



KS3 Music

Learning Journey

The Model Music Curriculum sets out sequences of learning in the key areas which, when taken together, all contribute towards the steadily increasing development of musicianship:

Understanding of Duration, Tempo and Dynamics

Performing From Notation 1: Rhythm & Duration

Working in a group/class

Introducing different ways the voice is used in Music.

-Perform a variety of songs/chants

Perform 'Stripsody' piece from a graphic score

Compose a group singing piece using Stripsody as a stimulus

The Voice as a Musical Instrument

Expectations of Music

YEAR

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Welcome

To KS3 Music

-An introduction to the Music expectations. An overview of the Music curriculum components. Expectations of Music lessons. An introduction to Independent Learning

Learning note values including:

Semibreve, minim, crotchet and quaver.

Perform an original rhythm composition as a class.

Compose and perform an original rhythm composition

Working in a group

Performing From Notation 2: Pitch

Film Music 1

Introduction to Film Music

Understand how motifs are used in Film Music.

Understand how tempo, dynamics and choice of instrumentation can enhance the mood of the film.

Expressive skills:

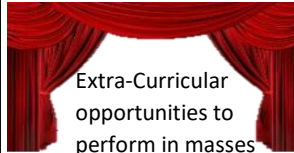
Tempo, dynamics, timbre

Learning to read the treble clef and bass clef.

Learning the note layout on a keyboard and how this relates to notes written on the stave.

Learn to play 'Oh When The Saints' demonstrating skills of reading staff notation.

Action Content:



Extra-Curricular opportunities to perform in masses and concerts.

Dynamic content, Tempo, Choices of instruments.

YEAR

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Writing A Protest Song

Consider subject matter suitable for Protest Songs and compose song lyrics.

Compose chord sequences suitable for a pop song structure.

Use musical devices such as melody, ostinato and chords.

Perform a Protest song as part of a group.

Protest Songs

Melody

Chord

Ostinato

Listening, Communication, Teamwork, Problem Solving, adaptation.

Compose a radio advert.

Design a fictional product and slogan.

Consider how tempo, dynamics and choices of instruments reflect the product being sold.

Devise a script/commentary to help advertise your fictional product.

Perform your advert and have it recorded.

Ensemble Performance skills

Performing As An Ensemble

Understand the skills required to create a good performance.

Undertake the learning and rehearsal process using a prescribed song.

Perform as an ensemble, demonstrating the relevant skills.

Using Musical Vocabulary

Pitch, Duration, Tempo, Dynamics, Texture, Timbre & Instrumentation.

Radio Adverts

