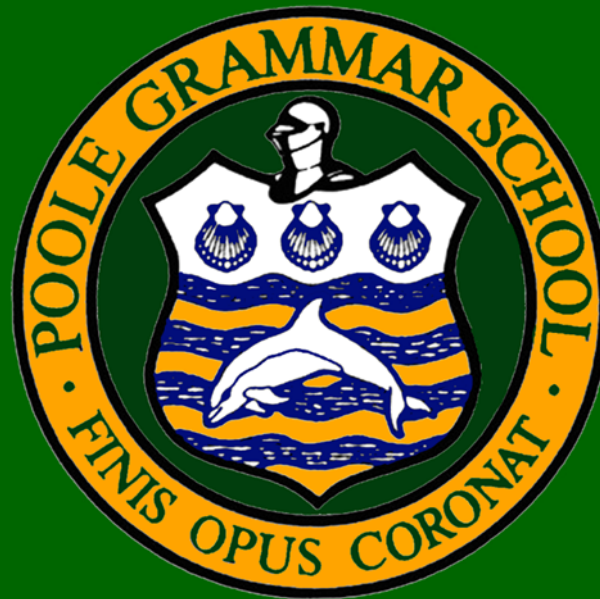


Poole Grammar School - Key Stage 3

(Year 7, Year 8 & Year 9)

MUSIC

‘Meeting expectations’ criteria, programme of study and curriculum content



Key Stage 3 Music 'meeting expectations' descriptors

	Year 7	Year 8	Year 9
Performing	<p>Sing and play confidently and fluently, maintaining an appropriate pulse.</p> <p>As appropriate, follow basic shapes of music (including staff and other notations) through singing and playing short passages of music when working as a musician.</p>	<p>Sing and play confidently and fluently, maintaining a clear pulse.</p> <p>Follow and lead simple performance directions, demonstrating understanding of these through singing and playing (including, but not limited to, dynamics and tempo, starting and stopping.</p>	<p>Demonstrate increasing confidence, expression, skill and level of musicality through taking different roles in performance and rehearsal.</p> <p>Maintain a strong sense of pulse and recognise when going out of time.</p> <p>Sing and/or play music with a convincing and secure sense of style and good control of the technical demands of the style.</p>
Composing	<p>Create and notate simple rhythmic patterns, melodies and accompaniments.</p> <p>Use voice, sounds, technology and instruments in creative ways.</p>	<p>Compose music which shows a coherent development of musical ideas and fulfils a brief.</p> <p>Use a variety of musical devices, timbres, textures, techniques etc. when creating and making music.</p> <p>Create music which demonstrates understanding of structure and discuss the choices made.</p>	<p>Compose music with increased understanding of melody, harmony, structure and texture.</p> <p>Explore the expressive potential of musical resources and conventions used in selected genres, and traditions.</p> <p>Demonstrate understanding of the use of DAW and Notation software (eg. Cubase / Dorico / Soundtrap / Noteflight, etc)</p>
Listening and Appraising	<p>Communicate ideas, thoughts and feelings through language, and other art forms, giving justifications of reasons for responses.</p> <p>Offer comments about own and others' work and ways to improve; accept feedback and suggestions from others.</p> <p>Listen and evaluate a range of live and recorded music from different traditions, genres, styles and times, responding appropriately to the context.</p>	<p>Communicate ideas, thoughts and feelings through use of appropriate technical language, through discussion.</p> <p>Critique own and others' work, offering specific comments and justifying these.</p> <p>Demonstrate ability to use notations for rhythm & melody in listening (dictation) tasks.</p>	<p>Make and justify personal judgements on music heard and show understanding within the genres, styles and traditions studied, making connections between the structural, expressive and contextual aspects of music.</p> <p>Critique own and others' work, offering specific comments and justifying these.</p> <p>Demonstrate increasing ability to use notations for rhythm & melody in listening (dictation) tasks.</p>

Programme of Study for Year 7 Music

<p>Theme 1 Elements of music (3 weeks)</p> <p>Theme 2 Graphic score (4 weeks)</p>	<p>Theme 4 Rap music (6 weeks)</p>	<p>Theme 6 Folk music (5 weeks)</p>
HALF TERM HOLIDAY		
<p>Theme 3 Keyboard skills (2 weeks – leading to...)</p> <p>Christmas songs (4 weeks)</p>	<p>Theme 5 Music for cartoons (6 weeks)</p>	<p>Theme 7 Music for adverts & computer games (6 weeks)</p>

Curriculum Content for Year 7 Music

Theme	Content	Assessment
1 Elements of music (3 weeks)	K of the basic elements of music; U of how to apply these elements through using a nursery rhyme to demonstrate this knowledge (in groups).	Through teacher listening, feedback & performance
2 Graphic score (4 weeks)	K of how to read a graphic score; U of how to apply this knowledge to create and perform their own graphic score (in groups), incorporating all the musical elements learnt previously.	Through teacher listening, feedback & performance
3 Keyboard skills & Christmas / Winter songs (6 weeks)	K & U of where to find 5 notes of the keyboard: U by demonstrating their knowledge by learning to play a simple tune on the keyboards: U by creating lyrics (in groups) to said simple song and performing.	Through teacher listening, feedback & performance
4 Rap music (6 weeks)	K of the background and history of rap music; K & U of how to create effective rap lyrics based on a theme; K & U of how to compose a background beat and chords to go with their lyrics	Through teacher listening, feedback & performance
5 Music for cartoons (6 weeks)	K of the history of cartoon music and how important music is in cartoons; U through creating music on different instruments for an excerpt of a cartoon.	Through teacher listening, feedback & performance
6 Folk music (5 weeks)	K & U of traditional UK folk music, focussing on Sea Shanties; K on how to play 1-3 different folk music pieces on different instruments; learning about different folk music instruments, how they look and sound.	Through teacher listening, feedback & performance
7 Music in advertising (6 weeks)	*Still in progress* K of how music is and has been used in advertising; U the importance of 'jingles' in advertising; composing their own music to a chosen advert.	Through teacher listening, feedback & performance

Programme of Study for Year 8 Music

<p>Theme 1</p> <p>Where It All Started – The Blues (6 weeks)</p>	<p>Theme 2 (cont.)</p> <p>Roots, Rebellion, Reggae – Jamaican Music (4 weeks)</p> <p><i>Assessment & ‘post-teach’</i></p> <p>Theme 3</p> <p>In The Mood! Jazz (2 weeks)</p>	<p>Theme 4</p> <p>Ground Bass to 4-chord trick - Musical Cycles (6 weeks)</p>
HALF TERM HOLIDAY		
<p>Theme 1 (cont.)</p> <p>Where It All Started – The Blues (2 weeks)</p> <p><i>Assessment & ‘post-teach’</i></p> <p>Theme 2</p> <p>Roots, Rebellion, Reggae – Jamaican Music (4 weeks)</p>	<p>Theme 3 (cont.)</p> <p>In The Mood! Jazz (6 weeks)</p> <p><i>Assessment & ‘post-teach’</i></p>	<p>Theme 4 (cont)</p> <p>Ground Bass to 4-chord trick - Musical Cycles (2 weeks)</p> <p><i>Assessment & ‘post-teach’</i></p> <p>Theme 5</p> <p>Class Singing Competition (6 weeks)</p>

Curriculum content for Year 8 Music

Theme	Content	Assessment
1 Where it all started? The Blues (8 weeks)	K of primary chords (I, IV, V), the 12-bar progression, the AAB lyric pattern; strophic structure; style, voice & tempo functions on a keyboard; the 'shuffle' beat U of how the 12 bar progression fits with the AAB lyric pattern; how blues comes out of slavery and how these origins are reflected in blues songs; S: writing and performing a blues song; playing in time to a beat; finding and selecting styles and tempi on a keyboard.	Compose and perform your own blues song
2 Roots, Rebellion, Reggae – Jamaican Music (8 weeks)	K of Reggae's 'one-drop' drum beat; chords of A, D & E; 'skank' rhythm; how reggae music emerged; U of how chords, 'skank' rhythm and the 'one drop' beat fit together in reggae; how to follow a 'lead sheet' and a chord chart; S: arranging and performing Three Little Birds with the elements of the reggae style.	Performance of Three Little Birds
3 In The Mood! Jazz (8 weeks)	K of jazz music and how it developed; the melody, bass line and chords of 'In The Mood'; chord and non-chord notes; what improvisation means in popular music; head-improvisation-head structure U of swing rhythm and triplet feel; how melody, bass, chords and swing rhythm work together within 'In The Mood'; how to use chord and non-chord notes within improvisation S: Arranging and performing In The Mood; improvising over its chord structure	Improvisation over the chords of In The Mood
4 Ground Bass to 4-chord trick - Musical Cycles (8 weeks)	K of ground bass and the concept of a musical cycle; labelling chords as Roman numerals; the I – V – VI – IV pattern (4-chord trick); Pachelbel's Canon in D; brief history of Renaissance and Baroque music; U how musical cycles support musical structure; how chords fit within a musical key S: Performing a musical cycle	Performance of a musical cycle
5. Class Singing Competition (6 weeks)	K of elements of singing & vocal production U how to prepare for a vocal performance S: Performing a group song (in 2 parts)	Vocal performance

Programme of Study for Year 9 Music

<p>Theme 1 Making Music With BandLab (6 weeks)</p>	<p>Theme 2 (cont.) Musical Futures (4 weeks) <i>Assessment & 'post-teach'</i></p> <p>Theme 3 Focus On Sound Project (2 weeks)</p>	<p>Theme 4 Research Project & Presentation (6 weeks)</p>
HALF TERM HOLIDAY		
<p>Theme 1 (cont.) Making Music With BandLab (2 weeks) <i>Assessment & 'post-teach'</i></p> <p>Theme 2 Musical Futures (4 weeks)</p>	<p>Theme 3 (cont.) Focus On Sound Project (6 weeks) <i>Assessment & 'post-teach'</i></p>	<p>Theme 4 (cont.) Research Project & Presentation (2 weeks) <i>Assessment & 'post-teach'</i></p> <p>Theme 5 Class Singing Competition (6 weeks)</p>

Curriculum content for Year 9 Music

Theme	Content	Assessment
1 Making Music With BandLab (8 weeks)	K of project window, tools and icons, smart view; selecting instruments; automation; reverb and effects U of how parts layer to form musical textures; how music builds to create 'a drop'; how notes can be edited to create tighter timing (quantization); how sounds are balanced through track volume settings S: creating drum patterns; recording in time to a click; editing parts; creating dynamic changes in automation	Produce your own music technology piece
2 Musical Futures (8 weeks)	K of chord shapes for chosen instrument (keyboard, ukulele, guitar); chord progressions within chosen song; strumming/chord patterns U how to follow a chord chart; how to produce chords for chosen song S: changing chords in time within a song; strumming patterns	Performance of a piece from Musical Futures
3 Focus On Sound Project (8 weeks)	K of elements of music; musical keys; structures; sharps, flats and naturals; key signatures U of how scales are formed; how scales and keys are connected S: evaluating music using musical elements and other musical vocabulary	Music Theory Assessment
4 Research Project & Presentation (8 weeks)	K of chosen composer and piece; biographical information U of chosen piece in terms of structure, key and how it fits within composer's output and the musical features of the time period. S: Creating a good presentation – spoken delivery, PowerPoint skills	Presentation
5. Class Singing Competition (6 weeks)	K of vocal harmonies, part singing U how to prepare for a vocal performance S: Performing a group song (in 2 parts)	Vocal performance