

## Key Stage 3: Year 7

Overall Curriculum Goals					
<ul style="list-style-type: none"> <li>To learn about, and to understand the principles of the Elements of Music</li> <li>To cement the principles of the Elements of Music through a variety of different genres</li> <li>To experience the genres studied through a sequence of set work pieces, which shall inspire Performance, Composing and critical analysis opportunities</li> </ul>					
Half Term 1	Half Term 2	Half Term 3	Half Term 4	Half Term 5	Half Term 6
<b>Dr Pitts (Body Percussion)</b> <ul style="list-style-type: none"> <li>Understanding of the Musical Elements (DR PITTS) within Musical settings</li> <li>The development of Musical Elements within the composition of a Percussion piece using the body as an instrument through Performance, Composition and Critical Appraisal activities</li> </ul>	<b>Rhythm and Metre (Shape of You)</b> <ul style="list-style-type: none"> <li>Use of Rhythm and Metre within Musical settings</li> <li>The development of Rhythm and Metre within the piece, The Shape of You through Performance, Composition and Critical Appraisal activities</li> </ul>	<b>Timbre (Young Person's Guide to the Orchestra)</b> <ul style="list-style-type: none"> <li>Use of Timbre within Musical settings</li> <li>The development of Timbre within the piece, Young Person's Guide to the Orchestra through Performance, Composition and Critical Appraisal activities</li> </ul>	<b>Timbre (Young Person's Guide to the Orchestra)</b> <ul style="list-style-type: none"> <li>Use of Timbre within Musical settings</li> <li>The development of Timbre within the piece, Young Person's Guide to the Orchestra through Performance, Composition and Critical Appraisal activities</li> </ul>	<b>Pitch and Dynamics (All about the Bass)</b> <ul style="list-style-type: none"> <li>Use of Bass Clef within Musical settings</li> <li>The development of Bass Riffs within Popular Music through Performance, Composition and Critical Appraisal activities</li> </ul>	<b>Form and Structure (The Wellerman)</b> <ul style="list-style-type: none"> <li>Use of Form and Structure within Folk Music settings</li> <li>The development of Form and Structure within the piece, The Wellerman through Performance, Composition and Critical Appraisal activities</li> </ul>
Key Vocabulary/Concepts/Ideas	Key Vocabulary/Concepts/Ideas	Key Vocabulary/Concepts/Ideas	Key Vocabulary/Concepts/Ideas	Key Vocabulary/Concepts/Ideas	Key Vocabulary/Concepts/Ideas
Dynamics, Rhythm, Pitch, Instrumentation, Timbre, Tempo, Texture, Structure	Simple and Compound Time Pulse semibreve, minim, crotchet, quaver, semiquaver. common Italian tempo terms e.g. allegro, andante Syncopation Ostinato Riff	Musical Families – Brass, Percussion, Woodwind, Strings, Voice Standard contemporary instrument types eg electric guitar, synthesisers	Musical Families – Brass, Percussion, Woodwind, Strings, Voice Standard contemporary instrument types eg electric guitar, synthesisers	Bass Clef Piano Forte Crescendo Subito Diminuendo Sffz Pianissimo Fortissimo Basic Italian Terms	Binary Ternary Rondo Theme and Variations Oral Tradition Strophic
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	Christmas Song for whole Year group in Oldham Parish Church  Role of performers at a large event i.e.:- Christmas Concert	Visit from Chethams Young Musicians to demonstrate Orchestral Instruments		Planning a performance Team Work and co-operation Analysis of genres with a view to entering the industry as a performer Role of performers at a large event i.e.:- Easter Concert	

## Key Stage 3: Year 8

Overall Curriculum Goals					
<ul style="list-style-type: none"> <li>To revisit, consolidate and to build upon the principles of the Elements of Music               <ul style="list-style-type: none"> <li>To expand on the principles of the Elements of Music, with a focus on Melody through a variety of different genres</li> </ul> </li> <li>To experience the genres studied through a sequence of set work pieces, which shall inspire Performance, Composing and critical analysis opportunities</li> </ul>					
Half Term 1	Half Term 2	Half Term 3	Half Term 4	Half Term 5	Half Term 6
<b>Melody and Form/Structure (Tetris/Assassin's Creed/Mario/Pokemon)</b> <ul style="list-style-type: none"> <li>Use of Form/Structure within the setting of Melody amongst Musical settings</li> <li>The development of Melody and Form and Structure within music from various Video Games through Performance, Composition and Critical Appraisal activities</li> </ul>	<b>Melody and Rhythm (Variations – Frere Jacques)</b> <ul style="list-style-type: none"> <li>Use of Rhythm within the setting of Melody amongst Musical settings</li> <li>The development of Melody and Rhythm within the piece, Frere Jacques through Performance, Composition and Critical Appraisal activities</li> </ul>	<b>Melody and Dynamics (Star Wars)</b> <ul style="list-style-type: none"> <li>Use of Dynamics within the setting of Melody amongst Musical settings</li> <li>The development of Melody and Dynamics within the piece, Star Wars Theme through Performance, Composition and Critical Appraisal activities</li> </ul>	<b>Melody and Timbre (Music from Africa)</b> <ul style="list-style-type: none"> <li>Use of Timbre within the setting of Melody amongst Musical settings, in particular African Music</li> <li>The development of Melody and Timbre within music from the genre, African Music through Performance, Composition and Critical Appraisal activities</li> </ul>	<b>Melody and Pitch (West Side Story)</b> <ul style="list-style-type: none"> <li>Use of Pitch within the setting of Melody amongst Musical settings</li> <li>The development of Melody and Pitch within music from West Side Story through Performance, Composition and Critical Appraisal activities</li> </ul>	<b>Melody and Musical Elements (Popular Song Genres)</b> <ul style="list-style-type: none"> <li>Use of Musical Elements within the setting of Melody amongst Musical settings</li> <li>The development of Melody and Pitch within music from a range of Popular Song genres through Performance, Composition and Critical Appraisal activities</li> </ul>
Key Vocabulary/Concepts/Ideas	Key Vocabulary/Concepts/Ideas	Key Vocabulary/Concepts/Ideas	Key Vocabulary/Concepts/Ideas	Key Vocabulary/Concepts/Ideas	Key Vocabulary/Concepts/Ideas
intro/outro verse chorus break Incidental Music Motif Programmatic Music .	Augmentation, diminution Dotted rhythms, triplets anacrusis hemiola Polyrhythm Syncopation Ostinato Riff Simple and Compound Time Pulse Theme and Variations	conjunct, disjunct, triadic, broken chords, scalic, arpeggio Gradation of dynamics as follows: <ul style="list-style-type: none"> <li>pp, p, mp, mf, f, ff including the Italian terms</li> <li>cresc, crescendo, dim, diminuendo including hairpins</li> <li>sfz, sforzando</li> <li>common signs, terms and symbols</li> </ul>	Generic families of instruments as found in traditional/world music e.g. steel drums  The use of technology, synthesised and computer-generated sounds, sampling and the use of techniques such as reverb, distortion and chorus  Standard contemporary instrument types e.g. electric guitar, synthesisers	intro/outro verse chorus break Incidental Music Motif Programmatic Music	Motifs Melisma Improvisation slide/glissando/portamento Scales – Major/Minor/Modal High and Low Conjunct and Disjunct  All key terminology and concepts from previous SOW to be consolidated and incorporated.
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Opportunity to discuss the role of a film composer and opportunities in Television via links with Media City	Christmas Song for whole Year group in Oldham Parish Church  Role of performers at a large event i.e.:- Christmas Concert		Planning a performance Team Work and co-operation Analysis of genres with a view to entering the industry as a performer	Role of performers at a large event i.e.:- Easter Concert Discussion and first-hand experience of how music is used to enhance Video Games and what it takes to write successful music for a top selling game.	Planning a performance Team Work and co-operation Analysis of genres with a view to entering the industry as a performer

## Key Stage 3: Year 9

Overall Curriculum Goals					
<ul style="list-style-type: none"> <li>To revisit, consolidate, expand and to continue to build upon the principles of the Elements of Music</li> <li>To expand the growth of understanding on the principles of the Elements of Music, with a focus on Harmony and Tonality through a variety of different artists/genres</li> <li>To experience the genres studied through a sequence of important artists from specific genres, which shall inspire Performance, Composing and critical analysis opportunities</li> </ul>					
Half Term 1	Half Term 2	Half Term 3	Half Term 4	Half Term 5	Half Term 6
<p><b>MAD T-SHIRT with an introduction to Genres</b></p> <ul style="list-style-type: none"> <li>The use of MAD T-SHIRT as an acronym to understand the elements of music and how these can be applied to all genres of music.</li> </ul> <p><b>Western Classical Tradition/Music within Media through Melody and Harmony</b></p> <ul style="list-style-type: none"> <li>Use of MAD T-SHIRT within the setting of Classical Music amongst Musical genres</li> <li>The development of MAD T-SHIRT within music from the composers, Mozart, Beethoven, John Williams and Michael Giacchino through Performance, Composition and Critical Appraisal activities</li> </ul>	<p><b>Building on the Genres through Listening/Performing/Composing</b></p> <ul style="list-style-type: none"> <li>Through Performance, Composition and Critical Appraisal activities, as well as mini projects, a detailed look at the different genres of music in our musical world, from Classical to World Music, Popular to Traditional, Electronic to Medieval.</li> </ul> <p><b>Western Classical Tradition/Music within Media through Melody and Harmony</b></p> <ul style="list-style-type: none"> <li>Use of MAD T-SHIRT within the setting of Classical Music amongst Musical genres</li> <li>The development of MAD T-SHIRT within music from the composers, Mozart, Beethoven, John Williams and Michael Giacchino through Performance, Composition and Critical Appraisal activities</li> </ul>	<p><b>Western Classical Tradition since 1910/Rhythm and Blues through Melody, Rhythm and Harmony</b></p> <ul style="list-style-type: none"> <li>Use of MAD T-SHIRT within the setting of Classical Music into 20<sup>th</sup> Century amongst Musical genres</li> <li>The development of MAD T-SHIRT within music from the composers, Aaron Copland and Bessie Smith through Performance, Composition and Critical Appraisal activities</li> </ul>	<p><b>Rock and Pop Music of the 1970's onwards/Latin American Music through Melody, Harmony, Tonality</b></p> <ul style="list-style-type: none"> <li>Use of MAD T-SHIRT within the setting of Classical Music amongst Musical genres</li> <li>The development of MAD T-SHIRT within music from the composers, Queen and Astor Piazzolla, Carlos Santana through Performance, Composition and Critical Appraisal activities</li> </ul>	<p><b>Building on the Genres through Listening/Performing/Composing with a focus on Melody, Harmony, Tonality and Texture</b></p> <ul style="list-style-type: none"> <li>Through Performance, Composition and Critical Appraisal activities, as well as mini projects, a detailed look at the different genres of music in our musical world, from Classical to World Music, Popular to Traditional, Electronic to Medieval.</li> </ul> <p><b>Western Classical Tradition since 1910/Rhythm and Blues through Melody, Rhythm and Harmony</b></p> <p><b>Rock and Pop Music of the 1970's onwards/Latin American Music through Melody, Harmony, Tonality</b></p>	<p><b>A consolidation of work based upon the genres studied, including Western Classical Tradition from 1750 to present day, Rock and Popular Music, Music and the Media, Latin American Music and Rhythm and Blues.</b></p> <ul style="list-style-type: none"> <li>Through Performance, Composition and Critical Appraisal activities, as well as mini projects, a detailed look at the different genres of music in our musical world, from Classical to World Music, Popular to Traditional, Electronic to Medieval.</li> </ul> <p><b>Preparation for formal listening and appraising examination at end of year</b></p>
Key Vocabulary/Concepts/Ideas	Key Vocabulary/Concepts/Ideas	Key Vocabulary/Concepts/Ideas	Key Vocabulary/Concepts/Ideas	Key Vocabulary/Concepts/Ideas	Key Vocabulary/Concepts/Ideas
Melody Articulation Dynamics Tempo Structure Harmony Instrumentation Rhythm and Metre Texture Western and non-Western Musical Genres e.g. Rock, Pop, Classical, Folk, Indian, African, Minimalistic, Film, Jazz, etc	Melody Articulation Dynamics Tempo Structure Harmony Instrumentation Rhythm and Metre Texture Western and non-Western Musical Genres e.g. Rock, Pop, Classical, Folk, Indian, African, Minimalistic, Film, Jazz, etc	Augmentation, diminution Dotted rhythms, triplets anacrusis hemiola Polyrhythm Syncopation Ostinato Riff Simple and Compound Time Pulse Power chords, chord symbols e.g. C7 Stock chord progressions e.g. I VI IV V.	conjunct, disjunct, triadic, broken chords, scalic, arpeggio diatonic, chromatic consonant, dissonant pedal, drone cadences: perfect, plagal, imperfect, interrupted and tierce de Picardie Major and Minor, including relatives	harmonic/homophonic/chordal polyphonic/contrapuntal imitative, canonic, layered antiphonal a cappella monophonic/single melody line Melody and accompaniment unison, octaves.	Recap and consolidation of all key words and concepts learnt from the Year 9 course. (Please see previous half terms)
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<p>Analysis of genres with a view to entering the industry as a performer</p>	<p>Planning a performance  Team Work and co-operation  Analysis of genres with a view to entering the industry as a performer  Role of performers at a large event  i.e.:- Christmas Concert</p>	<p>Planning a performance  Team Work and co-operation  Analysis of genres with a view to entering the industry as a performer</p>	<p>Visit from Chethams Young Musicians to demonstrate Orchestral Instruments and to discuss the opportunities to become an Orchestral performer</p>	<p>Role of performers at a large event  i.e.:- Easter Concert</p>	<p>Role of performers at a large event  i.e.:- Founders Day and End of Term Celebrations</p>
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