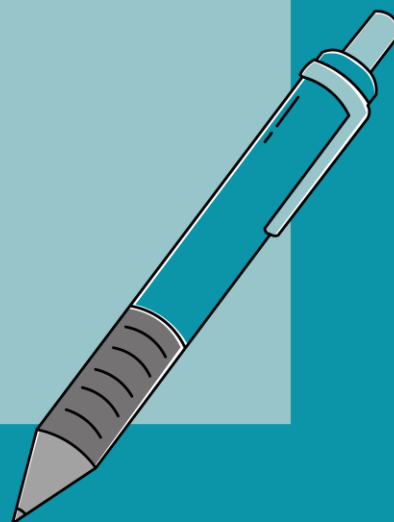


MUSIC CURRICULUM OVERVIEW

KS3 overview



Manchester
Communication
Academy



Year 7

Year 7	Term 1	Term 2	Term 3
Topic name	Body Percussion	Pitched Notation	
Declarative Knowledge	<ul style="list-style-type: none"> Students will learn the names and values of the following notes: Crotchet, Quaver, Semi-Quaver, Crotchet Rest, Semibreve and Minim. They will learn about the techniques used to create effective body percussion performances, using STOMP as a stimulus. Students will learn the definitions of the following elements of music and their importance in a piece of music: Texture, Pulse, Rhythm, Structure, Pitch, and Dynamics. 	<ul style="list-style-type: none"> Students will learn what the treble clef is and the name of each note that is placed upon this clef. Students will learn what dotted rhythm is, building on prior knowledge from unit 1. Students will learn what the pentatonic march is built upon, using the pentatonic scale. Students will learn what composition is, and what it means to compose a piece of music, learning what the staff is used for and using knowledge from Term 1 to allow them to use the staff correctly. 	<ul style="list-style-type: none"> Students will learn what the 12 Bar Blues is and what a walking bass line is. Students will also learn where the notes are situated in bass clef notation. Students will learn what improvising is and what the notes of the Blues scale are in the key of C. Students will learn what it means to compose a melody using treble clef knowledge from term 1.

<p>Procedural knowledge</p>	<p>Students will learn how to:</p> <ul style="list-style-type: none"> ● Effective use of pulse and timing when working as part of a group ● Read and write standard notation ● Use the elements of music to describe the music they hear through listening exercises. ● Playing body percussion along to a drum kit ● Whole class performance ● Aural recognition of rhythm ● Sight reading of rhythm ● Composition of rhythmic body percussion performance 	<p>Students will learn how to:</p> <ul style="list-style-type: none"> ● Use the elements of music to describe the music they hear through listening exercises. ● Read pitched notation, and how to write notes on the staff; building on prior knowledge of rhythmic notation from Unit 1 and applying the knowledge of pitch. ● Apply their knowledge of pitch and rhythm, and their newer learning of dotted rhythms, to a performance of the Pentatonic March. ● Apply the pentatonic scale and their writing and reading notation skills (TERM 1) to a written composition for keyboard. 	<p>Students will learn how to:</p> <ul style="list-style-type: none"> ● recognise the elements of music when listening to various pieces ● play the 12 bar blues chords, bass line and improvised blues scale on a keyboard ● how to read the notes of the bass clef ● Play music on the keyboards from reading basic music notation ● To compose a melody for the 12 bar blues using written standard notation. ● To improve over the 12 bar blues in C.
<p>Assessment/Outcomes</p>	<p>Summative Assessment:</p> <p>Students will compose a short rhythmic piece of music using Crotchets, Quavers, Semi-Quavers, Crotchet Rest, Semibreves and Minims. They will then perform this in the style of Stomp as a small group. Their written composition will receive a mark out of 10 and their performance will receive a mark out of 10.</p>	<p>Formative Assessment -</p> <p>Formative Assessment will take place in Lesson 3 to determine their ability to perform the piece on the keyboard.</p> <p>Summative Assessment -</p> <p>Theory:</p> <p>A Summative Assessment takes place at the end of the scheme. Students will do a written theory test (10 questions), assessing the knowledge of the treble clef,</p>	<p>Formative Assessment:</p> <p>Formative Assessment will take place from Lesson 2 to determine the students ability to play the 12 bar Blues with a partner with one or two hands, playing the 12 bar blues in C with the bassline.</p> <p>Summative Assessment:</p> <p>Students will complete a written theory test on knowledge of treble and bass clef reading and writing.</p>

		<p>dotted rhythms, rhythmic note names, and identifying notes on the staff.</p> <p>Performance:</p> <p>Students will be assessed on performing fluently, accurately and with good timing. They will be assessed on playing with the correct hand and finger positioning with a secure sense of overall feel and pulse.</p>	<p>Students will compose their own melody for the 12 bar and improvise over the chords in pairs to create a cohesive Blues performance. They will be assessed on their creative use of the blues scale and their ability to use standard notation (crotchets, quavers, minims, dotted rhythms, and their associated rests, treble clef).</p>
Prior knowledge	<p>KS2 Music Curriculum.</p> <p>The body can make sounds through clapping, clicking, etc. Some patterns sound good together and are percussive; others don't. Some patterns are more interesting to listen to than others.</p>	<p>KS2 Music Curriculum.</p> <p>Unit 1 - Stomp - writing and reading rhythmic notation using Crochet, Quaver, Semi-Quaver and Crotchet Rest. Aural recognition of rhythm. Sight reading of rhythm. Writing notes using the correct position on the staff, alignment, size and height of notes.</p>	<p>Ks2 Music Curriculum.</p> <p>Unit 2 - Pitched Notation - reading and writing standard notation in treble clef using crotchet, quaver, minim and their associated rests, as well as dotted rhythms. Writing notes using the correct position on the staff, alignment, size and height of notes.</p>
Future learning	<p>Building on composition skills with the addition of pitched instruments and notation through the medium of the Pentatonic March in Term 2, and Blues in Term 3. This is assessed in Terms 2 and 3 in addition to developing performance competence.</p>	<p>Building on composition skills with the addition of instruments as an aid to aurally assessing the effectiveness of the composition (keyboard) and pitched notation through the medium of the Blues in Term 3. This is assessed in term 3 in addition to developing performance competence and instrumental aptitude.</p>	<p>Building on theory knowledge with an addition of bass clef. This means by the end of the year students should be competent at reading and writing in treble and bass clef which lays the foundations for learning more complex music theory for composition and performance.</p>

<p>Why is this being studied?</p>	<p>National curriculum.</p> <p>The skills developed in this unit of work needed to come first in Term 1 to lay the foundation for the knowledge needed to progress throughout Year 7 and KS3. The unit develops understanding of standard notation, pulse, and timing, and introduces performance and composition, both of which are key pillars of the music curriculum.</p>	<p>National curriculum.</p> <p>The skills developed in this unit build on the knowledge learnt in Term 1, and introduce written composition and keyboard performance. This is aimed to develop student understanding of standard notation with attention to pitch in the treble clef and allow them to explore composition through theory and practical playing of an instrument. This is also designed to help close the gap identified in the data for term 1 whereby students needed more application time for writing notation.</p>	<p>National curriculum.</p> <p>The skills developed in this unit build upon the knowledge studied in term 1 and 2 and contribute to the development of a well rounded musician and learner. This is aimed to develop student understanding of standard notation for treble and bass clef, and performance and compositional skills that are the foundations of the subject.</p>
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Year 8

Year 8	Term 1	Term 2	Term 3
Topic name	World Music	Music in the Media	Pop Music
Declarative Knowledge	<p>Reggae:</p> <ul style="list-style-type: none"> Students will learn that four chord harmony is a key feature of reggae music. Students will learn what the syncopated Skank Rhythm (Reggae) is. <p>Samba:</p> <ul style="list-style-type: none"> Students will recap reading rhythmic notation. Students will learn what a ternary form is. Students recap and develop learning around what texture is. Students will recap what dynamics and tempo are. 	<ul style="list-style-type: none"> Students will recap where the notes are on the stave in the Treble Clef. Students will recap what minims, crotchets, quavers and semiquavers are and their associated rests. They will learn what a dotted rhythm is. Students will learn what the different genres of films are and the music associated with them. Students will learn what makes a character LeitMotif and what elements of music are manipulated to create the mood or character. Students will recap what pitch and timbre are in relation specifically to the keyboard. Students will learn what fluency, accuracy and good timing are. 	<ul style="list-style-type: none"> Students will learn recap accidentals and naturals and where to find them on the keyboard. Students will learn what enharmonic pairs are. Students will learn what tones and semitones are, and their importance in understanding scales and harmony. Students will learn what the formula is for working out a major scale and a minor scale,. Students will learn what the roman numerals are for each chord in a key. Students will learn what a four chord pattern is, and why it is used in popular music. Students will learn different four chord patterns and why they work harmonically. Students will recall stave knowledge and learn what chords look like on the stave.

<p>Procedural knowledge</p>	<p>Reggae: Students will learn how to:</p> <ul style="list-style-type: none"> ● Play 4 chord harmonies on keyboard. ● To practise playing chords in the right hand and bass notes in the left hand simultaneously. ● Apply the Skank Rhythm to a performance on the keyboard. <p>Samba: Students will learn how to:</p> <ul style="list-style-type: none"> ● Apply the knowledge of how to play ostinatos in performance and composition. ● Use ternary form structure in a composition. ● Use musical devices such as texture, dynamic and tempo changes to vary sections of their composition. 	<ul style="list-style-type: none"> ● Students will recap how to read and play Treble Clef notation and rhythmic standard notation. ● Students will learn how to play a piece of film music on the keyboard with correct hand positioning, accuracy, fluency and timing. ● Students will learn how to do an effective performance of a LeitMotif by using the declarative knowledge of what elements of music they can manipulate using their instrument: Pitch, Timbre (by changing the sound on the keyboard). 	<ul style="list-style-type: none"> ● Students will recap how to read and play Treble Clef notation and rhythmic standard notation. ● Students will learn how to construct a scale using the root note and the formula for major scales. ● Students will learn how to construct a chord from a scale. ● Students will learn how to work out chords in different keys using the roman numerals. ● Students will apply knowledge of scales and chords to popular music examples of four chord hits.
<p>Assessment/Outcomes</p>	<p>Summative Assessment:</p> <p>Students will be assessed on their samba composition, the accuracy of the notes they have drawn, ensuring the bars add up appropriately to form a four beat ostinato, and their ability to compose in ternary form.</p>	<p>Formative Assessment:</p> <p>Students will be assessed on their progression towards the summative assessment, performing the Hedwig's Theme with their right hand, all five fingers, with fluency and accuracy of notes including sharps and naturals and rhythm. They will receive verbal</p>	<p>Formative Assessment:</p> <p>Students will be formatively assessment of playing skills from Lesson 2 onwards using the formative tracker for KS3. This will assess the students ability to play with fluency, accuracy, and good timing, and their ability to play chords with the correct hand and finger positioning.</p>

	<p>Students will then be assessed on their performance of the composition with accuracy, fluency and timing as part of an ensemble. Their ability to play what they have written will be assessed and whether the piece works cohesively. They will be praised for the additional use of musical devices.</p>	<p>feedback when being graded on how to improve and move towards mastery.</p> <p>Summative Assessment:</p> <p>Students will be assessed on their ability to perform the Hegwig's Theme as a soloist with the bass and melody (two hands), all five fingers, with fluency and accuracy of notes including sharps and naturals and rhythm. This will form a final grade out of 10. The students will also complete a 10 mark theory test assessing their knowledge of sharps and flats, notes on the stave, and rhythmic notation.</p>	<p>Summative Assessment:</p> <p>Students will perform their chosen four chord song on the keyboard in accordance with the assessment criteria: fluency, accuracy, good timing and hand/finger positioning.</p> <p>Written theory test at the start of lesson 6 assessing the theoretical knowledge learnt: scales, chords, roman numerals, sharps and flats.</p>
<p>Prior knowledge</p>	<p>KS2 Curriculum. Year 7 Curriculum.</p> <p>Knowledge of crotchets, quavers and semiquavers and their corresponding rests. Knowledge of simple triad chords in the key of C. Knowledge of treble clef notation.</p>	<p>KS2 Curriculum Year 8 Curriculum</p> <p>Knowledge of structure and sections, texture being layers of sound or instruments. Aurally being able to recognise that some notes clash and others harmonise. Prior listening experience. Prior experience watching media for television and advertising.</p>	<p>KS2 Curriculum Year 8 Curriculum</p> <p>Knowledge of crotchets, quavers, semiquavers and dotted rhythms, and their corresponding rests. Knowledge of simple triad chords, and bass and melody parts for different hands. Knowledge of treble and bass clef notation.</p>

<p>Future learning</p>	<p>Students will continue to develop their application of knowledge in different contexts through the exploration of Music for Media in Term 2. In Term 3 they will further explore technology to create a composition which will further challenge their understanding and ability to apply it into a different musical medium.</p>	<p>Students will continue to develop their application of knowledge in Term 3. Students will create a composition in the style of Hip Hop which will further challenge their understanding and ability to apply it into a different musical medium.</p>	<p>Students will build on their theoretical declarative knowledge and application of this through procedural skills in Year 9, with a view to working towards the GCSE or BTEC qualification. Students will explore further stimuli in Year 9 and apply their procedural knowledge in different contexts, with the main pillars of that exploration being theory, composition and performance.</p>
<p>Why is this being studied?</p>	<p>National curriculum. The skills developed in this unit of work develop fundamental knowledge of rhythm and harmony and how to apply this in different contexts. This knowledge is needed to progress throughout KS3 as it broadens understanding of standard notation, musical elements, and key skills such as fluency, accuracy and timing, and develops performance and composition, all of which are key pillars of the music curriculum.</p>	<p>National curriculum. The skills developed in this unit of work develop knowledge of the musical elements and standard notation reading. Students will develop their ability to be able to apply the skills in different contexts. This elemental and theoretical knowledge is needed to progress throughout KS3 as it broadens understanding of music holistically through performance and listening/appraising.</p>	<p>National curriculum. The skills developed in this unit of work develop knowledge of standard notation reading and writing. Students will develop their ability to be able to apply the skills in different contexts. This elemental and theoretical knowledge is needed to progress throughout KS3 as it broadens understanding of music holistically through performance and applied theory.</p>

Year 9

Year 9	Term 1	Term 2	Term 3
Topic name	Development of Popular Music	Musicianship	Composition Using Technology
Declarative Knowledge	<ul style="list-style-type: none"> Students will learn what key terminology to use to describe the music that they listen to. Students will learn to follow sheet music, learning about bar lines, repeats and dynamic markings. Students will retrieve knowledge of reading rhythmic and pitched notation to allow them to access the sheet music for each piece, with staggered levels of difficulty. Students will learn what fluency, accuracy and timing are. 	<ul style="list-style-type: none"> Students will learn what accidentals and naturals are and where to find them on the keyboard. Students will learn what enharmonic pairs are. Students will learn what tones and semitones are, and their importance in understanding scales and harmony. Students will learn what the formula is for working out a major scale and a minor scale. Students will learn what a key signature is. Students will learn what makes a major or minor chord. Students will learn what the roman numerals are for each chord in a key. Students will learn what playing techniques can be used on selected instruments: Drums/Keyboards/Guitar/Vocals 	<ul style="list-style-type: none"> Students will learn what Bandlab is (digital audio workstation) and what it is used for. Students will learn what loops are. Students will learn what a timeline is on a DAW. Students will learn what a clip is. Students will learn what MIDI is. Students will learn what an effective composition using Bandlab looks like. Students will learn what a composition on Bandlab is in EDM. Students will learn what the key stylistic features of this genre are.

<p>Procedural knowledge</p>	<p>The listening focus for each lesson will be the key piece of music they will learn how to play on the keyboard.</p> <ul style="list-style-type: none"> • Students will be challenged to think broadly about the music that they listen to, and learn how to link context around the decade and how the music was made through verbal discussion. • Students will learn how to perform the pieces of music to demonstrate their development of fluency, accuracy and timing throughout the unit of work. 	<ul style="list-style-type: none"> • Students will learn how to construct a scale using the root note and the formula for either major or minor scales. • Students will learn how to construct a chord, major or minor. • Students will learn how to work out chords in different key signatures using the roman numerals. • Students will learn how to play the keyboard part in whole class lessons with the main teacher. 	<ul style="list-style-type: none"> • Students will learn how to use technology to compose music, specifically Bandlab. • Students will learn how to select the correct loops specific to a genre of music. • Students will learn how to loop a clip, how to lengthen and shorten a clip. • Students will learn how to adjust tempo and key to the appropriate setting for their genre. • Students will learn how to search within the loop parameters for specific clips for their desired genre.
<p>Assessment/ Outcomes</p>	<p>Formative Assessment:</p> <p>Students will be formatively assessed on their ability to use key terminology correctly in listening exercises and class discussions.</p> <p>Summative Assessment:</p>	<p>Formative Assessment:</p> <p>Formative assessment of playing skills from Lesson 2 onwards using the formative tracker for KS3. This will assess the students ability to play with fluency, accuracy, and good timing with two hands, and their ability to play chords with the correct hand and finger positioning.</p> <p>Summative Assessment:</p> <p>Students will perform As It Was on the keyboard in accordance with the assessment criteria: fluency, accuracy, good timing and hand/finger</p>	<p>Formative Assessment:</p> <p>Students will be formatively assessed in Lesson 3/4 to the same criteria as the end product to show their progression.</p> <p>Summative Assessment:</p> <p>Students will submit their popular composition for marking for summative assessment. They will be assessed on their ability to create a composition in their chosen</p>

	Students will be assessed summatively through a performance of the piece they play on the keyboard. They will be assessed on their musical instinct and application of fluency, accuracy and timing.	positioning. Written theory test at the start of lesson 6 assessing the theoretical knowledge learnt: scales, chords, roman numerals, sharps and flats.	style and its effectiveness applying the procedural and declarative knowledge learnt.
Prior knowledge	KS2 Curriculum. Year 7 & 8 Curriculum. Knowledge of crotchets, quavers, semiquavers and dotted rhythms, and their corresponding rests. Knowledge of simple triad chords, and bass and melody parts for different hands. Knowledge of treble and bass clef notation.	KS2 Curriculum. Year 7 & 8 Curriculum. Knowledge of triad chords, rhythm and pulse, and working with a group. Knowledge of a variety of pop songs from Unit 1. Knowledge of treble clef. Knowledge of instrumental study during peripatetic tutoring on Drums/Guitar/Voice.	KS2 Curriculum. Year 7 & 8 Curriculum. Knowledge of crotchets, quavers, semiquavers and dotted rhythms, and their corresponding rests. Knowledge of simple triad chords, and bass and melody parts for different hands. Knowledge of treble and bass clef notation. Knowledge of the key decades and styles associated with popular music between 1950-present.
Future learning	Students will continue to develop their application of performance skills in different contexts through the exploration of Ensemble Skills in Term 2. In Term 3 they will be challenged to create a popular music composition which will further challenge their understanding and ability to apply knowledge into a different musical medium.	In Term 3 they will be challenged to create a popular music composition which will further challenge their understanding and ability to apply knowledge into a different musical medium. In KS4 students need to be able to perform and compose in a range of different styles, therefore this unit of work is a good taster of the self-regulation required.	Students who decide to opt for KS4 Music will use the foundation of KS3 to build on the three areas developed: Listening and Appraising, Composition and Performance. Students will expand upon their instrumental aptitude by specialising on an instrument and developing as a solo and ensemble musician and composer.

<p>Why is this being studied?</p>	<p>National curriculum.</p> <p>The skills developed in this unit of work develop fundamental knowledge of rhythm and harmony and how to apply this in different contexts. This knowledge is needed to progress throughout KS3 as it broadens understanding of standard notation, musical elements, and key skills such as fluency, accuracy and timing, and develops performance and composition, all of which are key pillars of the music curriculum.</p>	<p>National curriculum.</p> <p>The skills developed in this unit of work develop musicianship skills key to understanding how music is constructed. This knowledge is needed to progress to the next unit of work which will change the students to compose a pop song. The unit broadens understanding and encourages the students to specialise on an instrument prior to options which will enable students to have an idea of their strengths ahead of the option process and give them a head start for KS4 in their instrumental aptitude.</p>	<p>National Curriculum</p> <p>In KS4, they will need to apply their knowledge in a diverse range of contexts therefore it is crucial for them to be challenged to compose and perform in a range of styles. This unit ensures they have had an introduction to Bandlab and the use of technology for composition which is a crucial part of accessible composition.</p>
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