

What are the aims and intentions of this curriculum?

The aim of our Key Stage 3 Curriculum is to learn basic music skills in genres that will prepare students for GCSE or self directed study in music.

Term	Topics	Knowledge and key terms	Skills developed	Assessment
Autumn 1	<p>Blues</p> <p>Gender and racial diversity in historical figures</p> <p>Careers and life skills: Confidence, Developing Fine Motor Skills, Creative thinking, Collaboration, Problem Solving, Speaking and Presentation skills</p> <p>Instrumentalist, Composer, Musical Director/Conductor, Sound Production, Editor, Arts Journalism, Working in Theatre.</p>	<p>Students will learn about the history of blues music and how to create their own blues song.</p> <p>Key Terms: 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"> • Ensemble skills- learning to work in groups of varying sizes (pair, group and whole class) • Composing skills: Comping your own blues lyrics. • Playing skills: Learning to play the 12 Bar Blues structure, walking bass and creating your own blues performance. 	<p>Ensemble performance of a joint 12 bar blues composition.</p>
Autumn 2	<p>Folk Music</p> <p>There is opportunity for decolonisation.</p> <p>Careers and Life skills: Confidence, Developing Fine Motor Skills, Creative thinking, Collaboration, Problem Solving, Speaking, Presentation skills, cultural acceptance and appreciation, Instrumentalist, Composer, Musical</p>	<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>Key Terms: Sea shanty, oral tradition, arrangement, timbre, texture, monophonic, homophonic, polyphonic.</p>	<ul style="list-style-type: none"> • Listening and appraisal skills - Learning about folk music from the British Isles. • Performance and instrumental skills - Learning to perform different folk songs on the keyboard, guitar, ukulele, drums and with your voice. • Rehearsal and group work skills - Improving your band skills, working in groups. 	<p>Ensemble performance of the folk songs Scarborough fair and drunken sailor.</p>

	Director/Conductor, Sound Production, Editor, Arts Journalism, Working in Theatre.			
Spring 1	<p>Samba</p> <p>Gender and racial diversity in historical figures, such as composers and performers.</p> <p>Instrumentalist, Composer, Musical Director/Conductor, Sound Production, Editor, Arts Journalism, Working in Theatre.</p>	<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>Key Terms: Unison, percussion, melody, texture, polyphonic, call and response, improvisation, peer learning.</p>	<ul style="list-style-type: none"> • Instrumental skills: Use of instrumental skills using Samba instruments. • Performance skills: Performing ‘Samba De Janeiro’ as a whole class and small band. • Ensemble skills- learning to work in groups of varying sizes. • 	Ensemble performance of Samba De Janeiro using Samba instruments.
Spring 2	<p>Disco</p> <p>Gender and racial diversity in historical figures, such as composers and performers.</p> <p>Careers and life skills: Confidence, Developing Fine Motor Skills, Creative thinking, Collaboration, Problem Solving, Speaking and Presentation skills</p>	<p>Students will learn about Disco music and the culture surrounding it. 2) Learning about the historical/social background of Disco.</p> <p>Key Terms: Syncopated rhythm, tempo, texture, four to the floor, instruments, hook, riff</p>	<ul style="list-style-type: none"> • Ensemble skills- learning to work in groups of varying sizes. • Performance skills: Performing, ‘I Will Survive’ in small class bands. 	Ensemble performance of ‘I will survive’.
Summer 1	<p>Cover versions</p> <p>Gender and racial diversity in historical figures, such as composers and performers.</p> <p>Sexual liberation and growing acceptance of the LGBT+ community.</p> <p>Careers and life skills: Confidence, Developing Fine</p>	<p>Students will learn how to create their own version of a preexisting song.</p> <p>Key Terms: Chorus, Bridge, Verse, Intro, Outro, Instrumental, Guitar, Bass Guitar, Drum kit, Microphone, Chord sequence.</p>	<ul style="list-style-type: none"> • Small group ensemble skills. Understanding of popular music traditions. • General musicianship skills - Using musical elements (texture and structure). • Use of vocal and instrumental skills. 	Performance as part of a band of a cover

	<p>Motor Skills, Creative thinking, Collaboration, Problem Solving, Speaking and Presentation skills</p> <p>Instrumentalist, Composer, Musical Director/Conductor, Sound Production, Editor, Arts Journalism, Working in Theatre.</p>			
<p>Summer 2</p>	<p>Bhangra</p> <p>Cultural appreciation and increasing a sense of respect and embrace for other cultures thus minimising prejudice.</p> <p>Careers and Life skills: Confidence, Developing Fine Motor Skills, Creative thinking, Collaboration, Problem Solving, Speaking, Presentation skills, cultural acceptance and appreciation, Instrumentalist, Composer, Musical Director/Conductor, Sound Production, Editor, Arts Journalism, Working in Theatre.</p>	<p>Cultural and social study of the North Indian and Western fusions that make up Bhangra.</p> <p>Key Terms: 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"> • Use of vocal and instrumental skills. • Performance skills Small band performances of 'Mundian To Bach Ke.' 	<p>Ensemble performance of 'Mundian To Bach Ke'.</p>