the stave and using the correct fingers</p> <p>Composing melodies</p> <p>Class singing</p>
Spring Term 2	African Music	<p>Djembe performance technique - Bass/Tone/Slap</p> <p>Polyrhythms</p> <p>Syncopation</p> <p>Rhythmic Improvisation</p> <p>African musical instruments</p>	<p>Perform different rhythm patterns correctly on an African drum</p> <p>Perform as part of a group a simple cyclic rhythm</p> <p>Sing a variety of African songs in unison and then in parts</p> <p>Contribute ideas towards and perform within a group arrangement showing some awareness of the effect of syncopation</p> <p>Sing and perform unison "response" patterns as part of a class or small group</p> <p>Improvise and compose one "call" pattern in relation to a given "response" pattern with some sense of question and answer rhythm</p> <p>Know that African music is often performed using different types of drum, but other percussion instruments (pitched and unpitched) are also used</p>

	Samba Music	<p>Exploring Latin-American Rhythms</p> <p>Call and Response</p> <p>Rhythmic improvisation</p> <p>Samba ensemble performance</p>	<p>Compose and record own rhythm performing on a suitable instrument and turning it into a cyclic rhythm</p> <p>Recognise and identify some features of African music such as cyclic rhythms and call and response when listening and use these features as part of a larger African-inspired group composition.</p>
Summer Term 1	Instruments of the Orchestra	<p>Recognising instruments of the orchestra -</p> <p>Brass</p> <p>Strings</p> <p>Woodwind, Percussion</p> <p>Tuned Percussion - Untuned Percussion</p> <p>Different playing techniques - arco, pizzicato, mute, glissando</p> <p>Conducting skills</p>	<p>Be able to identify the most common instruments of the orchestra instruments visually and aurally when playing solo</p> <p>Understand that an orchestra is made up of different sections or families of instruments and to name these correctly - strings, woodwind, brass, percussion</p> <p>Give one or two simple features of the conductor of an orchestra e.g. beats time, brings in different instruments</p> <p>Play and experiment with a variety of orchestral instruments (trumpet, flute, clarinet, tuba)</p> <p>Use basic musical vocabulary to describe how different instruments of the orchestra are constructed e.g. wood, strings, metal</p>

		<p>Performing as an ensemble</p>	<p>Learn where the instruments would be placed in an orchestra seating plan</p> <p>Use a limited range of words when describing the timbre or sonority of instruments of the orchestra e.g. shrill, harsh, piercing, soft, warm, mellow</p> <p>Perform a range of different pieces of orchestral music as a class keyboard orchestra</p> <p>Class singing</p>
<p>Summer Term 2</p>	<p>Ukulele!</p>	<p>Chords on the ukulele</p> <p>Strumming technique</p> <p>Parts of the ukulele</p> <p>History of the ukulele</p>	<p>Learn the chords of C, F and G</p> <p>Extension - learn Am, D, E7 and other chords</p> <p>Use the chords in a variety of songs to perform in the class ukulele band</p> <p>Follow chord patterns and learn good strumming technique</p>

YEAR 8			
	Topic	Key Concepts/Skills	Activities
Autumn Term 1	Chords/Keyboard Skills 2	<p>How to play chords</p> <p>Music Theory - following chord symbols</p> <p>Major and Minor Chords</p> <p>Opportunity to play bass, guitar and ukulele</p>	<p>Learn how to play major and minor chords on the keyboard</p> <p>Recognise the difference between major and minor chords</p> <p>Follow and rehearse different chord progressions</p> <p>Compose and perform a chord progression</p> <p>Extension - Use the single finger chord button to add auto accompaniment</p> <p>Rehearsal and performance of a variety of songs</p>
Autumn Term 2	Video Game Music	<p>Exploring character themes (motifs) and development</p> <p>Themes and sound effects in computer games</p> <p>Garageband composition using iPads</p> <p>Sampling</p>	<p>Be able to describe basic points within a computer or video game when music used e.g. main titles, level changes, game over etc.</p> <p>Create a basic character motif with some awareness in the sense of style</p> <p>Perform and/or create a range of limited computer and video game sound effects</p> <p>Perform basic and simple parts (melody or bass line) from a range of computer and video game themes</p> <p>Create, perform and present an original piece of computer game music using Garageband</p> <p>Extension - Sample original sounds to include in a composition</p>

Spring Term 1	Musical Theatre	<p>Names and narratives of famous musicals</p> <p>Role of composer, librettist, producer, director, choreographer etc..</p> <p>History of musical theatre</p> <p>Performance/Acting techniques</p>	<p>Know the names of some famous musicals and composers</p> <p>Sing a variety of songs from the musical theatre repertoire</p> <p>Act out (with costume) various scenes from famous musicals</p> <p>Choreograph a short section of a musical theatre song</p> <p>Perform as part of an ensemble in front of an audience</p> <p>Create a mini-musical based on your own ideas writing your own libretto, lyrics and music</p>
Spring Term 2	Reggae	<p>Performing a reggae song</p> <p>Reggae, Mento, Ska, Rock Steady, Rastafarianism</p> <p>Writing lyrics</p> <p>Syncopation - Offbeat, Strong Beats, Weak Beats</p> <p>Riffs</p>	<p>Understand that reggae music developed from a blend of other styles of Caribbean music</p> <p>Sing a part and perform the bass line part of a Caribbean song</p> <p>Know and understand the importance of the weaker or "offbeats" in reggae music</p> <p>Perform a rhythmic backing on the weak or "offbeats"</p> <p>Aurally identify the bass line in reggae music and perform reggae bass lines with support</p>

		<p>Simple Harmonies: Primary Triads (Tonic, Dominant and Subdominant Chords) - recap of chords</p> <p>Call and Response.</p>	<p>Understand that a riff, or a hook, is a short repeated melodic phrase and how this contributes to the overall texture of reggae music</p> <p>Perform reggae hooks with support along with a beat</p> <p>Create, rehearse, refine and perform an arrangement of a reggae song with awareness of the different textural layers</p> <p>Identify the main themes and subject matter of reggae lyrics</p> <p>Compose a reggae song with a focus on the lyrics</p>
Summer Term 1	Film Music	<p>Film Music Composition</p> <p>Film Music listening tasks</p> <p>Performing famous film themes on the keyboard</p> <p>Key Words - Leitmotif, Soundtrack, Concord/Discord,</p>	<p>Know and understand some of the purposes of film music</p> <p>Aurally identify a range of different types of film music to match a suitable film genre</p> <p>Perform simple leitmotifs and themes from a range of film music soundtracks</p> <p>Use storyboards and/or cue sheets to plan a film music soundtrack</p> <p>Understand how theme songs lead to the popularity of films</p>

		<p>(Chromatic) Sequencing</p> <p>Use a Storyboard to compose a piece of music to match a film clip - use of click tracks</p> <p>Exploration and examples of Musical Clichés</p> <p>Focus on ICT - Garageband and other programmes to create soundtrack</p>	<p>and film music.</p>
Summer Term 2	Popular Music	<p>Hooks and Riffs</p> <p>What makes a good Song?</p> <p>Song composition in groups</p> <p>Listening to popular music styles</p>	<p>Distinguishing between riffs, structure, lyrics and melody in songs and describing their use</p> <p>Performing simple parts such as basic riffs of well-known songs on their own and with others</p> <p>Creating their own band to perform a cover version of a well known pop song</p> <p>Use the words "Step" and "Leap" when describing</p>

		<p>Popular Song Structure: Introduction (intro), Verse(s), Strophic, Link, PreChorus, Chorus, Bridge/Middle 8, Coda (outro)</p> <p>Key Words - Lyrics, Hook, Riff, Melody, Counter-Melody, Texture, Chords, Accompaniment, Bass Line, Lead Sheet, Arrangement, Cover Version, Melodic Motion: Conjunct, Disjunct, Range; Instruments, Timbres and Sonorities in Songs</p>	<p>melodic motion</p> <p>Identify some common instruments used within popular songs</p> <p>Demonstrate an understanding of Lead Sheets as a form of musical notation following basic lyrics and chords.</p>
--	--	-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------