

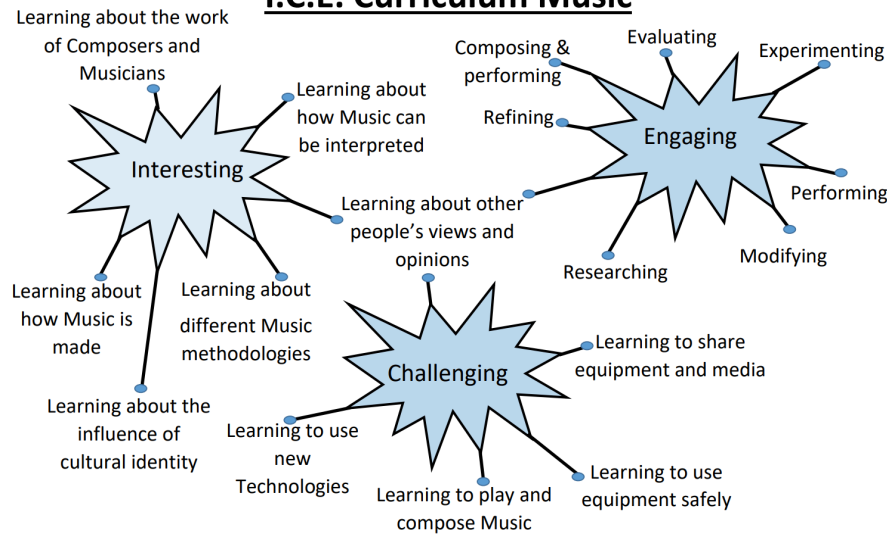


### Key Stage 3 Music Long Term Plan

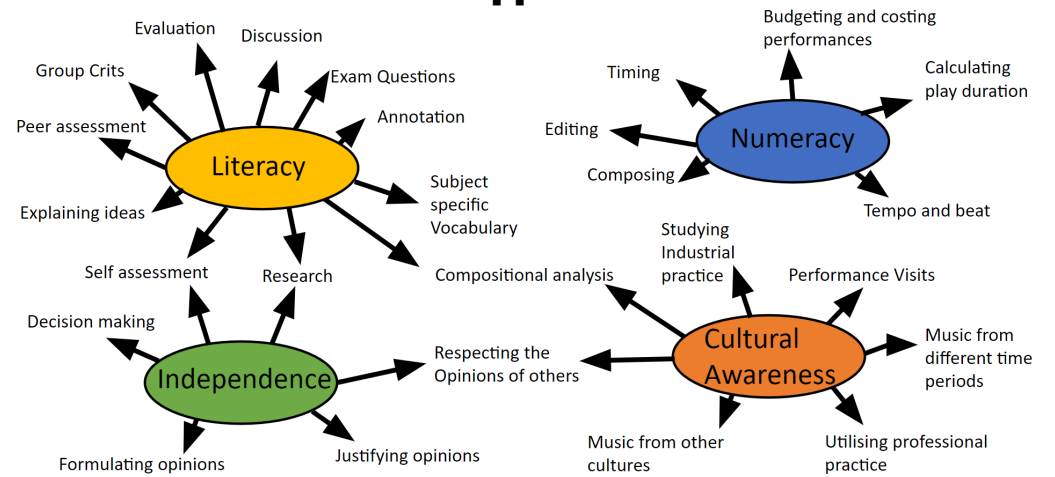
#### Main Aims:

The curriculum aims to combine the musical strands of Performing: Playing and Singing; Creating (Composing and Improvising), and Critical Engagement: (Listening and Appraising). Students will experience and appraise a wide range of musical genres, consider the elements of music and develop an appreciation for music from various cultures. The history and origins of music, musical genres and famous artists are studied within the curriculum. Students will explore playing and composing melodies and rhythms on a range of instruments including African drums, keyboards and Samba instruments. Pupils focus on developing the correct technique required to play each instrument to ensure progress both within a topic and across the keystone. Learning is focused on understanding the treble clef, enabling them to play a range of simple right-hand melodies in the key of C major on the keyboard. Students learn how to 'read music' using staff notation and how to recognise specific symbols used to record music and their specific duration. A thorough understanding of musical theory underpins the KS3 curriculum.

#### I.C.E. Curriculum Music



#### The L.I.N.C. Approach in Music:





**Year 7**

**Autumn 1**

**BUILDING BRICKS THE BASICS OF MUSIC**

- Introduction to elements of music (pitch, dynamics, tempo, structure, time signature and timbre).
- Introduction to traditional notation and graphic score.
- Keyboard skills and the pentatonic scale.
- Use of both left and right hands to play chords on a keyboard.

**Autumn 2**

**KEYBOARD SKILLS**

- Development of left and right hand pentatonic scales and finger isolation.
- Appraise and compare Pachelbel's Canon and Memories by Maroon 5 using the elements of music.
- Play Pachelbel's Canon and Memories by Maroon 5 on a keyboard.
- Play in a group with a focus on timing and teamwork.

**Spring 1**

**EXPLORING RHYTHM - DJEMBE DRUMMING**

- Recognise a range of African instruments and the unique tones they create.
- Produce 3 distinct tones on the djembe drum (tine, base and slap).
- Create and perform call and response rhythms in small groups.
- Maintain a continuous beat while playing a range of cyclic rhythms on the djembe drum.
- Layer cyclic rhythms to produce a textured polyrhythm.

**Spring 2**

**MUSICAL THEATRE (MATILDA)**

- Sing with expression, articulation and confidence in a group.
- Perform actions intime to music and maintain a constant beat.
- Perform a short script considering movement, tone of voice, expression, accent and character.
- Work in a team to create a performance of a scene from Matilda. Consider timings of when to act to enhance the overall effectiveness of the scene.



<b>Summer 1</b>	<b>Summer 2</b>
<p data-bbox="264 336 949 363" style="text-align: center;"><b>INSTRUMENTS OF THE ORCHESTRA/SONORITY</b></p> <ul data-bbox="154 406 1095 639" style="list-style-type: none"><li>● Identify and name the main instruments in the orchestra and state their family.</li><li>● Name the instrument based on the specific timbre produced.</li><li>● Locate the position of each instrument in the orchestra.</li><li>● Play 'Fur Elise' using the right and left hand appropriately</li><li>● Play the chords for 'Fur Elise' and maintain correct timing throughout the performance.</li></ul>	<p data-bbox="1386 336 1968 363" style="text-align: center;"><b>EXPLORING ENSEMBLE PERFORMANCE</b></p> <ul data-bbox="1180 406 2112 639" style="list-style-type: none"><li>● Define an ensemble and give examples</li><li>● Define a riff and identify the riff in a range of songs.</li><li>● Appraise The White Stripes 'Seven Nation Army' using the elements of music.</li><li>● Play the riff for 'Seven Nation Army' on the keyboard.</li><li>● Play the the drum pattern for 'Seven Nation Army.'</li><li>● Perform and evaluate 'Seven Nation Army' as an ensemble.</li></ul>
<b>Year 8</b>	
<b>Autumn 1</b>	<b>Autumn 2</b>
<p data-bbox="468 922 743 949" style="text-align: center;"><b>HOOKS AND RIFFS</b></p> <ul data-bbox="154 992 1095 1358" style="list-style-type: none"><li>● Define and distinguish between a hook, a riff and an ostinato.</li><li>● Introduce the C major scale on the keyboard and correct finger placement to play an octave up and down the scale using right and left hands.</li><li>● Play the drumming bass to accompany 'Stand By Me' and maintain a continuous beat.</li><li>● Play the riff for 'Stand By Me' on the keyboard using the left hand.</li><li>● Play the chords for 'Stand by me' using the left hand on the keyboard.</li><li>● Work as a team to perform and evaluate 'Stand By Me' incorporating the bass, chords, riff and singing.</li></ul>	<p data-bbox="1478 922 1778 949" style="text-align: center;"><b>OFF BEAT (REGGAE)</b></p> <ul data-bbox="1180 992 2112 1326" style="list-style-type: none"><li>● Introduce reggae music and Bob Marley.</li><li>● Define and recognise syncopated beats in a range of music.</li><li>● Recognise and name the correct notes for 'Three Little Birds' and translate onto manuscript paper.</li><li>● Maintain a syncopated rhythm while playing the riff for 'Three Little Birds' using the right hand.</li><li>● Play the chords for 'Three Little Birds' using the right hand changing between A major and D major where necessary.</li><li>● Perform and evaluate 'Three Little Birds' as a team. Listen to each other to ensure the beat is syncopated.</li></ul>



Spring 1	Spring 2
<p data-bbox="407 338 806 368" style="text-align: center;"><b>MUSICAL THEATRE (ANNIE)</b></p> <ul data-bbox="159 408 1088 639" style="list-style-type: none"><li>● Sing with expression, articulation and confidence in a group.</li><li>● Perform actions intime to music and maintain a constant beat.</li><li>● Perform a short script considering movement, tone of voice, expression, accent and character.</li><li>● Work in a team to create a performance of a scene from Annie. Consider timings of when to act to enhance the overall effectiveness of the scene.</li></ul>	<p data-bbox="1458 338 1800 368" style="text-align: center;"><b>DRUMS OF THE WORLD</b></p> <ul data-bbox="1182 408 2085 671" style="list-style-type: none"><li>● Recognise a range of Brazilian samba instruments and the unique tones they create.</li><li>● Produce distinct tones on each samba instrument consistently.</li><li>● Create and perform call and response rhythms in small groups.</li><li>● Maintain a continuous beat while playing a range of cyclic rhythms Using samba instruments.</li><li>● Work as a team to develop timing and rhythm to perform samba ensemble.</li></ul>
Summer 1	Summer 2
<p data-bbox="524 809 692 839" style="text-align: center;"><b>THE BLUES</b></p> <ul data-bbox="159 879 1095 1110" style="list-style-type: none"><li>● Introduce blues music and how it evolved into rock and roll.</li><li>● Appraise 12 bar blues 'Sweet Home Chicago' and 'Jailhouse Rock' using the elements of music.</li><li>● Compare blues music and 'Jailhouse Rock'.</li><li>● Play chords C major, F major and G major.</li><li>● Perform a 12 bar blues long and short rhythms, the walking bass line and the drum pattern in a team.</li></ul>	<p data-bbox="1429 809 1834 839" style="text-align: center;"><b>PIANO AND THEORY SKILLS</b></p> <ul data-bbox="1182 879 2130 1174" style="list-style-type: none"><li>● Appraise 'I'm a Believer' using the elements of music.</li><li>● Develop understanding of the treble clef and reading notation through spelling words and various games.</li><li>● Introduce the bass clef, its relationship with the treble clef and its uses.</li><li>● Introduce dotted crotchets and ties in notation.</li><li>● Understand sharp, flats and natural in sheet music.</li><li>● Develop piano skills to incorporate right hand and left hand playing simultaneously.</li></ul>