



KS3 Music Curriculum Plan	Year 7	Year 8	Year 9
<p>Term 2 Topics Units of Learning</p> 	<p>HT3 “I’ve Got Rhythm” Through composing and performing, pupils are introduced to rhythm grids and rhythm grid notation which can be extended to include single line rhythm notation using the note values of a semibreve, minim, crotchet, quaver and pair of quavers.</p> <ul style="list-style-type: none"> • Understand that pulse is a fundamental upon which music is built and performed. • Develop a feeling for and an awareness of a regular pulse in music from different times and places. • Distinguish between pulse/beat and rhythm. <p>Develop and understanding of note values in terms of duration, bars and simple time signatures.</p> <ul style="list-style-type: none"> • Composing Assessment <p>HT4. BIG SING Easter Rock Musical. Vocal Project “Find Your Voice.” Vocal techniques & warm-ups</p> <ul style="list-style-type: none"> • Performing Assessment. • Critical Engagement Assessment: 	<p>“Hooks & 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).</p> <ul style="list-style-type: none"> • Understand how music is based on Repeated Musical Patterns. • Understand and distinguish between Hooks, Riffs and Ostinatos. <p>Perform, create and listen to and appraise a range of music from different times and places based on Repeated Musical Patterns.</p> <ul style="list-style-type: none"> • Performing Assessment. • Critical Engagement Assessment 	<p>“What Makes a Good Song?” Exploring through practical musical investigation of two ‘good’ songs as case studies: “Shape of You” by Ed Sheeran and “Shotgun” by George Ezra. Exploring Hooks/Riffs, Structure, Melody and Lyrics through listening and analysis and performing parts of each song as short musical arrangements.</p> <p>Pupils learn about the importance of Hooks and Riffs, Popular Song Structure, and the various difference components/sections within, Melodic Motion (Conjunct and Disjunct Motion) and Lyrics within both these case studies and a range of other popular songs. The concept of “cover version” is explored by listening and examining a range of different musical arrangements of the same song for stylistic and elemental changes. Students are encouraged to explore the resources available to them, the musical information included (and not included) on their lead sheet and to manipulate, refine and adapt existing (and include new) musical material to create their final arrangement.</p> <ul style="list-style-type: none"> • Compositional Arranging Assessment • Critical Engagement Assessment
<p>Assessment</p>	<p>Formative assessment opportunities occur throughout. Verbal feedback is given.</p>	<p>Formative assessment opportunities occur throughout. Verbal feedback is given.</p>	<p>Formative assessment opportunities occur throughout. Verbal feedback is given.</p>
<p>Curriculum Allocation</p>	<p>1 lesson per week.</p>	<p>1 lesson every two weeks.</p>	<p>1 lesson every two weeks.</p>
<p>Digital Learning & Online Resources. Students are shown how to login during music lessons and can access these resources anytime from devices for home learning & classwork.</p> <p>Musical Futures online (Student Username & Password required.) https://www.musicalfuturesonline.org</p> 	<p>Units of Learning Resources on “One Drive.” Copy links issued via Synergy or email link.</p> <p>Musical Futures online (Student Username & Password required.) HT3 https://www.musicalfuturesonline.org/resource-type/making-music/body-percussion/</p> <p>https://www.musicalfuturesonline.org/resource-type/chair-drumming/</p> <p>HT4. https://www.musicalfuturesonline.org/resource-type/find-your-voice/</p>	<p>Units of Learning Resources on “One Drive.” Copy links issued via Synergy or email link.</p> <p>Musical Futures online (Student Username & Password required.) “We Will Rock You.” Queen https://www.musicalfuturesonline.org/resources/playalong-we-will-rock-you/</p> <p>“Living on a Prayer” Bon Jovi https://www.musicalfuturesonline.org/resources/playalong-livin-on-a-prayer/</p> <p>“The Clock” Symphony Haydn https://www.musicalfuturesonline.org/resources/playalong-the-clock/</p>	<p>Units of Learning Resources on “One Drive.” Copy links issued via Synergy or email link.</p> <p>Musical Futures online (Student Username & Password required.) “Shape of You.” Ed Sheeran https://www.musicalfuturesonline.org/resources/playalong-shape-of-you-in-em/</p> <p>“Shotgun.” George Ezra https://www.musicalfuturesonline.org/resources/playalong-shotgun/</p> <p>Songs – Play a long library. https://www.musicalfuturesonline.org/resource-type/playalong-library/</p>
<p>SMSC & Cultural / Religious Exposure</p>	<p>Easter Rock Musical – Vocal Project. Acts of Worship, Assemblies & services at St. Andrew’s Church. Easter themes in Performing & listening work. Preparation for Easter Celebration Service at St. Andrew’s Church.</p>	<p>Acts of Worship, Easter themes. Assemblies & Services.</p>	<p>Acts of Worship, Easter themes. Assemblies & Services.</p>
<p>Extra-Curricular Enrichment</p>	<ul style="list-style-type: none"> • Whole School Show Rehearsals – A show based on a novel by Charles Dickens. (SMSC) • See Music Clubs / Rehearsals • Peripatetic Music Tuition. 	<ul style="list-style-type: none"> • Whole School Show Rehearsals – A show based on a novel by Charles Dickens. (SMSC) • See Music Clubs / Rehearsals • Peripatetic Music Tuition. 	<ul style="list-style-type: none"> • Whole School Show Rehearsals – A show based on a novel by Charles Dickens. (SMSC) • See Music Clubs / Rehearsals • Peripatetic Music Tuition.