**This document shows the KS3 (Year 7 & 8) Curriculum Overview**

**For KS2 (Year 5 & 6), please Refer to the Sing Up Upper KS2 Curriculum Overview on St Peter’s Website**

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| **Year 7** | **Autumn 1** | **Autumn 2** | **Spring 1** | **Spring 2** | **Summer 1** | **Summer 2** |
| **Topic:**  **ELEMENTS OF MUSIC** | **Topic:**  **KEYBOARD SKILLS** | **Topic:**  **STOMP!** | **Topic:**  **SING IT!** | **Topic:**  **WORLD MUSIC** | **Topic:**    **UKULELE** |
| **Concept:**  Performing  Composing  Notation  Vocabulary & devices  Music history / composer | **Concept:**  Performing  Composing  Notation  Vocabulary & devices  Music history / composer | **Concept:**  Performing  Composing  Notation  Vocabulary & devices  Music history / composer | **Concept:**  Performing  Composing  Notation  Vocabulary & devices  Music history / composer | **Concept:**  Performing  Composing  Notation  Vocabulary & devices  Music history / composer | **Concept:**  Performing  Composing  Notation  Vocabulary & devices  Music history / composer |
| **Skills:**  Performing  Play an original composition in ensemble synchronised to a chosen film clip  Composing  Create a soundtrack for a short film clip using all 7 elements of music  Listening  Examples of how all elements are effectively used in different musical styles and eras  Vocabulary  Pitch  Dynamics  Tempo  Duration  Structure  Timbre  Texture  &  All vocabulary used within each element | **Skills:**  Performing  Play and perform in ensemble a radio play using effectively 3 elements: Music sound effect and dialogue  Demonstrate the ability to perform on the keyboard the music of 4 different characters.  Composing  Create original motifs for characters, notate the music on paper  Listening  Listen to keyboard instruments and the difference between them  Notation  Stave notation on treble clef  Crotchet  Minim  Semibreve | **Skills:**  Performing  Play multiple rhythms simultaneously in group using body percussion, found objects and improvised musical instruments  Composing  Plan a group composition with multiple rhythms  Listening  Various performances by the group Stomp and other similar performing groups  Vocabulary  Rhythm  Syncopation  Structure  Dynamics  Choreography  Time signature | **Skills:**  Performing  Singing contemporary pop songs in group or solo with different singing techniques.  If a school production or a concert is scheduled, students will also learn how to perform part of the program.  Listening  Hearing and learning about different singing voices and the result of using specific techniques for good intonation, timbre and expression  Vocabulary  Treble  Soprano  Alto  Tenor  Baritone  Bass  Head voice  Chest voice  Phrasing  Circular breathing | **Skills:**  Performing  Play rhythmic patterns and in ensembles of three different world music styles  Listening  Various historical and modern recordings of world music in order to learn about three main examples: Indonesian Gamelan, African Djembe and Brazilian Samba.  Vocabulary  Javanese Gamelan  African Djembe  Brazilian Samba  Xylophones  Marimba  Percussion  Rhythms  Polyrhythms  Improvisation | **Skills:**  Performing  Tune & Play the ukulele, sing and play at the same time; play In ensemble  ALL: to hold a beat, even if play chord once & then changes.  MOST: strum on each beat  SOME: strum a rhythm pattern  Listening  21 century songs  Cultural & historical context of Reggae  explain structure / chord sequence,  Vocabulary  Chord sequence  Major chord  Minor chord  Beats,  Strum,  Melody, Accompaniment,  Intro, verse, chorus |
|  | **Outcome:**  Being able Identity  the 7 Elements of Music accurately.  Plan and choose how to use these elements to compose an original music  piece. | **Outcome:**  Develop performing and theory skills that support comprehension and musicianship. | **Outcome:**  Learn how to compose, perform and improvise rhythms in a group setting. | **Outcome:**  Learn different singing techniques and perform a chosen song based on KS3 standard. | **Outcome:**  Learn the music fundamentals of different cultures and how these impact music in Western culture nowadays. | **Outcome:**  Perform songs and melodies on the Ukulele and being able to sing while playing. |

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| **Year 8** | **Autumn 1** | **Autumn 2** | **Spring 1** | **Spring 2** | **Summer 1** | **Summer 2** |
| **Topic:**  **JAZZ & BLUES** | **Topic:**  **REGGAE** | **Topic:**  **SONG WRITING** | **Topic:**  **FILM MUSIC** | **Topic:**  **HOOKS AND RIFFS** | **Topic:**  **TRANSFER ASSESSMENT** |
| **Concept:**  Performing  Composing  Notation  Vocabulary & devices  Music history / composer | **Concept:**  Performing  Composing  Notation  Vocabulary & devices  Music history / composer | **Concept:**  Performing  Composing  Notation  Vocabulary & devices  Music history / composer | **Concept:**  Performing  Composing  Notation  Vocabulary & devices  Music history / composer | **Concept:**  Performing  Composing  Notation  Vocabulary & devices  Music history / composer | **Concept:**  Performing  Composing  Notation  Vocabulary & devices  Music history / composer |
| **Skills:**  Performing  Play riff and 12 bar blues,  Pentatonic Scale,  Blues Scale,  Walking Bass,  Improvisation  Composing  Create a short, memorable pentatonic melody like the spirituals and work songs  Listening  Popular Blues and Jazz music examples, analysing the history and the context.  Notation  Understanding and reading the notes in the bass clef  Vocabulary  Work Songs  Spirituals  Chords  Chord progression Perfect and Plagal cadences  Treble and Bass Clef  Swing rhythm | **Skills:**  Performing/Singing    Perform and sing ‘Three Little Birds’ by Bob Marley and other protest songs  Composing  An original protest song and writing lyrics that would allow chords and mood to match.  Listening  Popular Reggae music and protest song examples, analysing the history and the context  Notation  Reading the bass clef  Bonus: Christmas carols using bass and treble clef  Vocabulary  Protest songs  Lyrics  Phrasing  Syncopation  Chord sequence  Lead Sheet | **Skills:**  Performing/Singing  Playing major and minor chords  To sing a simple song and accompany using chords simultaneously  To perform in group the same song in time  Compose  Write in group a song made of:  Lyrics  Three or four chords  Chord progression  Listening  Examples of 20-21st songs to analyse the different parts that make a song.  Notation  Read and write staff notation  To know the difference between major and minor  Vocabulary  Chords  Chord progression  Riffs & Hooks  Protest Song  Song Structure | **Skills:**  Composing  Write music for film choosing among three different clips  Use devices to enhance the picture, with appropriate use of synchronisation  Performing  Play the original composition in real time with the film and evaluate other group’s work  Listening composers, history, context, including John Williams “Star Wars” and other films, motifs & fanfares  Vocabulary  Synchronisation  Soundtrack  Motif  Pedal note  Drone  Heroic Melody  Fanfares | **Skills:**  Performing/Singing  Many popular music songs, among which:  ‘7 Rings’ by Ariana Grande  ‘Bad Guy’ by Billie  Eilish  ‘Havana’ by Camila Cabello  ‘Stitches’ by S. Mendes  Listening  Examples of performances and songs with hooks and riffs, analysing the context and effectiveness  Notation  Read and write staff notation  Read and perform with both hands on keyboard  Vocabulary  Hooks and Riffs  Scales  Melody  Lead Sheet  Song structure | **Skills:**  Students during this last half term work only on their final assessment.  The choice is between two out of three assessments:   1. Compose short soundtrack for synchronised to a film clip 2. Perform a song among a selection of pop and rock songs 3. Play an ABRSM or TRINITY exam piece (Grade 1 or 2)   During the final assessment of a musical journey at St Peter’s, students choose their assessment based on preference, skills and aptitude to music. Composing and performing are the two main categories, whereas the third would show a greater skill and interest in the subject. |
|  | **Outcome:**  Build a understanding of two very influencial musical genres, develop performance skills and create original ideas with genre-specific musical device. | **Outcome:**  Develop an appreciation of a niche yet popular music genre and explore the impact that protest songs had in society during 20th century. | **Outcome:**  Develop an understanding of the song writing process and explore devices that allow to compose and perform an original song. | **Outcome:**  Explore film music and the role that has in the creation of a film and creating an original composition while being able to perform it or record it synchronised to a film clip. | **Outcome:**  Understand the importance of Hooks and Riffs in popular music song and developing individual piano technique. | **Outcome:**  A transfer mark will be given directly to the school where the student will move to. |