


Department	Music	 <b>HeathPark</b> EVERY PUPIL ALWAYS IN FOCUS
Key Stage	KEY STAGE 3	

Dates Delivered	Unit Title	End Points	Substantive Knowledge What will they learn about in this topic?	Disciplinary Knowledge What subject concepts will be developed through this topic?	Assessment Method	Key Resources
Year 7 Autumn Term	Key Skills.  Including: Programme Music Notation Keyboard Skills Drum Skills	Students will create a small composition idea based on a cartoon character using GarageBand	Programme Music	Instrumental Skills Dynamics Pitch Tempo	4 CATs across the course of the unit during delivery based on the end points for each theme. For example:  To use GarageBand to compose a piece of Programme Music based on a cartoon character.  Complete the notation work sheet based on everything you have learnt over the last 4 weeks.	Notation – <a href="http://www.musictechteacher.com">www.musictechteacher.com</a>  BBC Bitesize Programme Music <a href="https://www.bbc.co.uk/bitesize/guides/zgcmxn/b/revision/1">https://www.bbc.co.uk/bitesize/guides/zgcmxn/b/revision/1</a>  BBC Teach Class – Beethoven’s 5 <sup>th</sup> Symphony <a href="https://www.bbc.co.uk/teach/class-clips-video/music-ks3-gcse-barney-harwood-on-symphony-no5-by-ludwig-van-beethoven/zvdd7nb">https://www.bbc.co.uk/teach/class-clips-video/music-ks3-gcse-barney-harwood-on-symphony-no5-by-ludwig-van-beethoven/zvdd7nb</a>
		Students will be able to read basic staff notation in both the treble and bass clef.	Notation	Semibreves, Dotted Minims Minims, Crotchets and Quavers Treble Clef Bass Clef Stave		
		Students will be able to play Beethoven’s Ode to Joy to some extent on the keyboard.	Beethoven – Classical Music	Rhythm Melody Chords Bass Semibreves, Dotted Minims Minims, Crotchets and Quavers Instrumental Skills		
		Students will be able to play a variety of different drum beats and perform them in groups.	Syncopation	Semibreves, Dotted Minims Minims, Crotchets and Quavers Instrumental Skills Rhythm		

			Interrelated Dimensions	Dynamics Pitch Tempo Rhythm Melody		
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Year 7 Spring Term	Samba	<p>Students will learn about the origins, instrumentation and key features of Samba music. They will develop their notation skills (with a particular focus on rhythm) to help them throughout their musical careers. To consolidate the information on Samba and rhythmic notation, students will participate in class ensemble performances.</p> <p>Students will create their own 4 bar rhythmic pattern.</p> <p>Students will develop their knowledge and understanding of Samba ensembles by working in groups to create their own Samba performances,</p>	The origins, instrumentation and key features of Samba music.	Percussion Apito Surdo Call and Response Cross Rhythms Syncopation Polyrhythm Improvisation	<p>2 CATs across the course of the unit during delivery.</p> <p>Students will be given an assessment sheet asking them to identify and describe a range of Samba instruments and some rhythmic features of Samba music.</p> <p>In groups, students are going to be creating their own Samba piece ready to perform in front of the class. They will be given a</p>	<p>Music File <a href="https://www.bbc.co.uk/programmes/p00x3n2n">https://www.bbc.co.uk/programmes/p00x3n2n</a></p> <p>BBC Bitesize – Music of South America: Samba <a href="https://www.bbc.co.uk/bitesize/guides/zrk9dxs/revision/5">https://www.bbc.co.uk/bitesize/guides/zrk9dxs/revision/5</a></p>
			Rhythmic Notation	Semi Quavers The use of dots in notation Syncopation		
			Ensemble Performances	Call and Response Cross Rhythms Syncopation Polyrhythm Improvisation		
			Paper Composition – Composing by ear and not using the computer.	Syncopation Call and Response Improvisation		

		incorporating the rhythms that they created last week.			structure and asked to include as many polyrhythms, syncopation and cross rhythms as you can.	
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Year 7 Summer Term	Rock Anthems	<p>Students will learn about the origins of rock 'n' roll with links to popular music.</p> <p>Students will develop their guitar skills by learning the bass line to "Rockin' All Over the World" by Status Quo and will play it with the track.</p> <p>Students will continue learning about different sub-genres of rock and how they relate to music that they listen to today. They will discuss specific</p>	The origins, instrumentation and key features of Rock 'n' Roll Music.	Rock 'n' Roll vs Rhythm and Blues – Racial Segregation 12-Bar Blues Back Beat Bass Line	4 CATs across the course of the unit during delivery based on the end points for each theme. For example:  To use GarageBand to compose a piece of Programme Music based on a cartoon character.	BBC Bitesize – History of the Blues <a href="https://www.bbc.co.uk/bitesize/articles/zkbh2v4">https://www.bbc.co.uk/bitesize/articles/zkbh2v4</a>  BBC Bitesize – Popular Music Styles <a href="https://www.bbc.co.uk/bitesize/articles/zkbh2v4">https://www.bbc.co.uk/bitesize/articles/zkbh2v4</a>
			The mechanisms of the guitar and how to play single notes and chords on the guitar.	Guitars Neck Body Strings EADGBE Chords Performance		
			The origins, instrumentation and key features of different sub-genres of rock including: <ul style="list-style-type: none"> <li>• Glam Rock</li> <li>• Hard Rock</li> <li>• Punk Rock</li> </ul>	Rock 'n' Roll vs Rhythm and Blues – Racial Segregation 12-Bar Blues Back Beat Bass Line		

		<p>artists such as David Bowie and Queen as well as looking at women in rock and progressive rock. Practically, the students will now start looking at chords on the guitar. They will begin to play “Highway to Hell” by ACDC. This is the natural progression from single notes to chords.</p> <p>Students will continue playing the guitar but look at tab. They will listen to some riffs by Cream and other artists before beginning to play We Will Rock You using tab notation.</p>	<p>Notation - Tab</p> <p>How the interrelated dimensions relate to rock.</p>	<p>Rhythm Chords Performance</p> <p>Dynamics Pitch Tempo Rhythm Melody Back Beat Bass Line</p>	<p>Complete the notation work sheet based on everything you have learnt over the last 4 weeks.</p>	
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Year 8 Autumn Term	Film Music	Students will gain an understanding of film music by using the interrelated dimensions and watching clips of popular films and seeing	The origins, instrumentation and key features of Film Music.	Instruments Leitmotif Ostinato Conjunct Disjunct	2 CATs across the course of the unit during delivery based on the end	BBC Bitesize – Composing Music for Film <a href="https://www.bbc.co.uk/bitesize/topics/z3dqhyc">https://www.bbc.co.uk/bitesize/topics/z3dqhyc</a>

		<p>how music can change the mood, atmosphere and peoples perspective on characters and outcomes. Students will develop their knowledge of rhythmic notation and look at some keyboard skills by playing the James Bond theme tune on the keyboard.</p> <p>Students will then begin creating their own leitmotif on GarageBand.</p> <p>Students will begin composing their own piece of film music based on a character of their choice. They will need to create a leitmotif for the character, select their instruments, add accompaniment and structure to their piece. Students will need to evidence that they have been able to incorporate the interrelated dimensions into their work.</p>	<p>How to use and incorporate notation into keyboard skills.</p>	<p>Treble Bass Chords Instruments Melody</p>	<p>points for each theme.</p> <p>Select one of the characters. Answer the questions using key words that we have discussed over the last two weeks to plan a piece of music based on that character.</p> <p>You now need to compose your own piece of film music based on a character. You can use one of the characters that we have discussed today or any other character. You need to incorporate all of the key words that we have looked at.</p>	<p><a href="#">/articles/z7bphbk</a></p>
<p>How to use the interrelated dimensions to create a leitmotif using GarageBand/ Logic.</p>	<p>Leitmotif Rhythm Timbre Duration Texture Melody Harmony Tonality</p>					
<p>How to use GarageBand and Logic.</p>	<p>Instruments Leitmotif Quantize Conjunct Disjunct</p>					
<p>How to compose a piece of film music.</p>	<p>Instruments Leitmotif Rhythm Timbre Duration Texture Melody Harmony Tonality Ostinato Conjunct Disjunct.</p>					

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Year 8 Spring Term	Instrumental Skills	Students will be able to play 6 chords on the guitar (G, C, Em, Am, D and F).	How to play and transition between different chords on the guitar.	Guitar Chords Performance Transition Stage Presence	2 CATs across the course of the unit during delivery based on the end points for each theme.  To be able to correctly identify parts of the guitar and the chords that we have learned in lesson.  To work as an ensemble and perform a song on your chosen instrument.	BBC Bitesize – Improvisation with Instruments. <a href="https://www.bbc.co.uk/bitesize/topics/zvdghyc/articles/z7nb382">https://www.bbc.co.uk/bitesize/topics/zvdghyc/articles/z7nb382</a>  Musical Futures. Getting Started with Band Instrumental Skills. <a href="https://www.musicalfutures.org/resource/band-instrumental-skills">https://www.musicalfutures.org/resource/band-instrumental-skills</a>
		Students will be able to recognise the notes on the keyboard as well as use staff notation.	How to use and incorporate notation into keyboard skills.	Treble Notation Bass Notation Major and Minor Tonalties. Transition Stage Presence		
		Students will now split off into groups of between 4 and 5. In their groups they will have at least one guitarist, one bass player, one keyboard player and one singer in order to perform a group piece. They will have some options of what piece they want to perform (all pieces will use the chords that we have gone over in class).	Ensemble Skills	Organisation Interpersonal Skills Musical Skill Stage Presence Ensemble Performance		
			Performance Skills	Organisation Interpersonal Skills Musical Skills Stage Presence Breathing Exercises Ensemble Performance		
			How to use the interrelated dimensions when performing as part of an ensemble.	Timbre Duration Texture Melody Harmony Tonality – Major and Minor Ostinato Conjunct Disjunct.		

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Year 8 Summer Term	Pop Music	Students will have an understanding of how Pop music has developed over time.	The origins, instrumentation and key features of Pop Music.	Popular Music through the decades. Ostinato Call and Response. Drums – Snare, Bass, Hi-Hat	2 CATs across the course of the unit during delivery based on the end points for each theme.  Answer questions about composing a piece of Popular Music.  Compose your own Pop song on Logic using a given structure.	BBC Bitesize – British Pop Music <a href="https://www.bbc.co.uk/bitesize/topics/zbw7pv4/articles/zrrnpg8">https://www.bbc.co.uk/bitesize/topics/zbw7pv4/articles/zrrnpg8</a>
		Students develop their knowledge and understanding of chord structure from their instrumental unit last half term. For this unit they will be looking at composing their own pieces using a conventional popular music chord structure. They will begin by recording in the chords, bass line and drum beat into GarageBand.	The different structural parts in a pop song and how they form to create an overarching form.	Verse Chorus Bridge Structure.		
		They will begin by recording in the chords, bass line and drum beat into GarageBand.	Chord Structures.	4 Chords Tonic, Supertonic, Subdominant. Dominant Major Scale Major and Minor Tonality		
		Students will be learning a lot of melodic techniques in preparation for KS4 music and trying to use some in their compositions.	Compositional Skills on Logic.	Quantize Call and Response Structure Metronome		
			How to write a catchy riff and melody.	Melody Writing Call and Response Retrograde Inversion Sequence Ostinato Imitation		

