

## KS3 Music Curriculum Mapping

Term	Autumn (1)	Autumn (2)	Spring (1)	Spring (2)	Summer Term
<b>Topic(s)/ Subjects(s)</b>	Finding Your Voice	African Music	Keyboard Skills	Ukulele	4 Chord Trick
<b>Knowledge and skills (Content)</b>	<ul style="list-style-type: none"> <li>Know the different warm up techniques for the voice including <b>breath control, posture, articulation.</b></li> <li>Know what makes a successful performance including phrasing, accurate pitching and appropriate style.</li> <li>Develop understanding of the criteria that are used to <b>evaluate</b> music and performances and how this knowledge impacts our ability to diagnose and solve problems and make musical decisions based on an awareness of our own and others strengths, limitations and/or preferences</li> </ul>	<ul style="list-style-type: none"> <li>Know the <b>cultural and social</b> background of the musical traditions of East Africa/ Japan as well as the impact of <b>purpose</b> and <b>venue</b> on the presentation of the music.</li> <li>Know the elements of music with a particular emphasis on Rhythm (syncopation and polyrhythms) and texture (call and response, monophonic, polyphonic) and Instrumentation (djembe, djun djun, taiko drums)</li> <li>Know how to read stave notation including the rhythmic values of semibreves, minims, crotchets, quavers and dotted rhythms using the <b>Kodaly</b> method</li> <li>Know features that make a successful performance including accuracy, fluency, technical control, and tempo in order to appraise own and others performances</li> <li>Know how to work with others as musicians focusing on the <b>SPIRIT</b> values of self regulation, Participation, Resilience, Inspiration, and Tolerance <i>Singing</i> La leiko, Sin Je Babek</li> </ul>	<ul style="list-style-type: none"> <li>Know the history of composers for the piano from the Baroque (<b>Bach's Toccata and Fugue</b>), Classical (<b>Mozart's Turkish Rondo</b>), Romantic (<b>Chopin's Raindrop Prelude</b>) and 20<sup>th</sup> Century (<b>Debussy</b> and <b>Schoenberg</b>)</li> <li>Know the elements of music with a particular focus on Dynamics (piano and forte), Tempo (Largo, Moderato and Allegro) Tonality (major, minor and atonal), Texture (monophonic, homophonic and polyphonic)</li> <li>Know how to read stave notation on both treble (Middle C-G) and bass clef (G-middle C) including the rhythmic values of semibreves, minims, crotchets, quavers and dotted rhythms</li> <li>Know features that make a successful performance including accuracy, fluency, technical control, and tempo.</li> </ul>	<ul style="list-style-type: none"> <li>Know the elements of music with a particular focus on Harmony (Diatonic chords focusing on the primary triads of I, IV and V) Tempo Structure (Verse Chorus Form)</li> <li>Know how to read notation including ukulele chord charts.</li> <li>Know features that make a successful group performance including accuracy, fluency, technical control, balance, stage presence and tempo</li> <li>Know how to work with others as musicians focusing on the <b>Rehearsal</b> values of Self regulation, Participation, Resilience, Inspiration, and Tolerance</li> </ul>	<ul style="list-style-type: none"> <li>Know the formula of a 4 chord pop song including structure, instrumentation, genre, vocal line and accompaniment patterns</li> <li>Sing some well-known examples of this structure (Journey – Don't Stop Believin, James Blunt – You're Beautiful, The Black Eyed Peas – Where Is the Love, Alphaville – Forever Young, Jason Mraz – I'm Yours, Elton John – Can You Feel the Love Tonight)</li> <li>Know how to read stave notation on both treble (Middle C-C) and chord symbols (C, G, Am, Em) including the rhythmic values of semibreves, minims, crotchets, quavers and dotted rhythms</li> <li>Know features that make a successful performance including accuracy, fluency, technical control, and tempo in order to appraise own and others performances</li> <li>Know how to construct a chord (root, 3<sup>rd</sup>, 5<sup>th</sup>)</li> <li>Know how to perform a chord progression and how to extend this using inversions</li> <li>Know the elements of music with a particular focus on Melody (Stepwise, leap, ascending, descending), Accompaniment (block chords, broken chords, arpeggio) Tempo (Largo, Moderato and Allegro) Tonality (major and minor), Texture (monophonic, homophonic and polyphonic)</li> <li>Know how to work with others as musicians focusing on the <b>SPIRIT</b> values of Self-regulation, Participation, Resilience, Inspiration, and Tolerance</li> <li>Know how to sing and play in harmony (close harmony, 3rds, 6ths)</li> </ul>
<b>Skills:</b> Composing, Performing, Listening, Reviewing and Evaluating, PLTS. (NC refers to the National Curriculum Statements)	<ul style="list-style-type: none"> <li>Focus on developing a good quality of sound. Understanding intonation and the value of completing a warm-up before singing. Diction, balance and breathing will also be covered.</li> <li>Develop singing skills through warming up the voice, holding a melodic line when singing in unison as a group/class as well as holding a harmony line as a group/class (NC1)</li> <li>Pitch, harmony, notation, rhythm, structure</li> <li>Students can describe and articulate what makes a successful performance including phrasing,</li> </ul>	<ul style="list-style-type: none"> <li>Accuracy of rhythmic patterns, following a score</li> <li>Develop singing skills through warming up the voice, holding a melodic line, holding a harmony line in a big group with a sense of ensemble and performance (NC1)</li> <li>Develop performing skills through practicing, rehearsing and performing with an awareness of different parts, the roles and contributions of different members of the group, the audience and venue. (NC1)</li> <li>Pitch, meter, dynamics, tempo, harmony, rhythm,</li> </ul>	<ul style="list-style-type: none"> <li>Develop performing skills playing confidently on the keyboard with fluency, accuracy and expression reading staff notation (treble –C-G and Bass Clef ) (NC1/3)</li> <li>Develop listening skills through the analysis of keyboard music using the following musical elements: Tempo, Dynamics, Tonality and Texture. (NC4/5/6)</li> </ul>	<ul style="list-style-type: none"> <li>Develop performing / notation skills reading chord charts and play ukulele (chords C, F, Am and G) using a variety of strumming patterns (NC1,3)</li> <li>Develop performing / notation skills reading Ukulele Tablature and play Ukulele ( notes C, F, Am and G) using a variety of strumming patterns (NC1,3)</li> <li>Develop listening skills focusing on music based on Pop songs using 1,2,3 and 3 chords including RipTide, Seven Nation Army and Next to Me answering questions</li> </ul>	<ul style="list-style-type: none"> <li>Develop singing skills through warming up the voice, holding a melodic line, holding a harmony line in a big group with a sense of ensemble and performance (NC1)</li> <li>Develop performing skills through practicing, rehearsing and performing with an awareness of different parts, the roles and contributions of different members of the group, the audience and venue. (NC1)</li> <li>Develop composition skills by creating, developing and extending musical ideas selecting and combining resources within musical structures, styles, genres and traditions found in pop music (NC2)</li> <li>Develop singing skills as part of a whole class with a sense of ensemble and performance. NC1)</li> <li>Students will listen to a variety of short listening tasks to develop an ear for this genre of music.</li> <li>Develop listening skills through the analysis of keyboard music using</li> </ul>

	<p>accurate pitching and appropriate style.</p> <ul style="list-style-type: none"> <li>Students can critique theirs and others' performances using the language and criteria that are used to <b>evaluate</b> music and performances and how this knowledge impacts our ability to diagnose and solve problems and make musical decisions based on an awareness of our own and others strengths, limitations and/or preferences</li> <li>Graphic Score vocal composition</li> <li>Graphic Score Listening Task</li> <li>There is clear assessment criteria which directs students to perform using simple lines and be more successful than those which are more rhythmically or technically difficult but error strewn</li> </ul> <p>Develop singing skills as part of a whole class with a sense of ensemble and performance. (NC1)</p>	<ul style="list-style-type: none"> <li>Develop improvisation skills using call and response methods (NC2)</li> <li>Develop composition skills by creating, developing and extending musical ideas selecting and combining resources within musical structures, styles, genres and traditions found in African or Japanese music (NC2)</li> <li>Develop listening skills focusing on music from Africa and Japan (percussion based pieces) answering questions relating to the elements of music focusing on rhythm, texture, dynamics Identify the expressive use of musical elements, devices, tonalities and structures within African and Japanese music (NC4,5,6)</li> <li>Students will listen to a variety of short listening tasks to develop an ear for this genre of music.</li> <li>Basic composition task</li> <li>Notation</li> <li>Develop performing skills with technical control of instrument-specific techniques (on Djembes, Djun Djun Taiko Drums) and musical expression. (NC1)</li> </ul>		<p>relating to the elements of music. (NC4,5,6)</p> <ul style="list-style-type: none"> <li>Develop singing skills by performing the vocal melody line alongside playing a strumming/ chords part on the Ukulele. (NC1)</li> <li>Develop appraising skills evaluating own and other performances based on shared criteria in order to diagnose and solve problems to improve future progress (NC4,5,6)</li> </ul>	<p>the following musical elements: Tempo, Dynamics, Pitch, Tonality, Instrumentation and Texture. (NC4/5/6)</p> <ul style="list-style-type: none"> <li>Develop listening skills focusing on music based on the 4 chord progression by listening to Elton John – Can You Feel the Love Tonight and Journey – Don't Stop Believin answering questions relating to the elements of music focusing on rhythm, melody, harmony. (NC4,5,6)</li> <li>Develop composition skills playing/singing in a pop style using the structure of a song (NC2,4))</li> <li>Develop performing skills playing confidently on the keyboard/voice with fluency, accuracy and expression reading from traditional notation. (NC1,NC4)</li> </ul>
<p><b>Assessment</b></p>	<p><b>Performance</b> Whole class performance of XXXX. Students will watch video of performance and self-assess against shared performance criteria.</p>	<p><b>Performance/ Composition</b> Group Performances of African song 'La Laiko' and Taiko Drumming. Students watch video and self assess against shared performance criteria.</p> <p><b>Knowledge and Music Theory</b> Quizlet key words test Kahoot Rhythm quiz</p> <p><b>Listening</b> Kahoot Quiz</p>	<p><b>Performance</b> Individual Keyboard Performance</p> <p><b>Knowledge and Music Theory</b> Quizlet Key words Test Kahoot Stave notation Quiz</p> <p><b>Listening</b> Kahoot listening Quiz</p>	<p><b>Performance</b> Ensemble performance assessment</p> <p><b>Knowledge and Music Theory</b> Quizlet keywords test Kahoot tab notation quiz</p> <p><b>Listening</b> Kahoot listening quiz</p>	<p>Ensemble performance assessment, group composition task and Listening Task</p> <p><b>Performance</b> Individual Keyboard Performance Group Performances of 4 chord song. Students watch video and self-assess against shared performance criteria.</p> <p><b>Composition</b> Composition of 4 chord song</p> <p><b>Knowledge and Music Theory</b> Quizlet Key words Test Kahoot Stave notation Quiz</p> <p><b>Listening</b> Kahoot listening Quiz</p>

<b>Links to prior and future learning</b>	<p><b>Prior</b> – Pupils should have had many opportunities to sing as per the KS2 Model Music Curriculum.</p> <p><b>Future</b> - Pupils will have regular opportunities to sing. If pupils go for any extended period without singing during Key Stage 3, they will lose confidence. It will take a significant period of time and encouragement to reinstate this confidence. Pupils can join <b>extra-curricular</b> vocal groups and have vocal lessons.</p>	<p><b>Prior</b> – Pupils will know about rhythmic values through KS2 Model Music Curriculum. Pupils will have also attended African workshops during KS2 organised as part of the KS2 transition.</p> <p><b>Future</b> - Students will develop their knowledge of stave notation on future projects such as keyboard skills. Students will consolidate and develop further their listening skills throughout KS3. Students will develop their percussion skills further (Samba) as well as their ensemble skills on all future group projects. Students will also have the opportunity to join extra-curricular Percussions groups (African drumming and Samba)</p>	<p><b>Prior</b> - African Drumming – Understanding rhythmic notation. Performing confidently with accuracy, fluency and expression.</p> <p><b>Future</b> - Students will develop their keyboard skills on future projects such as Blues and during Band skills. Students will consolidate and develop further their listening skills throughout KS3</p>	<p><b>Prior</b> – Ensemble skills are developed from African music, and notation is developed from African music and keyboard project but this time developing tab notation.</p> <p><b>Future</b> - Students will go on to develop their band skills on the final project of Year 7 when they look at 4 chord trick.</p>	<p><b>Prior</b> – Pupils have participated in Finding My Voice Scheme. Students have also participated in the basic keyboard skills unit. This final unit will combine Performance Skills both as soloists and ensemble musicians with Composition Skills to produce a simple pop song. Listening tasks will encourage students to include typical elements of a pop song into their own work</p> <p><b>Future</b> - Pupils will have regular opportunities to sing. If pupils go for any extended period without singing during Key Stage 3, they will lose confidence. It will take a significant period of time and encouragement to reinstate this confidence. Pupils can join <b>extra-curricular</b> vocal groups and have vocal lessons. Pupils will continue to develop their music reading skills by studying music from a variety of settings in year 8. They will also extend their understanding of chords in the Ground Bass unit as well as their compositional skills in the Film Music unit.</p>
<b>SMSC, British Values, Cultural Capital</b>					
<b>CEIAG</b>					
<b>Learning outside the classroom</b>	Lower School Choir Guitar Club School Band Summer Showcase School Show Peripatetic Lessons	Lower School Choir Guitar Club School Band Summer Showcase School Show Peripatetic Lessons	Lower School Choir Guitar Club School Band Summer Showcase School Show Peripatetic Lessons	Lower School Choir Guitar Club School Band Summer Showcase School Show Peripatetic Lessons	Lower School Choir Guitar Club School Band Summer Showcase School Show Peripatetic Lessons
<b>Disciplinary Literacy</b>	<ul style="list-style-type: none"> <li>• Posture</li> <li>• Breath Control</li> <li>• Range</li> <li>• Diction</li> <li>• Accuracy</li> <li>• Fluency</li> <li>• Tempo</li> <li>• Dynamics</li> </ul>	<ul style="list-style-type: none"> <li>• Call and Response</li> <li>• Syncopation</li> <li>• Improvisation</li> <li>• Unison</li> <li>• Polyrhythms</li> <li>• Djembe</li> <li>• Break</li> <li>• Dunun</li> <li>• Ostinato</li> <li>• Pulse</li> <li>• Master Drummer</li> <li>• Signal</li> <li>• Semibreve</li> <li>• Minim</li> <li>• Crotchet</li> <li>• Quaver</li> <li>• Semiquaver</li> </ul>	<ul style="list-style-type: none"> <li>• Treble clef</li> <li>• Bass Clef</li> <li>• Largo</li> <li>• Moderato</li> <li>• Allegro</li> <li>• Major</li> <li>• Minor</li> <li>• Atonal</li> <li>• Monophonic</li> <li>• Homophonic</li> <li>• Polyphonic</li> <li>• Baroque</li> <li>• Classical</li> <li>• Romantic</li> </ul>	<ul style="list-style-type: none"> <li>• Strumming</li> <li>• Chord charts</li> <li>• Finger picking</li> <li>• Triads</li> <li>• Verse Chorus Form</li> <li>• Ukulele Tablature</li> </ul>	<ul style="list-style-type: none"> <li>• Posture</li> <li>• Breath Control</li> <li>• Range</li> <li>• Diction</li> <li>• Accuracy</li> <li>• Fluency</li> <li>• Tempo</li> <li>• Dynamics</li> <li>• Semibreve</li> <li>• Minim</li> <li>• Crotchet</li> <li>• Quaver</li> <li>• Semiquaver</li> <li>• Structure</li> <li>• Verse</li> <li>• Chorus</li> <li>• Chord</li> <li>• Major</li> <li>• Minor</li> <li>• Accompaniment</li> </ul>



Intent: The Music curriculum will encourage students to become confident and independent thinkers, who will be able to create original work and critically analyse professional and non-professional repertoire. Students will have an appreciation of their own work and that of others, always demonstrating respect and empathy. Year 7 students are introduced to the 3 core skill areas of devising, vocal and physical skills. Focus is given at the start of the year to ensuring students are able to remember and explain what the skills in the 3 core areas are. This is because these are the foundation building blocks of a solid, quality education in drama.

Term	Autumn (1)	Autumn (2)	Spring (1)	Spring (2)	Summer Term
Topic(s)/ Subjects(s)	Film Music	Ground Bass	Club dance Remix	Reggae	Blues Band Skills
Knowledge and skills (Content)	<ul style="list-style-type: none"> <li>Know about the <b>historical</b> background of film music tracing its roots from Silent movies through to the present day including <b>Hans Zimmers’s Gladiator</b> and <b>Danny Elfman’s Batman</b></li> <li>Knowledge of Cubase (a DAW - Digital Audio Workstation) and how to use the various windows needed to compose a piece of film music including media bay, mixer, effects and the Halion Sonic SE instruments</li> <li>Identify musical conventions and cliches associated within the film music genre</li> <li>Know how to create an ostinato in both major and minor keys,</li> <li>Know about leitmotif and how they are used in music for stage and screen</li> <li>Know how to structure music to suit the mood of a film trailer</li> <li>Know how to use music technology (Cubase) to create music for a film trailer</li> </ul>	<ul style="list-style-type: none"> <li>Know the history of Ground Bass Variations, an important large scale form that has preoccupied composers of all periods of music from <b>Pachebel’s Canon</b> through to the 20<sup>th</sup> Century and <b>Micheal Nymen’s Time Lapse</b></li> <li>Know how diatonic and functional harmony works and the use of chords I,ii,iii,IV,V,vi and vii and the importance of chords I and V.</li> <li>Know how to create chord sequences</li> <li>Know how to construct suspensions and use them within a chord sequence</li> <li>Know the elements of music focusing on the importance of harmony (suspensions and chords sequences), melody (chord notes, passing notes and auxilliary notes) and Tonality (Major and Minor Keys)</li> <li>Know features that make a successful performance including accuracy, fluency, technical control, and tempo.</li> <li>Know how to work with others as musicians focusing on the <b>SPiRiT</b> values of Self regulation, Participation, Resilience, Inspiration, and Tolerance</li> </ul>	<ul style="list-style-type: none"> <li>Know the <b>historical, cultural</b> and <b>social</b> background of the <b>Club Dance Remix</b>. tracing its roots from Funk, Jamaican dub and Hip Hop including <b>Move your Body</b> by <b>Marshall Jefferson</b></li> <li>Knowledge of Bandlab for Education (an online DAW - Digital Audio Workstation) and how to navigate</li> <li>Knowledge of structures used in Club dance remix including including 8 bar phrases, intro, outro, verse, chorus, breakdown, build)</li> <li>Know how to manipulate vocal samples (including looping and splicing)</li> <li>Know about effects used in dance music including reverb, flanger effects and chorus) as well as mixing.</li> <li>Know about the layered textures used in club dance remix including the use of beats, basslines, synths, vocals etc.</li> </ul>	<ul style="list-style-type: none"> <li>Know the <b>historical, cultural</b> and <b>social</b> background of Reggae Music with a particular focus on <b>Bob Marley’s 3 little Birds</b></li> <li>Know the elements of music with a particular focus on Harmony (Diatonic chords focusing on the primary triads of I, IV and V) Tempo Structure (Verse Chorus Form)</li> <li>Know how to read notation including ukulele chord charts, bass tabs, Drum notation as well as keyboard chord charts.</li> <li>Know features that make a successful group performance including accuracy, fluency, technical control, balance, stage presence and tempo</li> <li>Know how to work with others as musicians focusing on the <b>SPiRiT</b> values of Self regulation, Participation, Resilience, Inspiration, and Tolerance</li> </ul>	<ul style="list-style-type: none"> <li>Know the <b>historical, cultural</b> and <b>social</b> background of the <b>blues</b>. Understand the importance of Blues in popular music and trace its history from the slave trade to the beginnings of rock and roll including <b>Robert Johnson’s Ramblin’ on my Mind</b> and <b>Elvis Presley’s Hound Dog</b>.</li> <li>Know the elements of music with a particular focus on Harmony, Dynamics Tempo (Largo, Moderato and Allegro) , Instrumentation and Texture (monophonic, homophonic and polyphonic)</li> <li>Know the degrees of a major scale and the importance of the tonic, subdominant and the dominant.</li> <li>Know how to construct chords (triads) in the key of C major</li> <li>Know the 12 bar Blues chord sequence and its formation in any key (I,I,I,I,IV,IV,I,I,V,IV,I,I)</li> <li>Know how to read stave notation including treble and bass clef</li> <li>Know how riffs are constructed and their importance in Blues Music</li> <li>Know how to construct a blues scale with its flattened 3<sup>rd</sup> and 7<sup>th</sup>.</li> <li>Know the features that make a successful blues improvisation including; use of swung and syncopated rhythms, improvise in phrases, use of AAB phrase structure, use of the blues scale, melodic shape, balance of repetition and contrast.</li> <li>Know features that make a successful performance including accuracy, fluency, technical control, and tempo.</li> <li>Know the elements of music in Blues music with a particular focus on the importance of Rhythm (swung and syncopated rhythms), Harmony (12 bar blues chord sequence and 7<sup>th</sup> chords), melody (use of the blues scale) and texture (melody, chords and bass riff)</li> <li>Know how and why we warm up when singing considering the following: <b>breathing; posture</b>; releasing tension in the throat; warming up the larynx; exploring resonance and clarifying <b>articulation</b></li> <li>Know how to work with others as musicians focusing on the <b>SPiRiT</b> values of Self regulation, Participation, Resilience, Inspiration, and Tolerance</li> </ul>
Skills		<ul style="list-style-type: none"> <li>Develop performing skills</li> </ul>	<ul style="list-style-type: none"> <li>Further develop</li> </ul>	<ul style="list-style-type: none"> <li>Develop singing skills by</li> </ul>	

	<ul style="list-style-type: none"> <li>• Develop ability to use technology by using Cubase independently to create a piece of film music (NC1)</li> <li>• Develop performing skills create ostinati using major and minor scales in Cubase (NC2)</li> <li>• Develop composition skills creating ostinati for an action film trailer (NC2)</li> <li>• Develop composition skills creating leitmotif for a heroic character (NC2)</li> <li>• Develop composition skills using mickey-mousing to a film clip (NC2)</li> <li>• Students will listen to a variety of short listening tasks to develop an ear for this genre of music.</li> <li>• Develop listening skills focusing on film music from its origins in the silent movies to the present day, answering questions relating to the elements of music focusing on dynamics, rhythm, metre and tempo, structure, melody, tonality, harmony, texture, instrumentation and structure identifying the expressive use of musical elements and devices within Film music (NC4,5,6)</li> <li>• Develop appraising skills evaluating own and other performances based on shared criteria in order to diagnose and solve problems to improve future progress (NC4,5,6)</li> </ul>	<p>a part of a group in a whole class performance of Pachebel's Canon and maintain an individual part in a small group performance (NC1)</p> <ul style="list-style-type: none"> <li>• Develop listening skills focusing on music from the Baroque era or in Ground Bass Form including <b>Micheal Nyman's Time Lapse</b> and <b>Pergolesi's Stabat Mater</b> answering questions relating to the elements of music. (NC4,5,6)</li> <li>• Develop appraising skills evaluating own and other performances based on shared criteria in order to diagnose and solve problems to improve future progress (NC4,5,6)</li> <li>• Students will need to listen to and analyse the success of their performance work. They will need to respond to the targets providing evidence of their improved work.</li> <li>• Develop Improvising skills performing 8 bar phrases using the Aeolian mode (NC2)</li> <li>• Develop Composing skills creating a piece over a ground bass that demonstrates an understanding of chords and chord progressions, textural layering and variation (NC2)</li> <li>• Develop composing skills creating melodies over a chord sequence using chord notes, passing notes and auxillary notes (NC2)</li> </ul>	<p>knowledge and skills when using the music technology software in order to create suitably sequenced pieces</p> <ul style="list-style-type: none"> <li>• Be able to use Bandlab for Education/ Cubase as online music platform independently to create music (NC1)</li> <li>• Be able to construct an original piece of club dance remix (NC2) with an understanding of:</li> <li>• Structure (including 8 bar phrases, intro, outro, verse, chorus, breakdown, build),</li> <li>• Texture (including layering of samples),</li> <li>• Manipulation of vocal sample (including looping and splicing)</li> <li>• Effects (including reverb, flanger effects and chorus) as well as mixing.</li> <li>• Club dance music and music from its origins answering questions relating to the elements of music focusing on texture, instrumentation and structure identifying the expressive use of musical elements and devices within Club Dance music (NC4,5,6)</li> <li>• Develop appraising skills evaluating own and other performances based on shared criteria in order to diagnose and solve problems to improve future progress (NC4,5,6)</li> <li>• Students will listen to a variety of short listening tasks to develop an ear for this genre of music. Opportunity to manipulate and refine samples</li> <li>• Club dance music and music from its origins answering questions relating to the elements of</li> </ul>	<p>performing 3 little Birds. (NC1)</p> <ul style="list-style-type: none"> <li>• Develop listening skills focusing on music based on Reggae including Bob Marley's Get up Stand Up, Redemption song and 3 little Birds answering questions relating to the elements of music. (NC4,5,6)</li> <li>• Develop appraising skills evaluating own and other performances based on shared criteria in order to diagnose and solve problems to improve future progress (NC4,5,6)</li> <li>• Students will listen to a variety of short listening tasks to develop an ear for this genre of music.</li> <li>• Develop performing / notation skills reading chord charts and play ukulele (chords C, F, Am and G) using a variety of strumming patterns (NC1,3)</li> <li>• Develop performing / notation skills reading Bass Tablature and play bass guitar ( notes C, F, Am and G) using a variety of strumming patterns (NC1,3)</li> <li>• Develop performing / notation skills reading chord charts and play keyboard (chords C, F, Am and G) using a variety of vamp accompaniment patterns (NC1,3)</li> <li>• Develop performing / notation skills reading drum notation and play drums using a variety of drums beats (NC1,3)</li> </ul>	<ul style="list-style-type: none"> <li>• Develop performing skills playing the 12 bar blues on the keyboard (NC1)</li> <li>• Develop performing skills playing a walking bass / chuck Berry Riff on the keyboard (NC1)</li> <li>• Develop singing skills by performing Feelin' Blue, Hound Dog, Money can't buy me love in unison and as a round. (NC1)</li> <li>• Develop listening skills focusing on music based on the 12 bar blues including Robert Johnson's 'Ramblin' on my mind', Elvis Presley's 'Hound Dog' The 'Beatles Can't buy me love' and Miles Davis' 'All Blues' answering questions relating to the elements of music focusing on rhythm, melody, harmony. (NC4,5,6)</li> <li>• Develop appraising skills evaluating own and other performances based on shared criteria in order to diagnose and solve problems to improve future progress (NC4,5,6)</li> <li>• Develop composition / improvising skills playing in a blues style using swung / syncopated rhythms and notes of the blues scale on the keyboard (NC2,4))</li> <li>• Develop performing skills playing confidently on the keyboard with fluency, accuracy and expression reading from chord charts. (NC1,NC4)</li> </ul>
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			<p>music focusing on texture, instrumentation and structure identifying the expressive use of musical elements and devices within Club Dance music (NC4,5,6)</p> <ul style="list-style-type: none"> <li>Students can critique theirs and others' performances using the language and criteria that are used to <b>evaluate</b> music and performances and how this knowledge impacts our ability to diagnose and solve problems and make musical decisions based on an awareness of our own and others strengths, limitations and/or preferences</li> </ul>		
<b>Assessment</b>	<p><b>Composition</b> Film Music Trailor uploaded as an mv4 onto student sharepoint. Students watch video and self assess against shared performance / composition criteria</p> <p><b>Knowledge and Music Theory</b> Quizlet key words test Kahoot Rhythm quiz</p> <p><b>Listening</b> Kahoot Quiz</p>	<p><b>Performance/ Composition</b> Group Performances of Ground Bass Composition. Students listen to and self assess against shared performance / composition criteria</p> <p><b>Knowledge and Music Theory</b> Quizlet key words test Kahoot Rhythm quiz</p> <p><b>Listening</b> Kahoot Quiz</p>	<p><b>Composition</b> Individual arrangement/ compositions of a vocal track as a Club Dance Remix. Students listen to and self-assess against shared composition criteria.</p> <p><b>Knowledge and Music Theory</b> Quizlet/ Kahoot keywords Test</p> <p><b>Listening</b> Throughout scheme or Kahoot Quiz</p>	<p><b>Performance</b> Group Performances of 3 Little Birds. Students watch video and self assess against shared performance criteria.</p> <p><b>Knowledge and Music Theory</b> Quizlet key words test Kahoot Rhythm quiz</p> <p><b>Listening</b> Kahoot Quiz</p>	<p><b>Performance</b> Individual keyboard performance (12 bar blues chord progression and riff) - individual <b>Improvisation / Composition</b> Keyboard performance (improvisation) - individual</p> <p><b>Knowledge and Music Theory</b> Quizlet key words test Kahoot Rhythm quiz</p> <p><b>Listening</b> Kahoot Quiz</p>
<b>Cross Curricular Links</b>					
<b>Prior and future links</b>	<ul style="list-style-type: none"> <li>Prior – Previously pupils have studied minimalism focusing on interlocking ostinati which will be a feature of their film music. They have also looked at melody writing during Folk music</li> </ul>	<ul style="list-style-type: none"> <li>Prior – Students know about chords and their construction as well as chord sequences (<i>Blues project</i>). They are also aware of melody writing techniques (<i>Steel Pans</i> and <i>Motifs and ostinatos</i>)</li> <li>Future – Students will develop their chord /</li> </ul>	<ul style="list-style-type: none"> <li>Prior – Previously Pupils have studied a variety of different structures (Samba - Rondo , Band skills – Vere Chorus) which will be useful when composing their own club dance remix. They know about the importance of loops and grooves in music through Samba)</li> </ul>	<p><b>Prior</b> – Keyboard skills are developed from keyboard project but this time developing their ensemble skills. Ensemble skills are developed further from the Steel Pans / African Drumming projects. <b>Future</b> – Students will do on to develop their band skills on the final project of Year 8 when they write their own songs</p>	<p><b>Prior</b> – This leads directly on from keyboard skills project in terms of performance and reading stave notation. It also gives students the opportunity to develop as keyboard players reading from chord charts rather than staff notation</p> <p><b>Future</b> – Pupils will go on to develop their understanding of chords and chords sequences further on <i>Ground Bass Variations</i> and <i>Song writing</i> projects. They will develop their understanding of riffs and improvising further on <i>band skills</i> and <i>song writing</i> projects</p>

		melody writing skills further (Writing a Song)	<ul style="list-style-type: none"> <li>Future – Pupils will further study clash of the classics on Cubase in Year 9</li> </ul>		Pupils will develop their listening skills further on their next project Folk Music, focusing particularly on rhythm, metre and tempo as well as melody
<b>SMSC, British Values, Cultural Capital</b>					
<b>CEIAG</b>					
<b>Learning outside the classroom</b>	Lower School Choir Guitar Club School Band Summer Showcase School Show Peripatetic Lessons	Lower School Choir Guitar Club School Band Summer Showcase School Show Peripatetic Lessons	Lower School Choir Guitar Club School Band Summer Showcase School Show Peripatetic Lessons	Lower School Choir Guitar Club School Band Summer Showcase School Show Peripatetic Lessons	Lower School Choir Guitar Club School Band Summer Showcase School Show Peripatetic Lessons
<b>Additional Subject Specific Information</b>		Ensemble performance and composition task	Composition task	Ensemble performance	Ensemble performance and composition task
<b>Disciplinary literacy</b>	<ul style="list-style-type: none"> <li>Leitmotif</li> <li>Mickey-Mousing</li> <li>Musical Cliché</li> <li>Ostinato</li> <li>Staccato</li> <li>Scale</li> <li>Drone</li> <li>Glissando</li> </ul>	<ul style="list-style-type: none"> <li>Ground Bass Form</li> <li>Diatonic Harmony</li> <li>Functional Harmony</li> <li>Chord Progression</li> <li>Writing melodies over chords</li> <li>Chord notes</li> <li>Passing notes</li> <li>auxiliary notes</li> <li>suspensions</li> </ul>	<ul style="list-style-type: none"> <li>Sample</li> <li>Riser</li> <li>Reverse Cymbal</li> <li>Snare Build</li> <li>Layered Texture</li> <li>Drop</li> <li>Breakdown</li> <li>Build</li> <li>Intro / Outro</li> <li>Panning</li> <li>Echo</li> <li>Delay</li> <li>Reverb</li> <li>Loop</li> <li></li> </ul>	<ul style="list-style-type: none"> <li>Riff</li> <li>Primary Chords</li> <li>Mento</li> <li>Ska</li> <li>Rocksteady</li> <li>Syncopation</li> <li>Triad</li> <li>Verse Chorus Form</li> <li>Bass Tablature</li> </ul>	<ul style="list-style-type: none"> <li>Spirituals</li> <li>Worksongs</li> <li>Chord</li> <li>Triad</li> <li>7<sup>th</sup> Chord</li> <li>Tonic</li> <li>Subdominant Dominant</li> <li>12 bar blues chord sequence</li> <li>Riff</li> <li>Walking bass</li> <li>Improvisation</li> <li>Head Arrangement</li> <li>Swing</li> <li>Syncopation</li> <li>Blues Scale</li> <li>Phrase structure</li> <li>Melodic shape</li> </ul>



Term	Autumn (1)	Autumn (2)	Spring (1)	Spring (2)	Summer Term
Topic(s)/ Subjects(s)	Samba	Clash of the Classics	Motifs & Ostinatos/ Minimalism	Video Game Music	Song Writing
Knowledge	<ul style="list-style-type: none"> <li>Know the <b>cultural, Historical</b> (African, Spanish and Portuguese heritage) and <b>social</b> background of the musical traditions of Samba, as well as the impact of <b>purpose</b> and <b>venue</b> on the presentation of the music with a particular focus on <b>Samba Batucada</b> and <b>Sergio Mendez' Mas Que Nada</b></li> <li>Know the different warm up techniques for the voice including <b>breath control, posture, articulation.</b></li> <li>Know the elements of music with a particular emphasis on Rhythm (syncopation and polyrhythms), texture (call and response, monophonic, polyphonic, groove), Instrumentation (apito, djembe, Surdo, Ganza, repenique and tambourim) as well as Structure (Rondo Form, Break, Refrain, intro and outro)</li> <li>Know how to read stave notation including the rhythmic values of semibreves, minims, crotchets, quavers and dotted rhythms using the <b>Kodaly</b> method</li> <li>Know features that make a successful performance including accuracy, fluency, technical control, and tempo in order to appraise own and others performances</li> </ul>	<ul style="list-style-type: none"> <li>Know the <b>historical, cultural</b> and <b>social</b> background of the <b>Club Dance Remix</b>. tracing its roots from Funk, Jamaican dub and Hip Hop including <b>Move your Body</b> by <b>Marshall Jefferson</b></li> <li>Know typical features of classical melodies and how these can be manipulated into club dance remix</li> <li>Knowledge of Cubase and how to navigate</li> <li>Knowledge of structures used in Club dance remix including including 8 bar phrases, intro, outro, verse, chorus, breakdown, build)</li> <li>Know how to manipulate vocal samples (including looping and splicing)</li> <li>Know about effects used in dance music including reverb, flanger effects and chorus) as well as mixing.</li> <li>Know about the layered textures used in club dance remix including the use of beats, basslines, synths, vocals etc.</li> </ul>	<ul style="list-style-type: none"> <li>Know composers and music from history who have used motivic development including <b>Beethoven's 5<sup>th</sup> Symphony</b> and <b>Phillip Glass' Facades.</b></li> <li>Know how to read and follow an orchestral score</li> <li>Know how to read stave notation using both treble and bass clefs as well as the alto clef</li> <li>Know how to create motifs and how they can be developed through the use of the following techniques: sequence, inversion, augmentation, diminution, transposition and note addition.</li> <li>Know the elements of music in a range of musical styles focusing on motivic development with a particular focus on the importance of melody (motivic development through sequence, inversion, augmentation, diminution, transposition), rhythm (syncopation, ostinato,) texture (monophonic, polyphonic, homophonic, layered)</li> <li>Know features that make a successful performance including accuracy, fluency, technical control, and tempo.</li> <li>Know how to work with others as musicians focusing on the <b>SPiRiT</b> values of Self regulation, Participation, Resilience, Inspiration, and Tolerance</li> </ul>	<ul style="list-style-type: none"> <li>Learning about the recent rise in Games Music, student will learn to play some iconic pieces. They will learn about the process of how Games Music is created using Music Technology. They will use this knowledge by applying this to their own original composition work</li> <li>Know how video games music has developed with the advancement of technology</li> <li>Know how to use the software package to create and combine loop patterns</li> <li>Know how to layer sounds to develop texture</li> <li>Know how to manipulate sounds to change the timbre for specific purposes linking to the action within the games play</li> <li>Know how to develop Easter Egg technique to imply action is happening without images seen on the screen.</li> <li>Listen to other examples of music from games and analyse and evaluate what has been heard specifically focusing on ostinato patterns, layers of sound, drone effects, tempo and dynamic changes as well as describing the timbre</li> </ul>	<ul style="list-style-type: none"> <li>During the Summer term students will complete a bigger project combining performance skills with a major composition task. For this final celebration task, students will draw on their knowledge of performance and composition skills to create their own unique Pop Song.</li> <li>Students will consolidate <b>all knowledge</b> from the key stage in order to create an original song.</li> <li>Know about song writing with a specific focus on <b>The Beatles</b></li> <li>Know features that make a successful group performance including accuracy, fluency, technical control, balance, stage presence and tempo</li> <li>Know how to work with others as musicians focusing on the <b>SPiRiT</b> values of Self regulation, Participation, Resilience, Inspiration, and Tolerance</li> <li>By analysing how famous pop songs have been created and developed students will be able to extend their musical tool-kit. This will help them to create their own unique composition in a style and setting of their own.</li> </ul>

	<ul style="list-style-type: none"> <li>Know how to work with others as musicians focusing on the <b>SPIRIT</b> values of Self regulation, Participation, Resilience, Inspiration, and Tolerance.</li> </ul> <p><u>Singing</u> - Mas Que nada</p>				
<b>Skills</b>	<ul style="list-style-type: none"> <li>Develop singing skills through: warm ups, holding a melodic line when singing in unison as a group/class as well as holding a harmony line as a group/class (NC1)</li> <li>Develop performing skills playing as part of a whole class / small group with a sense of ensemble and performance singing Samba mas Que nada (NC1)</li> <li>Develop Performing skills with technical control of instrument-specific techniques (on Surdo, Ganza, Tambourim, Apito, Djembe) and musical expression. (NC1)</li> <li>Develop improvisation skills using call and response methods (NC2/3)</li> <li>Develop performing skills practicing, rehearsing and performing with awareness of different parts, the roles and contributions of different members of the group, the audience and venue. (NC1)</li> <li>Develop composition skills creating, developing and extending musical ideas by selecting and combining resources within a Rondo Structure including a main refrain,</li> </ul>	<ul style="list-style-type: none"> <li>Be able to use Cubase for Education as online music platform independently to create music (NC1)</li> <li>Be able to construct an original piece of club dance remix (NC2) with an understanding of: <ul style="list-style-type: none"> <li>Structure (including 8 bar phrases, intro, outro, verse, chorus, breakdown, build),</li> <li>Texture (including layering of samples),</li> <li>Manipulation of vocal sample (including looping and splicing)</li> <li>Effects (including reverb, flanger effects and chorus) as well as mixing.</li> </ul> </li> <li>Listen to Club dance music and music from its origins answering questions relating to the elements of music focusing on texture, instrumentation and structure identifying the expressive use of musical elements and devices within Club Dance music (NC4,5,6)</li> <li>Develop appraising skills evaluating own and other performances based on shared criteria in order to diagnose and solve problems to improve future progress (NC4,5,6)</li> </ul>	<ul style="list-style-type: none"> <li>Develop notation skills <b>reading stave notation</b> by following an orchestral score (Beethoven's 5<sup>th</sup> Symphony) (NC3)</li> <li>Develop <b>listening skills</b> through identifying aurally one or more transformations and / or it's use in a range of pieces including Beethoven's 5<sup>th</sup> Symphony, Facades by Phillip Glass, <b>Shostakovich's String Quartet no.8</b> and <b>Electric Counterpoint by Steve Reich</b> (NC3/4/5/6)</li> <li>Develop <b>composition skills</b> by creating a number of motifs together with their suggested transformations. (NC2)</li> <li>Develop <b>improvising skills</b> by playing tuned percussion solos in ensemble performances. (NC2)</li> <li>Develop <b>composition skills</b> creating minimalist pieces in small ensembles. (NC2)</li> <li>Develop <b>performance skills</b> by performing confidently on a range of tuned percussion instruments with fluency, accuracy and expression (NC1,NC4)</li> <li>Develop appraising skills evaluating own and other</li> </ul>	<ul style="list-style-type: none"> <li>Further develop knowledge and skills when using the music technology software in order to create suitably sequenced pieces. Students will be required to develop their own loop patterns</li> <li>Students will listen to a variety of short listening tasks to develop an ear for this genre of music.</li> <li>Creating their own loop patterns will further develop the quality of their composition work</li> <li>Develop composition skills creating, developing and extending musical ideas by selecting and combining resources within a Video Games format (NC2/3)</li> <li>Develop listening skills focusing on how music enhances drama within game play answering questions relating to the elements of music focusing on rhythm, texture, instrumentation, timbre, tonality and structure identifying the expressive use of musical elements and devices within Games music (NC4,5,6)</li> <li>Develop listening skills by analysing the effectiveness of professional compositions</li> </ul>	<ul style="list-style-type: none"> <li>Develop composition skills creating an original song (NC2,3)</li> <li>Structure Including intro / outro / verse / chorus / bridge / middle 8 / solo</li> <li>Melody (including shape, phrase structure, text setting)</li> <li>Tonality (including major, minor and modal)</li> <li>Harmony (including the use of diatonic chords and an understanding of functional harmony)</li> <li>Texture (including chordal accompaniments, layered textures and an understanding of the layering of melody, chords and bass lines)</li> <li>Instrumentation (including the ability to play drums, keyboard, bass guitar, ukulele as well as tuned percussion (xylophone)</li> <li>Develop performing skills practicing, rehearsing and performing with awareness of different parts, the roles and contributions of different members of the group, the audience and venue. (NC1)</li> <li>Develop listening skills focusing on the music of the Beatles answering questions relating to the elements of music focusing on dynamics, rhythm, metre and tempo, structure, melody, tonality, harmony, texture, instrumentation and structure identifying the expressive use of musical elements and devices within Popular Music (NC4,5,6)</li> <li>Develop appraising skills evaluating own and other performances based on shared criteria in order to diagnose and solve problems to improve future progress (NC4,5,6)</li> </ul>

	<p>breaks, vocal break, intro and outro. s (NC2/3)</p> <ul style="list-style-type: none"> <li>Develop listening skills focusing on Latin American Music answering questions relating to the elements of music focusing on rhythm, texture, instrumentation and structure identifying the expressive use of musical elements and devices within Samba music (NC4,5,6)</li> <li>Develop appraising skills evaluating own and other performances based on shared criteria in order to diagnose and solve problems to improve future progress (NC4,5,6)</li> </ul>		<p>performances based on shared criteria in order to diagnose and solve problems to improve future progress (NC4,5,6)</p>	<ul style="list-style-type: none"> <li>Develop appraising skills evaluating own and other performances based on shared criteria in order to diagnose and solve problems to improve future progress (NC4,5,6)</li> <li>Be able to use Cubase for Education as online music platform independently to create music (NC1)</li> <li>Listen to early games music and comparing this with more modern and advanced music scores</li> </ul>	
<b>Assessment</b>	<p><b><u>Performance/ Composition</u></b> Group Performances of Samba Arrangement /Composition. Students watch video and self assess against shared performance / composition criteria</p> <p><b><u>Knowledge and Music Theory</u></b> Quizlet key words test Kahoot Rhythm quiz</p> <p><b><u>Listening</u></b> Kahoot Quiz</p>	<p><b><u>Composition</u></b> Club Dance remix is uploaded in Bandlab for Education and marked online. Students are given formative assessment against shared composition criteria until their final submission.</p> <p><b><u>Knowledge and Music Theory</u></b> Quizlet key words test Kahoot Rhythm quiz</p> <p><b><u>Listening</u></b> Kahoot Quiz</p>	<p><b><u>Performance</u></b> Group Minimalist Compositions/ Performances</p> <p><b><u>Knowledge and Music Theory</u></b> Quizlet key words test Kahoot Rhythm quiz</p> <p><b><u>Listening</u></b> Kahoot Quiz</p>	<p><b><u>Composition task</u></b> Students will be given a variety of scenarios to choose from. These will link to a specific section of game play. Students will need to compose and sequence the music for their chosen scenario</p> <p><b><u>Knowledge and Music Theory</u></b> Quizlet/ kahoot key words test</p> <p><b><u>Listening</u></b> Kahoot Quiz</p>	<p><b><u>Performance/ Composition</u></b> Students, once they have completed their composition work, will be able to record their ideas in a Live Lounge Recording Session. This will enable students to capture the very best quality of recordings providing them with a final project to be proud of!</p> <p><b><u>Knowledge and Music Theory</u></b> Quizlet key words test Kahoot Rhythm quiz</p> <p><b><u>Listening</u></b> Kahoot Quiz</p>
<b>Cross Curricular Links</b>					
<b>Prior and Future learning links</b>	<ul style="list-style-type: none"> <li><b>Prior</b> – Previously pupils have studied rhythm and working with interlocking patterns in the African Drumming project. They have also worked in larger ensembles</li> <li><b>Future</b> – They will be developing their singing</li> </ul>	<ul style="list-style-type: none"> <li><b>Prior</b> – Previously Pupils have studied a variety of different structures (Samba - Rondo , Band skills – Vere Chorus) which will be useful when composing their own club dance remix. They know about the importance of loops and grooves in music through Samba)</li> </ul>	<ul style="list-style-type: none"> <li><b>Prior</b> – Previously students have thought of musical ideas in terms of phrases, and been taught how to compose and develop melodies and structure them in shapes such as AABA AAB (Composing melodies and Blues projects). This</li> </ul>	<ul style="list-style-type: none"> <li><b>Prior</b> – Club Dance Remix has unlocked students ability to use the software package.</li> <li><b>Future</b> – understanding the techniques links to listening questions linked to technological aspects of the GCSE paper</li> </ul>	<p>Builds on all prior knowledge:</p> <ul style="list-style-type: none"> <li>Composing chords sequences in major / minor keys</li> <li>Melody writing – shape, phrase structure,</li> <li>Instrumental skills on Keyboard, drums, bass guitar, ukulele, xylophone</li> <li>Singing skills</li> </ul> <p>Structures found in music including Verse, Bridge, Chorus, Solo</p>

	skills further on Writing a song	<ul style="list-style-type: none"> <li><b>Future</b> – Pupils will further study dance music techniques on Cubase in Year 9</li> </ul>	<p>project considers melody writing and the smallest building blocks in music – the motif and how to develop it.</p> <ul style="list-style-type: none"> <li><b>Future</b> – Students will develop melodic ideas and ostinatos further during Film Music</li> </ul>		
<b>SMSC, British Values, Cultural Capital</b>					
<b>CEIAG</b>					
<b>Learning outside the classroom</b>	Lower School Choir Guitar Club School Band Summer Showcase School Show Peripatetic Lessons	Lower School Choir Guitar Club School Band Summer Showcase School Show Peripatetic Lessons	Lower School Choir Guitar Club School Band Summer Showcase School Show Peripatetic Lessons	Lower School Choir Guitar Club School Band Summer Showcase School Show Peripatetic Lessons	Lower School Choir Guitar Club School Band Summer Showcase School Show Peripatetic Lessons
<b>Additional Subject Specific Information</b>					
<b>Disciplinary literacy</b>	<ul style="list-style-type: none"> <li>Ostinato</li> <li>Riff</li> <li>Syncopation</li> <li>Polyrhythm</li> <li>Groove</li> <li>Samba Batucada</li> <li>Rondo Form</li> <li>Call and Response</li> <li>Break</li> <li>Bacteria</li> <li>Cyclic Rhythm</li> </ul>	<ul style="list-style-type: none"> <li>Sample</li> <li>Riser</li> <li>Reverse Cymbal</li> <li>Snare Build</li> <li>Layered Texture</li> <li>Drop</li> <li>Breakdown</li> <li>Build</li> <li>Intro / Outro</li> <li>Panning</li> <li>Echo</li> <li>Delay</li> <li>Reverb</li> <li>Loop</li> </ul>	<ul style="list-style-type: none"> <li>Minimalism</li> <li>Ostinato</li> <li>Tutti</li> <li>Motif</li> <li>Sequence</li> <li>Inversion</li> <li>Augmentation</li> <li>Diminution</li> <li>Transposition</li> <li>Minimalism</li> <li>Allegro con Brio</li> <li>Diatonic</li> <li>Contrapuntal</li> </ul>	<ul style="list-style-type: none"> <li>Loop</li> <li>Instrumentation</li> <li>Timbre</li> <li>Quantize</li> <li>Drone</li> <li>Crescendo</li> <li>Diminuendo</li> <li>Accelerando</li> <li>Rallentando</li> <li>Multi track</li> <li>Panning</li> <li>Reverb</li> <li>Distortion</li> <li>Easter Egg</li> <li>Dissonance</li> <li>Consonance</li> </ul>	

### National Curriculum Statements

Pupils should be taught to:

NC1 play and perform confidently in a range of solo and ensemble contexts using their voice, playing instruments musically, fluently and with accuracy and expression §

NC2 improvise and compose; and extend and develop musical ideas by drawing on a range of musical structures, styles, genres and traditions §

NC3 use staff and other relevant notations appropriately and accurately in a range of musical styles, genres and traditions

NC4 identify and use the inter-related dimensions of music expressively and with increasing sophistication, including use of tonalities, different types of scales and other musical devices

NC5 listen with increasing discrimination to a wide range of music from great composers and musicians

NC6 develop a deepening understanding of the music that they perform and to which they listen, and its history



### **Links to prior and future learning**

#### **The KS3 'spiral curriculum' of interlinked musical skills:**

(So-called 'spiral' because these are constantly revisited and underpin all the concepts and contexts in the learning map, with students acquiring a higher level of proficiency and sophistication with time and experience)

**Aural understanding** - singing and musical memory

**Controlling instrumental sounds**

**Combining and controlling musical elements** as ensemble performers / arrangers

**Combining and controlling musical elements** as improvisers and composers

**Critical engagement** – identifying musical devices and understanding their place in context and style