



## MUSIC COMPOSITE KNOWLEDGE COVERAGE KEY STAGE 3

**Intent:**

To instil in our students a love of music. To experience and appreciate a wide range of genres. To provide musical performance opportunities that showcase the talents our outstanding students possess. To promote Tor View in the wider community via music. To develop confidence and self-esteem within our students.

		Cycle A (2023-2024)	Cycle B (2024-2025)	Cycle C (2025-2026)	Running Throughout Each Cycle
<b>A u t u m n</b>	1	<p>Improvise and compose music using the inter-related dimensions of music. *National Curriculum coverage to be taught at differentiated Developmental steps *</p> <p><b>Suggested area of study: An Introduction to the musical dimensions.</b></p>	<p>Use and understand musical notations. *National Curriculum coverage to be taught at differentiated Developmental steps.*</p> <p><b>Suggested area of study: Notation / Reading Music.</b></p>	<p>Improvise and compose music for a range of purposes. *National Curriculum coverage to be taught at differentiated Developmental steps.*</p> <p><b>Suggested area of study: Exploring emotions through music.</b></p>	<p>The following are the inter-related dimensions of music which should be taught and revisited / interwoven throughout the cycles:</p> <ul style="list-style-type: none"> <li>- <b>Rhythm</b> - A combination of long and short sounds.</li> <li>- <b>Beat</b> - The steady pulse that runs throughout a piece of music.</li> <li>- <b>Texture</b> - The layers of sound in a piece of music and the relationship between them.</li> <li>- <b>Duration</b> - The length of time that a note is held or played for.</li> <li>- <b>Dynamics</b> - The variation in volume of the sounds or notes in a piece of music.</li> <li>- <b>Pitch</b> - How high or low a note is.</li> <li>- <b>Tempo</b> - The speed of a piece of music.</li> </ul>
	2	<p>Listen with attention to detail. *National Curriculum coverage to be taught at differentiated Developmental steps.*</p> <p><b>Suggested area of study: Tor View Radio / Podcasting.</b></p>	<p>Play musical instruments with increasing accuracy, fluency, control and expression. Develop an understanding of the history of music. *National Curriculum coverage to be taught at differentiated Developmental steps.*</p> <p><b>Suggested area of study: African Drumming (Djembe).</b></p>	<p>Appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians. Develop an understanding of the history of music. *National Curriculum coverage to be taught at differentiated Developmental steps.*</p> <p><b>Suggested area of study: Popular Music Through the Ages.</b></p>	
<b>S p r i n g</b>	1	<p>Improvise and compose music for a range of purposes. Play and perform in a solo context. *National Curriculum coverage to be taught at differentiated Developmental steps.*</p>	<p>Play and perform in ensemble contexts. Appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions.</p>	<p>Play and perform in ensemble contexts. Develop an understanding of the history of music.</p>	<p>The following are musical skills (national curriculum) which should</p>

		<b>Suggested area of study: Music Production (Electronic Music – House, EDM, Trance).</b>	<b>*National Curriculum coverage to be taught at differentiated Developmental steps.*</b>  <b>Suggested area of study: Latin America / Samba.</b>	<b>*National Curriculum coverage to be taught at differentiated Developmental steps.*</b>  <b>Suggested area of study: Rock ‘n’ Roll, Blues, Jazz.</b>	be taught and revisited / interwoven throughout the cycles: <ul style="list-style-type: none"> <li>- Individual Performance</li> <li>- Group Performance</li> <li>- Improvisation</li> <li>- Appraisal and Evaluation</li> <li>- Listening</li> </ul> <b>Singing</b> <b>Composing</b> <b>Playing Instruments</b>
	2	<i>Appreciate and understand a wide range of high-quality live and recorded music.</i> <b>*National Curriculum coverage to be taught at differentiated Developmental steps.*</b>  <b>Suggested area of study: Videography / Film Trailers / Soundtracks.</b>	<i>Using voices with increasing accuracy, fluency, control and expression.</i> <b>*National Curriculum coverage to be taught at differentiated Developmental steps.*</b>  <b>Suggested area of study: Beatboxing.</b>	<i>Using voices with increasing accuracy, fluency, control and expression.</i> <i>Use and understand musical notations.</i> <b>*National Curriculum coverage to be taught at differentiated Developmental steps.*</b>  <b>Suggested area of study: Musicals, Concerto, Orchestra.</b>	
<b>S u m m e r</b>	1	<i>Using voices with increasing accuracy, fluency, control and expression.</i> <b>*National Curriculum coverage to be taught at differentiated Developmental steps.*</b>  <b>Suggested area of study: Lyrical Writing (Grime, Hip Hop, Rap etc).</b>	<i>Improvise and compose music for a range of purposes.</i> <b>*National Curriculum coverage to be taught at differentiated Developmental steps.*</b>  <b>Suggested area of study: Drumming using Technology.</b>	<i>Appreciate and understand a wide range of high-quality live and recorded music.</i> <i>Improvise and compose music for a range of purposes.</i> <b>*National Curriculum coverage to be taught at differentiated Developmental steps.*</b>  <b>Suggested area of study: Film Music, Soundtracks, Sound Effects, Cartoons, Genre.</b>	
	2	<i>Listen with attention to detail and recall sounds with increasing aural memory.</i> <b>*National Curriculum coverage to be taught at differentiated Developmental steps.*</b>  <b>Suggested area of study: Videogame Soundtracks.</b>	<i>Improvise and compose music for a range of purposes.</i> <b>*National Curriculum coverage to be taught at differentiated Developmental steps.*</b>  <b>Suggested area of study: Creating Music using ‘Junk’ – ‘Junk Percussion.’</b>	<i>Improvise and compose music using the inter-related dimensions of music.</i> <b>*National Curriculum coverage to be taught at differentiated Developmental steps.*</b>  <b>Suggested area of study: Revisiting / Recapping / Reinforcing the musical dimensions.</b>	