

## What are the aims and intentions of this curriculum?

The aim of our KS3 curriculum is to encourage and inspire students into having a life-long appreciation of music. Music is a universal language that embodies one of the highest forms of creativity. A high- quality music education should engage and inspire pupils to develop a love of music and their talent as musicians, and so increase their self-confidence, creativity and sense of achievement. As pupils progress, they should develop a critical engagement with music, allowing them to compose, and to listen with discrimination to the best in the musical canon.

Term	Topics	Knowledge and key terms	Skills developed	Assessment
Autumn 1	Blues	<p>Students will learn about the history of blues music and how to create their own blues song.</p> <p><b>Key Terms:</b> 12 bar blues, swung rhythm, blues scale, call and response, AAB format, Guitar, Bass guitar, Keyboard, Improvisation, Ensemble, Rehearsal, Riff, Peer learning.</p>	<ul style="list-style-type: none"> <li>Ensemble skills- learning to work in groups of varying sizes (pair, group and whole class)</li> <li>Composing skills: Comping your own blues lyrics.</li> <li>Playing skills: Learning to play the 12 Bar Blues structure, walking bass and creating your own blues performance.</li> </ul>	Ensemble performance of a joint 12 bar blues composition.
Autumn 2	Folk Music	<p>Students will learn about the folk music of the UK and Ireland and will learn to play several songs as part of a group.</p> <p><b>Key Terms:</b> Sea shanty, oral tradition, arrangement, timbre, texture, monophonic, homophonic, polyphonic.</p>	<ul style="list-style-type: none"> <li>Listening and appraisal skills - Learning about folk music from the British Isles.</li> <li>Performance and instrumental skills - Learning to perform different folk songs on the keyboard, guitar, ukulele, drums and with your voice.</li> <li>Rehearsal and group work skills - Improving your band skills, working in groups.</li> </ul>	Ensemble performance of the folk songs Scarborough fair and drunken sailor.
Spring 1	Samba	<p>Students will learn about Brazilian Samba and the about the instruments used to create samba. Brief cultural and social study of Brazil and the creation of Samba music</p> <p><b>Key Terms:</b> Unison, percussion, melody, texture, polyphonic, call and response, improvisation, peer learning.</p>	<ul style="list-style-type: none"> <li>Instrumental skills: Use of instrumental skills using Samba instruments.</li> <li>Performance skills: Performing 'Samba De Janeiro' as a whole class and small band.</li> <li>Ensemble skills- learning to work in groups of varying sizes.</li> </ul>	Ensemble performance of Samba De Janeiro using Samba instruments.
Spring 2	Disco	Students will learn about Disco music and the culture	<ul style="list-style-type: none"> <li>Ensemble skills- learning to work in groups</li> </ul>	Ensemble performance of

		<p>surrounding it. 2) Learning about the historical/social background of Disco.</p> <p><b>Key Terms:</b> Syncopated rhythm, tempo, texture, four to the floor, instruments, hook, riff</p>	<p>of varying sizes.</p> <ul style="list-style-type: none"> <li>• Performance skills: Performing, 'I Will Survive' in small class bands.</li> </ul>	'I will survive'.
<b>Summer 1</b>	Cover versions	<p>Students will learn how to create their own version of a preexisting song.</p> <p><b>Key Terms:</b> Chorus, Bridge, Verse, Intro, Outro, Instrumental, Guitar, Bass Guitar, Drum kit, Microphone, Chord sequence.</p>	<ul style="list-style-type: none"> <li>• Small group ensemble skills. Understanding of popular music traditions.</li> <li>• General musicianship skills - Using musical elements (texture and structure).</li> <li>• Use of vocal and instrumental skills.</li> </ul>	Performance as part of a band of a cover
<b>Summer 2</b>	Bhangra	<p>Cultural and social study of the North Indian and Western fusions that make up Bhangra.</p> <p><b>Key Terms:</b> Timbre, Texture, peer learning, Ensemble, Rehearsal, Chaal, Rhythm, Dhol Drum, Hoi!, Punjabi language, club dance, electronic instruments, fast tempo, percussion.</p>	<ul style="list-style-type: none"> <li>• Use of vocal and instrumental skills.</li> <li>• Performance skills Small band performances of 'Mundian To Bach Ke.'</li> </ul>	Ensemble performance of 'Mundian To Bach Ke'.