

KS3 Curriculum overview: *Music*

	Year 7	Year 8	Year 9
Autumn 1	<ul style="list-style-type: none"> • Warm up games to support rhythm and listening skills. • Singing repertoire for Harvest. Singing with increasing control singing the main shape of the melody • Learning the signs to support the language of the Harvest song. • Learning to identify by name, family and sound, the most common orchestral instruments. 	<ul style="list-style-type: none"> • Warm up games to support rhythm and listening skills. • Singing repertoire for Harvest. Singing with increasing control singing with expression. • Learning the signs to support the language of the Harvest song. • Learning to identify by name, family and sound, the most common orchestral instruments. 	<ul style="list-style-type: none"> • Warm up games to support rhythm and listening skills. • Singing repertoire for Harvest. Singing with increasing control singing with expression and dynamic control. • Learning the signs to support the language of the Harvest song. • Learning to identify by name, family and sound, the most common orchestral instruments.
Autumn 2	<ul style="list-style-type: none"> • Warm up games to support rhythm and listening skills. • Singing repertoire for Christmas. Singing with increasing control singing the main shape of the melody • Learning the signs to support the language of the Christmas song. • Learning to read traditional staff notation for crochets and quavers. • Learning to identify by name, family and sound, the most common orchestral instruments. 	<ul style="list-style-type: none"> • Warm up games to support rhythm and listening skills. • Singing repertoire for Christmas. Singing with increasing control singing with expression. • Learning the signs to support the language of the Christmas song. • Learning to read traditional staff notation for crochets, quavers and semiquavers • Learning to identify by name, family and sound, the most common orchestral instruments. 	<ul style="list-style-type: none"> • Warm up games to support rhythm and listening skills. • Singing repertoire for Christmas. Singing with increasing control singing with expression and dynamic control. • Learning the signs to support the language of the Christmas song. • Learning to read traditional staff notation for crochets, quavers, semiquavers and combined quavers and semiquavers. • Learning to identify by name, family and sound, the most common orchestral instruments.
Spring 1	<ul style="list-style-type: none"> • Warm up games to support rhythm and listening skills. • Learning to play the Djembe drum using the staff notation from Autumn 2 • Use staff notation to compose short four beat rhythms. 	<ul style="list-style-type: none"> • Warm up games to support rhythm and listening skills. • Learning to play the Djembe drum using the staff notation from Autumn 2 • Blues and jazz music. Perform the 12 bar blues on a variety of instruments. • Two part singing. 	<ul style="list-style-type: none"> • Warm up games to support rhythm and listening skills. • Learning to play the Djembe drum using the staff notation from Autumn 2 • Exploring electronic music – Weather Rap • Composing using Music Factory

Spring 2	<ul style="list-style-type: none"> • Warm up games to support rhythm and listening skills. • Using graphic symbols to represent sound • Composing a piece using graphic symbols. • Continued use of Djembe drums. 	<ul style="list-style-type: none"> • Warm up games to support rhythm and listening skills. • Learning to play the Djembe drum using the staff notation from Autumn 2 • Learning to play as part of an ensemble on a variety of classroom percussion instruments. 	<ul style="list-style-type: none"> • Warm up games to support rhythm and listening skills. • Continued use of Djembe drums. • Blues and jazz music. Perform the 12 bar blues on a variety of instruments.
Summer 1	<ul style="list-style-type: none"> • Warm up games to support rhythm and listening skills. • Learning technique required to strike a steel drum. • Learning to play a tuned part from notation or memory to play as part of an ensemble on the steel drums. 	<ul style="list-style-type: none"> • Warm up games to support rhythm and listening skills. • Learning technique required to strike a steel drum. • Learning to play a tuned part from notation or memory to play as part of an ensemble on the steel drums. 	<ul style="list-style-type: none"> • Warm up games to support rhythm and listening skills. • Learning technique required to strike a steel drum. • Learning to play a tuned part from notation or memory to play as part of an ensemble on the steel drums.
Summer 2	<ul style="list-style-type: none"> • Warm up games to support rhythm and listening skills. • Learning technique required to strike a steel drum. • Learning to play a tuned part from notation or memory to play as part of an ensemble on the steel drums. 	<ul style="list-style-type: none"> • Warm up games to support rhythm and listening skills. • Learning technique required to strike a steel drum. • Learning to play a tuned part from notation or memory to play as part of an ensemble on the steel drums. 	<ul style="list-style-type: none"> • Warm up games to support rhythm and listening skills. • Learning technique required to strike a steel drum. • Learning to play a tuned part from notation or memory to play as part of an ensemble on the steel drums.

KS4 Curriculum overview: *Entry Level Music*

	Year 10	Year 11
Autumn 1	<ul style="list-style-type: none"> • Popular Music of the 20th and 21st Century • Identifying main features of jazz and blues music • Composition of a 12 bar blues sequence • Appraisal tests 	<ul style="list-style-type: none"> • Music from around the World • Music from Africa • Music from India • Group composition of an African Drumming piece.

Autumn 2	<ul style="list-style-type: none"> • Popular Music of the 20th and 21st Century • Identifying the main features of rock'n'roll music. • Solo performance of Rock Around the Clock on the keyboard • Appraisal tests 	<ul style="list-style-type: none"> • Music from around the World • Music from Eastern Asia • Music from South America • Music from Spain • Appraisal tests
Spring 1	<ul style="list-style-type: none"> • Popular Music of the 20th and 21st Century • Identify main features of modern day pop music – rap, rave, rock heavy metal, dance music. • Ensemble performance of Tubular Bells on the keyboards. • Appraisal tests 	<ul style="list-style-type: none"> • Music from around the World • Music from England • Music from Scotland • Music from Wales • Ensemble performance of a Caribbean piece on the steel drums • Appraisal tests
Spring 2	<ul style="list-style-type: none"> • Music of Film Theatre and TV • Classifying films into a variety of genres. • Adventure films • Sci -fi films • Thriller films • Horror Films • Solo performance of Theme from Titanic on the keyboard • Appraisal tests 	<ul style="list-style-type: none"> • Finishing course work
Summer 1	<ul style="list-style-type: none"> • Music of Film Theatre and TV • Theatre music • Musicals • Ballet music • Opera music • Ensemble performance of Titanic on the steel drums • Appraisal tests 	<ul style="list-style-type: none"> • Revision for exam subjects
Summer 2	<ul style="list-style-type: none"> • Music of Film Theatre and TV • TV theme music • Exploring TV genres • Compose a piece of music for a cartoon • Solo performance of the Theme from Pirates of the Caribbean • Appraisal tests 	<ul style="list-style-type: none"> • Revision for exam subjects