



Key Stage 3
Programme of Study: Music

Year	Half Term 1	Half Term 2	Half Term 3	Half Term 4	Half Term 5	Half Term 6
7	<p>Topic: Elements of Music</p> <p>Key Knowledge:</p> <ul style="list-style-type: none"> • Play and perform confidently in an ensemble performance using body percussion musically, fluently and with accuracy and expression. • Use rhythm notations appropriately and accurately in a performance. • Identify and elements of music expressively and with increasing sophistication. • Listen with increasing discrimination to a wide range of music from great composers and musicians. • Develop a deepening understanding of the elements of music and how they impact music. <p>Assessment: Group performance demonstrating various elements of music using body percussion.</p>	<p>Topic: Hooks & Riffs</p> <p>Key Knowledge:</p> <ul style="list-style-type: none"> • Play and perform in a solo or ensemble context playing glockenspiels musically, fluently and with accuracy and expression. • Use staff notation appropriately and accurately to perform the hook/riff of a pop song. • Identify and use the inter-related dimensions of music expressively. • Listen with increasing discrimination to a wide range of music from great composers and musicians. • Develop a deeper understanding of the glockenspiel and the use of hooks/riffs in popular music. <p>Assessment: Perform a hook/riff on the glockenspiel. Can be performed as an ensemble layering different parts.</p>	<p>Topic: Djembe Drumming</p> <p>Key Knowledge:</p> <ul style="list-style-type: none"> • Develop performing skills through an ensemble performance. • Learn how to improvise in a performance. • Develop ideas based on a given structure and West African musical traditions. • Be able to shape their performance using the inter-related dimensions of music. • Listen to music which reflects West African tradition and be able to accurately describe using musical language. • Develop a deepening understanding of West African drumming. <p>Assessment: Group drumming performance focusing on accuracy, fluency, structure and key features of West African Drumming.</p>	<p>Topic: Ukulele Skills</p> <p>Key Knowledge:</p> <ul style="list-style-type: none"> • Play and perform in a solo context playing ukuleles musically, fluently and with accuracy and expression. • Use staff notation appropriately and accurately to perform the melody line of a pop song. • Identify and use the inter-related dimensions of music expressively. • Listen with increasing discrimination to a wide range of music from great composers and musicians. • Develop a deeper understanding of the ukulele. <p>Assessment: Perform a melody line on the ukulele. Can be performed as a solo or ensemble.</p>	<p>Topic: Texture Composition</p> <p>Key Knowledge:</p> <ul style="list-style-type: none"> • Be able to use music software to compose a piece of music. • To develop musical ideas by drawing on a range of musical structures, styles, genres and textures. • Identify and use the inter-related dimensions of music expressively and with increasing sophistication, including use of tonalities and other musical devices. • Listen with increasing discrimination to a wide range of music from great composers and musicians. <p>Assessment: Compose a piece of music using music software that meets certain criteria.</p>	<p>Topic: Ukulele Chords</p> <p>Key Knowledge:</p> <ul style="list-style-type: none"> • Play and perform in a solo context playing ukuleles musically, fluently and with accuracy and expression. • Use chord charts and TAB appropriately and accurately. • Identify and use techniques needed to accurately play the ukulele. • Listen with increasing discrimination to a wide range of music from great composers and musicians. • Develop a deepening understanding of chords and the ukulele. <p>Assessment: Perform a pattern of chords and strumming pattern on the ukulele.</p>

8	<p>Topic: Melody & Accompaniment</p> <p>Key Knowledge:</p> <ul style="list-style-type: none"> • Play and perform confidently in an ensemble playing keyboards and ukuleles musically, fluently and with accuracy and expression. • Use staff notation appropriately and accurately in a range of musical styles, genres and traditions. • Identify and use the inter-related dimensions of music expressively and with increasing sophistication. • Listen with increasing discrimination to a wide range of music from great composers and musicians. • Develop a deepening understanding of the music that they perform and to which they listen. <p>Assessment: A paired performance where one person plays a melody while the other provides accompaniments – may be performed as a solo.</p>	<p>Topic: Pentatonic Composition</p> <p>Key Knowledge:</p> <ul style="list-style-type: none"> • Compose, extend and develop musical ideas by focusing on the pentatonic scale. • Use staff and other relevant notations appropriately and accurately in a range of musical styles, genres and traditions. • 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. • Listen with increasing discrimination to a wide range of music from great composers and musicians. • Develop a deepening understanding of how to compose music and fit various parts together. <p>Assessment: Compose a melody based on the pentatonic scale and accompanying chords.</p>	<p>Topic: Minimalism</p> <p>Key Knowledge:</p> <ul style="list-style-type: none"> • Play and perform confidently in an ensemble playing instruments musically, fluently and with accuracy and expression. • Compose, extend and develop musical ideas using features of minimalist music. • 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. • Listen with increasing discrimination to minimalist music by various composers. • Develop a deepening understanding of minimalist music and the features commonly found in it. <p>Assessment: Compose and perform a piece of minimalist music in an ensemble.</p>	<p>Topic: Instruments of the Orchestra</p> <p>Key Knowledge:</p> <ul style="list-style-type: none"> • Play and perform confidently a range of solo performances using instruments musically, fluently and with accuracy and expression. • Use staff notations appropriately and accurately in a range of musical styles, genres and traditions. • Identify and use the inter-related dimensions of music expressively and with increasing sophistication. • Listen with increasing discrimination to a wide range of music from great composers and musicians. • Develop a deepening understanding of the instruments of the orchestra and sonority. <p>Assessment: Perform a piece of music on the keyboard commonly played by an orchestral instrument.</p>	<p>Topic: Theme and Variations</p> <p>Key Knowledge:</p> <ul style="list-style-type: none"> • Perform, extend and develop musical ideas by drawing on examples of theme and variation. • Use staff notation appropriately to develop a piece of music. • Identify and use the inter-related dimensions of music expressively and with increasing sophistication, focusing on theme and variation. • Listen with increasing discrimination to a wide range of music from great composers and musicians. • Develop a deepening understanding of how music is developed. <p>Assessment: Extend and develop a given melody to create variations.</p>	<p>Topic: Band Project</p> <p>Key Knowledge:</p> <ul style="list-style-type: none"> • Play and perform confidently in an ensemble using their voice, playing instruments musically, fluently and with accuracy and expression. • Use staff and other relevant notations appropriately to prepare a performance. • Identify and use the inter-related dimensions of music expressively and with increasing sophistication in a performance. • Listen with increasing discrimination to a wide range of ensemble music. • Develop a deepening understanding of the music that they perform and to which they listen, and its history. <p>Assessment: Prepare an ensemble performance with various instruments.</p>
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9	<p>Topic: Ukulele Performance</p> <p>Key Knowledge:</p> <ul style="list-style-type: none"> • Play and perform confidently in an ensemble playing ukulele musically, fluently and with accuracy and expression. • Use TAB and chord charts appropriately and accurately in a performance. • Identify and use the inter-related dimensions of music expressively in a performance. • Listen with increasing discrimination to a wide range of music from great composers and musicians. • Develop a deepening understanding of the music that they perform and to which they listen, and its history. Using their understanding to prepare a fluent performance. <p>Assessment: Prepare an ensemble performance on ukuleles.</p>	<p>Topic: 4 Chord Composition</p> <p>Key Knowledge:</p> <ul style="list-style-type: none"> • Compose a piece of music; and extend and develop musical ideas by drawing on a range of features of a 4 chord pop song. • Use staff and other relevant notations appropriately and accurately in a composition. • 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. • Listen with increasing discrimination to a wide range of music using 4 chord song structure. • Develop a deepening understanding of the music that they listen to. <p>Assessment: Compose a piece of popular music using a 4 chord structure.</p>	<p>Topic: Film Music</p> <p>Key Knowledge:</p> <ul style="list-style-type: none"> • Extend and develop musical ideas by drawing on a range of musical structures, styles, genres and traditions. • Use music software accurately to organise a piece of film music. • 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. • Listen with increasing discrimination to a wide range of music from great composers and musicians. • Develop a deepening understanding of the music that they perform and to which they listen, and its history. <p>Assessment: Organise loops to create music to accompany a scene from a film.</p>	<p>Topic: British Pop</p> <p>Key Knowledge:</p> <ul style="list-style-type: none"> • Play and perform confidently in an ensemble contexts playing instruments musically, fluently and with accuracy and expression. • Use staff and other relevant notations appropriately and accurately in an ensemble. • 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. • Listen with increasing discrimination to a wide range of British pop music. • Develop a deepening understanding of British pop music and its history. <p>Assessment: Prepare an ensemble performance of a British pop song.</p>	<p>Topic: Jazz & Blues</p> <p>Key Knowledge:</p> <ul style="list-style-type: none"> • Play and perform confidently in a solo contexts using the keyboard musically, fluently and with accuracy and expression. • Improvise musical ideas by drawing on characteristics of blues music. • Use staff notation appropriately and accurately to perform a blues piece. • Identify and use the inter-related dimensions of music expressively and with increasing sophistication, including use of tonalities, blues scale and other musical devices. • Listen with increasing discrimination to a wide range of jazz and blues music. • Develop a deepening understanding of blues music and its history. <p>Assessment: Prepare a keyboard performance of the 12 bar blues.</p>	<p>Topic: Keyboard History</p> <p>Key Knowledge:</p> <ul style="list-style-type: none"> • To develop an understanding of the changes in music through history. Develop keyboard skills for a performance. • Play and perform confidently as a soloist using the keyboard musically, fluently and with accuracy and expression • Use staff notation appropriately and accurately in a range of musical styles, genres and traditions. • Listen to a wide range of music from great composers and musicians • Develop a deeper understanding of the music that they perform and to which they listen, and its history. <p>Assessment: Prepare a solo keyboard performance from a chosen musical period.</p>
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