

## Music – KS3 Curriculum Summary (2023-2024)



<b>YEAR 7 OVERVIEW - Acquire</b> Year 7s come to BWSfG with greatly varying levels of musical knowledge. Year 7 is treated as a foundation year in which we endeavour to equip our students with the means of engaging with music musically. Therefore, the focus is on learning knowledge that will allow them to access music education, regardless of their starting point.						
	7.1	7.2	7.3	7.4	7.5	7.6
	Rhythm, Time & Tempo	Pitch	Melody & Articulation	Harmony	Harmony	Texture & Dynamics
	<b>Forces:</b> Body Percussion Chair Drums	<b>Forces:</b> Voice Body Percussion Hand Drums	<b>Forces:</b> Keyboard Pitched Percussion	<b>Forces:</b> Ukulele	<b>Forces:</b> Keyboard	<b>Forces:</b> Keyboard Ukulele Voice Chair Drums
Year 7	<b>Performance repertoire:</b> 'Highway to Hell' – AC/DC 'September' – Earth Wind and Fire  <b>Context repertoire:</b> 'Seven Nation Army' – The White Stripes 'Dancing Queen' – ABBA Adventure of a Lifetime – Coldplay Come Together – The Beatles	<b>Performance repertoire:</b> 'High Hopes' – Panic at the Disco 'Maliswe' – South African Trad.  <b>Context repertoire:</b> Variety of warmups and rounds	<b>Performance repertoire:</b> 'Shakura' – Japanese trad.  <b>Context repertoire:</b> ...	<b>Performance repertoire:</b> 'Stay With Me' – Sam Smith  <b>Context repertoire:</b> 'Little Talks' – Of Monster and Men 'Next To Me' – Emile Sande	<b>Performance repertoire:</b> 'Sitches' – Shawn Mendes  <b>Context repertoire:</b> 'Dreams' – Fleetwood Mac	<b>Performance repertoire:</b> 'Next To Me' – Emile Sande  <b>Context repertoire:</b> ...

Year 7	<b>Knowledge:</b>  <b>Performing</b> - Clap on/off beats and coordinate body percussion - Play basic beat on kit in time - Read rhythm notation with some accuracy - Play a simple part showing awareness of musicality - Follow performance directions in the moment	<b>Knowledge:</b>  <b>Singing</b> - Sing more or less in tune, following the contour of a melody - Hold harmony line in a big group  <b>Performing</b> - Clap on/off beats and coordinate body percussion - Read rhythm notation with some accuracy - Play a simple part showing awareness of musicality - Follow performance directions in the moment	<b>Knowledge:</b>  <b>Singing</b> - Sing more or less in tune, following the contour of a melody - Use voice as instrument, appropriate to content  <b>Performing</b> - Read rhythm notation with some accuracy - Play simple part by ear with some accuracy - Play a simple part showing awareness of musicality - Follow performance directions in the moment - Read pitch notation with some fluency - Play a more complex part showing awareness of musicality  <b>Improvising</b> - Improvise basic musical responses  <b>Composing</b> - Compose using a limited range of musical ideas which involve given material	<b>Knowledge:</b>  <b>Singing</b> - Sing more or less in tune, following the contour of a melody  <b>Performing</b> - Play simple part by ear with some accuracy - Read chord boxes and play on ukulele - Read rhythm notation with some accuracy - Play a simple part showing awareness of musicality - Follow performance directions in the moment - Play chords at the correct time, changing fluently - Read pitch notation with some fluency - Play a more complex part showing awareness of musicality	<b>Knowledge:</b>  <b>Singing</b> - Sing more or less in tune, following the contour of a melody  <b>Performing</b> - Play simple part by ear with some accuracy - Read chord boxes and play on ukulele - Read rhythm notation with some accuracy - Play a simple part showing awareness of musicality - Follow performance directions in the moment - Form major/minor chords on the keyboard - Play chords at the correct time, changing fluently - Read pitch notation with some fluency - Play bass and chords together, or sing and play at the same time - Play a more complex part showing awareness of musicality	<b>Knowledge:</b>  <b>Singing</b> - Sing more or less in tune, following the contour of a melody - Hold harmony line in a big group - Sing in tune with musical expression  <b>Performing</b> - Play simple part by ear with some accuracy - Read chord boxes and play on ukulele - Read rhythm notation with some accuracy - Play a simple part showing awareness of musicality - Follow performance directions in the moment - Form major/minor chords on the keyboard - Play chords at the correct time, changing fluently - Read pitch notation with some fluency - Play bass and chords together, or sing and play at the same time - Play a more complex part showing awareness of musicality  <b>Composing</b> - Compose using a limited range of musical ideas involving given material
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YEAR 8 OVERVIEW - Develop			
Year 8 builds on the skills obtained in the foundation Year 7 year by exploring the evolution of pop music during the 20th century. Students work backwards from pop music to the blues music of the 1920s and 30s. This allows students to learn and explore music in context and appreciate how music generates meaning.			
Year 8	8.1	8.2	8.3
	Rock 'n' Roll	Jazz	Blues
	<b>Forces:</b> Acoustic Guitar	<b>Forces:</b> Keyboard	<b>Forces:</b> Voice Keyboard Ukulele Guitar
	<b>Performance repertoire:</b> 'Fly away' - Lenny Kravitz '20 <sup>th</sup> Century Boy' – T Rex  <b>Context repertoire:</b> 'Smells Like Teen Spirit' - Nirvana 'Born To Be Wild' - Steppenwolf 'Song 2' - Blur 'Back In Black' - AC/DC 'Smoke On the Water' - Deep Purple 'I Predict a Riot' – Kaiser Chiefs	<b>Performance repertoire:</b> 'Take 5' - Dave Brubeck 'So What' - Miles Davis  <b>Context repertoire:</b> ...	<b>Performance repertoire:</b> 'Hound Dog' - Big Mama Thorton  <b>Context repertoire:</b> 'Crossroads' - Robert Johnson 'Mercy' - Duffy

	<p><b>Knowledge:</b></p> <p><b>Performing</b></p> <ul style="list-style-type: none"> <li>- Play simple part by ear with some accuracy</li> <li>- Read chord boxes and play on guitar</li> <li>- Read tab, play classic riffs on guitar</li> <li>- Read rhythm notation with some accuracy</li> <li>- Play a simple part showing awareness of musicality</li> <li>- Follow performance directions in the moment</li> <li>- Play chords at the correct time, changing fluently</li> <li>- Read pitch notation with some fluency</li> <li>- Play a more complex part showing awareness of musicality</li> </ul>	<p><b>Knowledge:</b></p> <p><b>Singing</b></p> <ul style="list-style-type: none"> <li>- Sing more or less in tune, following the contour of a melody</li> <li>- Hold harmony line in a big group</li> </ul> <p><b>Performing</b></p> <ul style="list-style-type: none"> <li>- Play simple part by ear with some accuracy</li> <li>- Read chord boxes and play on ukulele</li> <li>- Read rhythm notation with some accuracy</li> <li>- Play a simple part showing awareness of musicality</li> <li>- Follow performance directions in the moment</li> <li>- Form major/minor chords on the keyboard</li> <li>- Play chords at the correct time, changing fluently</li> <li>- Read pitch notation with some fluency</li> <li>- Play bass and chords together, or sing and play at the same time</li> <li>- Play a more complex part showing awareness of musicality</li> </ul> <p><b>Improvising</b></p> <ul style="list-style-type: none"> <li>- Improvise basic musical responses</li> <li>- Improvise with some musicality using a limited range of given options</li> </ul> <p><b>Composing</b></p> <ul style="list-style-type: none"> <li>- Compose using a limited range of musical ideas which involve given material</li> </ul>	<p><b>Knowledge:</b></p> <p><b>Singing</b></p> <ul style="list-style-type: none"> <li>- Sing more or less in tune, following the contour of a melody</li> <li>- Sing in tune with musical expression</li> </ul> <p><b>Performing</b></p> <ul style="list-style-type: none"> <li>- Play simple part by ear with some accuracy</li> <li>- Read chord boxes and play on ukulele</li> <li>- Read rhythm notation with some accuracy</li> <li>- Play a simple part showing awareness of musicality</li> <li>- Follow performance directions in the moment</li> <li>- Form major/minor chords on the keyboard</li> <li>- Play chords at the correct time, changing fluently</li> <li>- Read pitch notation with some fluency</li> <li>- Play bass and chords together, or sing and play at the same time</li> <li>- Play a more complex part showing awareness of musicality</li> </ul> <p><b>Improvising</b></p> <ul style="list-style-type: none"> <li>- Improvise basic musical responses</li> <li>- Improvise with some musicality using a limited range of given options</li> </ul> <p><b>Composing</b></p> <ul style="list-style-type: none"> <li>- Compose using a limited range of musical ideas with involve given material</li> </ul>
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YEAR 9 OVERVIEW - Refine			
The focus in Year 9 is on composing and arranging. Students have a chance to arrange and compose original music in a variety of genres.			
Year 9	9.1	9.2	9.3
	Funk	Reggae	Songwriting
	<b>Forces:</b> Voice Acoustic Guitar Bass Guitar Ukulele Keyboard Drum Kit	<b>Forces:</b> Voice Acoustic Guitar Bass Guitar Ukulele Keyboard Drum kit	<b>Forces:</b> Voice Acoustic Guitar Bass Guitar Ukulele Keyboard Drum Kit
	<b>Performance repertoire:</b> 'Le Freak' - Chic  <b>Context repertoire:</b> 'Get Down on It' - Kool and the Gang 'Get Up Offa That Thing' - James Brown 'Play That Funky Music White Boy' - Wild Cherry 'Dance to the Music' - Sly and the Family Stone 'We Want the Funk' - Parliament Funkadelic	<b>Performance repertoire:</b> 'Three Little Birds' - Bob Marley 'Buffalo Soldier' - Bob Marley  <b>Context repertoire:</b> ...	<b>Performance repertoire:</b> 'Three Little Birds' - Bob Marley 'Buffalo Soldier' - Bob Marley  <b>Context repertoire:</b> ...

Year 9	<p><b>Knowledge:</b></p> <p><b>Singing</b></p> <ul style="list-style-type: none"> <li>- Sing more or less in tune, following the contour of a melody</li> <li>- Sing in tune with musical expression</li> </ul> <p><b>Performing</b></p> <ul style="list-style-type: none"> <li>- Play simple part by ear with some accuracy</li> <li>- Read chord boxes and play on ukulele</li> <li>- Read rhythm notation with some accuracy</li> <li>- Play a simple part showing awareness of musicality</li> <li>- Follow performance directions in the moment</li> <li>- Form major/minor chords on the keyboard</li> <li>- Play chords at the correct time, changing fluently</li> <li>- Read pitch notation with some fluency</li> <li>- Play bass and chords together, or sing and play at the same time</li> <li>- Play a more complex part showing awareness of musicality</li> </ul> <p><b>Improvising</b></p> <ul style="list-style-type: none"> <li>- Improvise basic musical responses</li> <li>- Improvise with some musicality using a limited range of given options</li> </ul> <p><b>Composing</b></p> <ul style="list-style-type: none"> <li>- Compose using a limited range of musical ideas which involve given material</li> </ul>		
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