

RYE COLLEGE CURRICULUM MAP KEYSTAGE 3

YEAR 7

SUBJECT: MUSIC

<p>Overview:</p> <p>Performing: There is a large focus on practical instrumental skills in music. Students will develop and experience a wide repertoire of musical examples, which they will analyse; compare; and study. Students will have the opportunity to perform on either: Keyboard, Voice, Ukulele, Percussion, or an instrument that they study outside of school. Students will perform the finished study piece, as a solo; duet or group, to the rest of the class. Rehearsal and performance will run continuously throughout the year. Singing will be a regular feature in classwork.</p> <p>Composition: Throughout the units of work, students will be given the opportunity to develop their own musical ideas based upon the stylistic features and conventions of the musical genre studied.</p> <p>Listening: All lessons will feature a listening task, that will cover music from many ages and styles. The keywords from the elements of music will be explored and used to analyse music. There will also be an introduction to music theory and notation.</p>	<p>Ways to consolidate and extend your learning in Music:</p> <ul style="list-style-type: none">• Listen to a wide range of music at home. Talk about the music, your opinions of it and how it makes you feel.• The best way of improving music at home is to practice. Where possible, instrumental practice should be focused and regular. If you are having peripatetic lessons, your teacher will talk to you about practice technique. <p>Extended Repertoire: Honda Civic – Steve Sidwell Truthful Step Toccata and Fugue – Bach Spring – four seasons Vivaldi Pachelbel Canon Fanfare for the common Man The last post Also Sprach Zarathustra – Strauss Olympic Fanfare – John Williams Hound Dog – Big Mamma Thornton Cross Road Blues – Robert Johnson Blueberry Hill – Fats Domino</p>
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Half Term	Objectives/Essential questions	Content	Skills	Assessment
Voicescape / Sound explorers.				
1	Develop understanding of the musical elements. How do the musical elements help provide interest to a piece of music/sound?	Pitch, Dynamics, Timbre, Texture, Duration, Tempo	Performing using vocals sound in a creative and explorative way – using the musical elements.	Analysis of music using EoM. Performance as part of a group
African Body Percussion				
2	Develop knowledge of rhythmic notation How are rhythmic instruments notated?	Rhythm – minim. crotchet, quaver, dotted. Syncopation. Body Percussion	Performing rhythmically in time through body percussion.	Performance of Rhythmic Body Percussion phrases. Interpretation of Rhythmic patterns.
Keyboard Skills 1				
3	Develop knowledge of reading musical notation; and development of keyboard skills. Why are instrumental techniques and fingers important?	Keyboard skills Develop knowledge of musical notation. (Baroque pieces) Terraced Dynamics	C major scale/ A minor Scale. Left Hand and right Hand C major arpeggio.	Performance of study pieces focusing upon technique.
Keyboard Skills 2				
4	Develop knowledge of reading musical notation; and development of keyboard skills. How can a performance convey emotion?	Key board skills Develop knowledge of musical score information – expressive markings.	Use of dynamics and tempo for expression.	Performance of study pieces focusing upon expression.
Fanfare				
5	Develop knowledge of constructing melodic motifs.	Fanfare – common features of effective	Compose a fanfare based upon rhythmic	Performance of Original Fanfare Composition

	Why is fanfare used to announce/celebrate remember specific events and occasions.	fanfare. Purpose of fanfare. Melodic structures and	melodic motifs in C major.	
The Blues				
6	Develop Knowledge of key blues features. How does the music of the blues convey the deep feelings and emotions?	Blues – 12 bar structure. Walking Bass line Improvisation BLues lyrics	Playing as part of an ensemble- awareness of roles and parts. Following a rhyme scheme and structure.	Class performance.

7	1 – voicescape	2 - ABP	3 – Keyboard 1	4 – Keyboard 2	5 – fanfare	6 - blues
Melody and Pitch	Describe pitch – High; Low; Ascending, Descending Unison Cannon Harmony		Step – conjunct Leaps – disjunct Scalic - Tone Semi-tone Major and Minor Scale. Ornamentation		Intervals (major third) (Perfect 5 th)	Flattened noted (b5 and b7)
Articulation			Legato Staccato Accents		Legato Staccato Sustained Muted	
Dynamics	What words are used to describe dynamics? Loud – Forte Quiet - Piano		Crescendo Diminuendo		Sfz – suddenly loud.	

Texture	Layers- Thick and Thin	Poly-rhythmic Unison Ostinato	Mono-phonic melody Homophonic – melody with chords	Mono-phonic	Homophonic
Structure			Binary form – AB Ternary Form - ABA		12 bar blues Verse chorus Vocal structure AAB
Harmony and Tonality			Major and Minor	Major Triadic Diatonic (I IV and V)	Use of 7 th Chord. I, IV V – 12 bar
Instrumentation and timbre	What is timbre? Airy, Breathy; Metallic, wooden...	Percussion - 'To hit'.		Brass Metallic Raspy	Double Bass Vocal timbres and techniques.
Rhythm		Crotchet; Minim; Quaver; semi-quaver. Dotted notes.			Swing Shuffle Syncopation
Tempo Metre and Me		Simple –time Fast – Allegro Slow - Lento			Slow – 60- 80 bpm

YEAR 8

SUBJECT: MUSIC

<p>Overview:</p> <p>Performing: Over year 8 the focus upon instrumental skills will incorporate the understanding of musical expression. Not only will students further extend their experience through a wide repertoire of musical examples; the students will develop knowledge of how the instruments convey emotion and feeling through the expressive use of the musical elements. Students will develop their instrumental skills leading to performances through each topic of work.</p> <p>Composition: Students will be given the opportunity to develop their own musical ideas, based upon the musical features and conventions of the studied genre.</p> <p>Listening: All lessons will feature a listening task, that will cover music from many ages and styles. The keywords from the elements of music will be explored and used to analyse music. There will also be an introduction to music theory and notation.</p>	<p>Ways to consolidate and extend your learning in Music:</p> <ul style="list-style-type: none"> • Listen to a wide range of music at home. Talk about the music, your opinions of it and how it makes you feel. • The best way of improving in music at home is to practice. Where possible, instrumental practice should be focused and regular. If you are having peripatetic lessons, your teacher will talk to you about practice technique. <p>Extended Repertoire: Tubular Bells – Mike Oldfield Indiana Jones Theme Imperial March Rock around the clock Hound Dog Johnny B Goode.</p>
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Half Term	Essential questions	Content	Skills	Assessment
Music for Atmosphere				
1	How do the musical elements help provide interest to a piece of music/sound?	Pitch, Dynamics, Timbre, Texture, Duration, Tempo	Identifying instrumentation from the orchestra.	Analysis of music using EoM. Performance as part of a group. Use of garageband and sequencing.

			Critical analyse compositional choices.	
Samba				
2	How is rhythm notated?	Rhythm – Samba rhythms; call and response; instrumentation; structure	Playing as part of an ensemble.	Class performance/Sequence performances.
Keyboard Skills 1				
3	How is a melody constructed?	Keyboard skills (Classical melodies) Diatonic Harmonies Balanced Phrases	Develop understanding of ornaments	Solo performance
Keyboard Skills 2				
4	How is melody developed	Key board skills Homophonic texture (Chord and melody)	Reading musical notation.	Solo Performance
Leitmotif – Heroes and Villains				
5	How does music help describe/convey characters in film?	Timbre Tonality Pitch Rhythm (March/Syncopation)	Identifying instrumentation from the orchestra. Critical analyse compositional choices.	Composition/sequence work on Garageband.
Rock n Roll				
6	How has Rock n Roll evolved from the blues?	Tempo Verse chorus structure Boogie woogie Shuffle Rhythm	Identifying and comparing similarities and differences between musical examples.	Whole class ensemble performance.

8	1 – Atmosphere	2 – Samba	3 KB (3)	4 (KB 4)	5 – Leitmotif	6 Rock n Roll
Melody and Pitch	Minor 2 nd Augmented 5 th Tri-tone (6 semi-tones / augmented 4 th - devils interval’.		Cadence Structured phrases Ornamentation		Triadic Scalic	Diatonic melodies. Triadic movement.
Articulation	Sustain/Drone		Legato Staccato		Legato Staccato Accents	‘Vocal Attack’
Dynamics			Crescendo Diminuendo			Forte
Texture		polyrhythmic				Homophonic – melody and chords
Structure	‘Hit Points’					Verse chorus 12 bar blues
Harmony and Tonality	Dissonance Drone		Diatonic		Major Minor	Major
Instrumentation and timbre	Strings Organ Synthesized.				Use of Brass	Allegro Vocals timbres
Rhythm	‘Pedal Note – quaver movement’	Polyrhythmic Syncopated Off beat Clave	Alberti Bass - quavers		‘Gallop’ rhythm (Indiana Jones) Syncopation	Boogie woogie Shuffle rhythm
Tempo Metre and Me	Very Slow – Grave /Lento					Fast – 120bpm.

YEAR 9

SUBJECT: MUSIC

Overview:**Performing:**

The pre-dominant focus of performing in year 9, will be through the realisation of musical ideas within Garageband. Students will learnt to perform/realise their ideas in greater detail. Students will learn how to expressive use the software in order to aid musical expressions and communication to their performances.

Composition:

Students will be given the opportunity to develop their own musical ideas, based upon the musical features and conventions of the studied genre.

Listening: All lessons will feature a listening task, that will cover music from many ages and styles. The keywords from the elements of music will be explored and used to analyse music. There will also be an introduction to music theory and notation.

Ways to consolidate and extend your learning in Music:

- Listen to a wide range of music at home. Talk about the music, your opinions of it and how it makes you feel.
- The best way of improving in music at home is to practice. Where possible, instrumental practice should be focused and regular. If you are having peripatetic lessons, your teacher will talk to you about practice technique.

Extended Repertoire:

Amen, Brother. (The Amen Break)
Three little Birds
Double Barrel
No Woman No Cry
By The river of Babylon
Jump in the Line
Day-o

Frédéric Chopin - Prelude in E minor (Op. 28 No. 4)

Nocturne in E $\flat$ Major (Op. 9 No. 2 – opening theme)

Greig
Rachmaniov Concerto No. 2
Rapper Delight
'Ed Sheeran'
'Adele'
'Taylor Swift'

Half Term	Essential questions	Content	Skills	Assessment
Digital Manipulation				
1	How do the musical elements help provide interest to a piece of music/sound?	Pitch, Dynamics, Timbre, Texture, Duration, Tempo	Use of garageband tools and automation. Effects/plugins EQ's. 'Sampling'	Analysis of music using EoM. Use of Garageband
Caribbean Rhythms: Reggae & Calypso				
2	What musical characteristics define a genre and style?	Rhythm - Off Beat Reggae - Bubble	Identifying key instruments. Playing rhythmic patterns and conventions.	Performance
Keyboard Skills 1				
3	Why is instrumental technique and fingers important?	Keyboard skills (Romantic Melodies) Chromaticism.	Romantic Melodies Accidentals Melodic movement	Performance
Keyboard Skills 2				
4	How did music become expressive?	Key board skills Tonality. Debussy Tchaikovsky Rachmaninov	Romantic Melodies Accidentals Melodic movement	Performance
Sequencing Project – HIP HOP				
5	How do you create expression through sequencing?	Step-time input Musical notation	Using Garageband tools and functions. Step-time input.	Garageband realisation
Pop Band				

6	How are chords structured for pop songs?	I IV VI V Structure Lyrics/ Rhyme schemes	Chord patterns Pop 'structures' Middle 8/Bridge	Composition/Performance
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9	1 – Manipulation	2 – Caribbean	3 KB (5)	4 (KB 6)	5 – Pop Song	6 - Sequencing
Melody and Pitch					Diatonic phrasing	Pitch- shifting
Articulation			Tenuto (held) Marcato (forceful)			
Dynamics						
Texture						
Structure		Verse chorus	Rondo -form Sonata -form		Verse Chorus/Bridge/ middle 8	
Harmony and Tonality		Major	Chromaticism		4 chords I VI IV V Vocal harmony	
Instrumentation and timbre	Use of effects and filters. Distortion Chorus				'Pop' instrumentation. Vocal Timbres Vocal effects and manipulation	'Sampling' - effect
Rhythm		Off beat				
Tempo Metre and Me		Moderato Andante	Rubato – freedom of time.			Tempo changes