

Key Stage 3 Overview – Music: Year 8 (Theory & Instruments); Year 9 (Melody & Rhythm)

	Unit 1 – Elements of music	Unit 2 – Instruments and Ensembles	Unit 3 – Words & Music	Unit 4 – Timekeeping	Unit 5 – Review Unit
Year 8	<p>With emphasis on <u>thinking, numeracy, being creative, working with others, creating a mental image, self-management in performing, and managing information.</u></p> <p>Pupils will: identify and describe sounds; recognise the connection between sound and image; manipulate sounds to build a composition; consolidate learning and identify areas for revision, practice, perform and assess; identify pitch and how to comment on it; explore proportion and record information on rhythm; revise and consolidate understanding of pitch and rhythm.</p>	<p>With attention to <u>thinking, exploration, being creative, cultural diversity, problem-solving, being imaginative and communication.</u></p> <p>Pupils will: investigate the production of sound and the properties of string instruments, woodwind, brass and percussion; investigate the properties of instruments by making an instrument from household items; compose simple time-line pieces manipulating an element of the sound produced; study composing for timbre; study composing for dynamic; explore the idea that other elements can be manipulated – dynamic level, type of notes (long or short), or playing technique; use timeline composition with groups of instruments playing contrasting and changing dynamic levels; form small groups with one or two examples of each type of instrument in each and make a group composition; perform to class; consolidate understanding of the properties of an instrument; reflect on ways in which the elements of music can be manipulated to create performances and compositions.</p>	<p>Focusing on <u>communication, managing information, being creative with composition, working with others and self-management.</u></p> <p>Pupils will: improvise rhythm to suit a text using crotchets and quavers; notate speech rhythm of poem, identify the stressed words and work towards clapping a rhythm; identify a rhythm for each line and notate; find how the syllables in each line provide the meter; examine the structural and musical features of a song; explore verse, chorus, instrumental, riff, intro, ‘outro’ and links; recognise and map the structure of a song; learn the definition of riff and perform a riff; perform and assess song riff in groups.</p>	<p>With emphasis on, <u>problem-solving, working with others, and listening and performing.</u></p> <p>Pupils will: define pulse as a steady beat that never changes; recognise and maintain a steady pulse; understand Morse Code; display Morse Code and ask the class to decipher some simple words that are clapped out; compose a short sentence and use Morse Code to clap out the rhythm; recognise and interpret simple compound time signatures (march and jig); learn the definitions of march and jig; identify the time signature of ‘Stars and Stripes’ and ‘Suffolk Morris’, clap the pulse putting an accent on the first beat of the bar; compose a march or jig no more than 8 bars long and play final composition; self-manage performance and assessment.</p>	<p>With attention to <u>being creative, communication and responding to word composing rhythm reflecting meter of text.</u></p> <p>Pupils will: recap the distinction between musical and non-musical source, illustrate with recorded examples; revise work on notation and clapping rhythms; recap the properties of instruments; review the standard ensembles; perform class compositions for the instruments made by pupils; revise concept meter and natural speech rhythm; find a rhythm to a poem or nursery rhyme.</p>
	Unit 1 - Ostinato		Unit 2 – Musical Image		Unit 3 – World Musics
Year 9	<p>With emphasis on <u>communication, thinking, problem-solving, being creative and imaginative, working with others, self-management and managing information.</u></p> <p>Pupils will: learn the definition of ostinato; recognise repeated patterns of music; play recorded examples of ostinato and discuss melodic and rhythmic ostinato; compose a rhythmic ostinato and notate rhythm; perform a rhythmic ostinato using percussion instruments; pick an ostinato and ‘orchestrate’ it with body sounds, organise and prepare a group performance; complete a score and commentary of their ostinato; learn Samba & African Drumming as ensembles based on the performance of ostinato; work on ‘Samba Batuacada’ and explain performance directed by whistle player and note structures of 2 ostinato ensembles; rehearse and perform and an example of Samba.</p>	<p>Focusing on <u>communication, managing information, self-management, thinking, generating alternatives, working with others, being creative, imagining and inventing.</u></p> <p>Pupils will: write four lines of lyrics and find rhythm for an Environment song; compose a melody to suit meter and rhythm of song lyrics; perform in ensemble setting of song; perform their composition and review its effectiveness using scores and classroom instruments or compose a piece expressing ideas of a railway; perform compositions based on railway images.</p>	<p>With attention to <u>geography, citizenship, thinking, group discussion, critical listening, presenting information, expressing views and sharing opinions.</u></p> <p>Class is divided into 4 groups. Each group is allocated a country. After 6 lessons each group produces a poster and powerpoint presentation. For each country pupils research where it is, what it is famous for and any unusual features.</p> <p>Pupils will: learn about world music and become more aware about living conditions and restrictions of other cultures; discuss Cuba, communism, revolution, trade sanctions – music by Buena Vista; discuss Brazil, Samba, carnival, Rio – music by Bossa Nova and Antonio Carlos, listen to Girl from Ipanema; discuss South Africa, Apartheid, Nelson Mandela, importance of music in South Africa, Lady Blacksmith Mombazo and listen to track from Graceland by Paul Simon; discuss Yemen as a Muslim country, learn about Ofra Haza and her music which is becoming popular in Arab countries surrounding Israel, discuss Jews not being allowed to own instruments in Yemen.</p>		
	Unit 4 – Graphic Notation		Unit 5 – Musical Traditions in Ireland		Unit 6 – Contemporary Irish Music
Year 9	<p>With emphasis on <u>listening actively and sharing opinions, communication, working with others, being creative and imaginative, presenting information in various ways and managing information.</u></p> <p>Pupils will: understand the concept of Graphic notation and be aware of the advantages and disadvantages of different types of notation; understand the link between sound and symbol in use of graphic notation; compose music for the story of the Tortoise and Hare, and produce a performance and score using graphic notation; perform their graphic notation project with a narrator introducing the scene and complete self assessment sheets; working in the same groups perform the graphic score ‘Bumps and Crashes’ using the experiences of composing and performing the previous project to quickly organise a realisation of this score.</p>	<p>With emphasis on <u>working with others, communication, talking and listening.</u></p> <p>Pupils will: recognise and appreciate the diversity of musical traditions in northern Ireland; discuss what is meant by a musical tradition and any musical traditions found within school and the surrounding area; recognise instruments used in traditional music – discuss the various types of musical instruments used in Irish traditional music – listening activity ‘Lord of the Dance’; explore and recognise dance forms in traditional music, explore social functions held in halls and even at crossroads; outline the division of dances into reel, jig, slip jig and horn pipe; practice aural recognition of each type; examine the features of the Scottish Pipe Band and discuss the various types of marches and dances that are played by the pipe bands; listen to musical extracts of Scottish and Irish pipes and discuss the difference in sound; discuss the marching tradition and the various types of bands found in Northern Ireland; listen to musical extracts of concert flute bands and fife and drum bands.</p>			<p>Focusing on <u>communication, researching, managing information, working with others and self-management.</u></p> <p>Pupils will: explain to the class how they will compile a research project on an Irish solo artist/ band of their choice; discuss the content of the project and how they propose to present it; compile all the information they have gathered and use whatever they think is necessary; make their presentation to the class.</p>

Key Stage 3 Overview – Music: Year 10 (History & Harmony)

	Unit 1 – Music through time	Unit 2 – Using chords	Unit 3 – Careers in Music
Year 10	<p>With attention to <u>communication, being creative, working with others and self-management in ensemble performance.</u></p> <p>Pupils will: explore and identify the broad stylistic features of music from different periods; understand some features of Renaissance music; discuss the purpose of music for the glory of the Church or State and the use of instrumental music, pavanne and dance forms etc, in State music; understand some features of Baroque music; examine employment for musicians by Church and State and use example of Bach and Handel; discuss the development of instruments i.e. the Organ and Harpsichord; outline the development of the orchestra; understand some features of classical music – discuss the careers of Mozart and Beethoven; understand some features of Romantic music – discuss the careers of Mendelssohn and Wagner; understand some features of 20th Century music – illustrate with Copland and Stravinsky.</p>	<p>With emphasis on <u>communication, listening actively and sharing opinions, being creative in composition and performance, working with others and self-management.</u></p> <p>Pupils will: recognise what a fanfare sounds like e.g. Fanfare for the Common Man by Copland; be aware of the purpose of the fanfare; play ‘The Last Post’ and highlight that it only uses the notes of the C Major chord; compose and perform a fanfare; understand the origins of jazz and blues; become familiar with the main features of jazz and blues; demonstrate twelve-bar blues (in C Major) on piano, playing one chord per bar initially and building up to repeating it as quavers; perform in pairs, the blues chords and bass line for peers; produce a whole class performance of the blues; listen to a recording of their performance; practice and perform a contemporary blues piece in a minor key e.g. Mercy by Duffy; compose a melody to fit with blues chord progression.</p>	<p>Focusing on <u>employability, ICT, literacy, thinking, problem-solving, listening actively and sharing opinions, researching and managing information.</u></p> <p>Pupils will: explore possible careers in music or music-related industries; choose one career and discuss in small groups what they think the job will entail; be made aware of the details of GCSE Music and given the opportunity to ask questions; as part of a group research a career from a selection and present findings to the class i.e. what the job entails, possible salary, qualifications needed, interesting facts and pictures; present the findings in a clear and interesting format to the class; communicate with a sense of audience; produce a written appraisal of their material.</p>
	Unit 4 - Descriptive Music	Unit 5 – Stage Music – The Musical	Unit 6 – Seven Ages of Rock
Year 10	<p>With attention to <u>communication, managing information, using various methods for collating, recording and representing information, select, classify, compare and evaluate information.</u></p> <p>Pupils will: understand the role of music in films; appraise extracts of film music; be aware of key composers of film music; understand how storyboards are used in film making; in groups decide on a film genre, draw their own storyboard and write a short paragraph explaining what happens in their scene; produce a scene with Music and text using Windows Movie Maker; finalise movie and present it to the class; compose music for a scene in the movie using keyboards and classroom instruments to include a melody and very few ‘sound effects’; perform their compositions while the clip is played.</p>	<p>With emphasis on <u>critical listening, working with others, communication, thinking, presenting information, English Literature and sharing opinions.</u></p> <p>Pupils will: recognise common forms and structures in the modern musical e.g. those from the West End; recognise common forms and structures in the modern musical; learn about Andrew Lloyd-Weber; discuss television show ‘Nancy’; recognise common forms and structures in the modern musical; learn about Bernstein, Westside story – modern day Romeo and Juliet; become familiar with modern day musicals e.g. Grease, Wicked and High School Musical; discuss the influence of shows such as High School Musical on young people’s lives</p>	<p>Focusing on <u>communication, working with others, managing information, giving response and feedback, self-management, thinking, being creative and presentation skills.</u></p> <p>Pupils will: be introduced to the history of rock music; discuss in pairs what they know about any of the musicians that arise; learn about rock music and musicians in a given age; Google ‘Seven Ages of Rock’ and work towards preparing a Powerpoint presentation; present dates of age, explanation of age, information on at least two artists from that age, provide listening examples.</p>

