**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:** PerformingComposingNotationVocabulary & devicesMusic history / composer | **Concept:** PerformingComposingNotationVocabulary & devicesMusic history / composer | **Concept:** PerformingComposingNotationVocabulary & devicesMusic history / composer | **Concept:** PerformingComposingNotationVocabulary & devicesMusic history / composer | **Concept:** PerformingComposingNotationVocabulary & devicesMusic history / composer | **Concept:** PerformingComposingNotationVocabulary & devicesMusic history / composer |
| **Skills:**PerformingPlay an original composition in ensemble synchronised to a chosen film clipComposingCreate a soundtrack for a short film clip using all 7 elements of musicListeningExamples of how all elements are effectively used in different musical styles and erasVocabulary PitchDynamicsTempoDurationStructureTimbreTexture&All vocabulary used within each element | **Skills:** PerformingPlay 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.ComposingCreate original motifs for characters, notate the music on paperListening Listen to keyboard instruments and the difference between themNotationStave notation on treble clefCrotchetMinimSemibreve | **Skills:**PerformingPlay multiple rhythms simultaneously in group using body percussion, found objects and improvised musical instrumentsComposingPlan a group composition with multiple rhythmsListeningVarious performances by the group Stomp and other similar performing groups VocabularyRhythmSyncopationStructureDynamicsChoreographyTime signature | **Skills:** PerformingSinging 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.ListeningHearing and learning about different singing voices and the result of using specific techniques for good intonation, timbre and expressionVocabularyTrebleSopranoAltoTenorBaritoneBassHead voiceChest voicePhrasingCircular breathing | **Skills:**PerformingPlay rhythmic patterns and in ensembles of three different world music stylesListeningVarious historical and modern recordings of world music in order to learn about three main examples: Indonesian Gamelan, African Djembe and Brazilian Samba.VocabularyJavanese GamelanAfrican DjembeBrazilian SambaXylophonesMarimbaPercussionRhythmsPolyrhythmsImprovisation | **Skills:** PerformingTune & Play the ukulele, sing and play at the same time; play In ensembleALL: to hold a beat, even if play chord once & then changes.MOST: strum on each beatSOME: strum a rhythm patternListening 21 century songsCultural & historical context of Reggaeexplain structure / chord sequence, VocabularyChord sequenceMajor chordMinor chordBeats,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:** PerformingComposingNotationVocabulary & devicesMusic history / composer | **Concept:** PerformingComposingNotationVocabulary & devicesMusic history / composer | **Concept:** PerformingComposingNotationVocabulary & devicesMusic history / composer | **Concept:** PerformingComposingNotationVocabulary & devicesMusic history / composer | **Concept:** PerformingComposingNotationVocabulary & devicesMusic history / composer | **Concept:** PerformingComposingNotationVocabulary & devicesMusic history / composer |
| **Skills:** PerformingPlay riff and 12 bar blues,Pentatonic Scale,Blues Scale,Walking Bass,ImprovisationComposingCreate a short, memorable pentatonic melody like the spirituals and work songsListeningPopular Blues and Jazz music examples, analysing the history and the context.NotationUnderstanding and reading the notes in the bass clefVocabularyWork SongsSpiritualsChordsChord progression Perfect and Plagal cadencesTreble and Bass ClefSwing rhythm | **Skills:** Performing/Singing Perform and sing ‘Three Little Birds’ by Bob Marley and other protest songsComposingAn original protest song and writing lyrics that would allow chords and mood to match.ListeningPopular Reggae music and protest song examples, analysing the history and the contextNotationReading the bass clef Bonus: Christmas carols using bass and treble clefVocabularyProtest songsLyricsPhrasingSyncopationChord sequenceLead Sheet | **Skills:**Performing/SingingPlaying major and minor chordsTo sing a simple song and accompany using chords simultaneouslyTo perform in group the same song in timeComposeWrite in group a song made of:LyricsThree or four chordsChord progressionListeningExamples of 20-21st songs to analyse the different parts that make a song.NotationRead and write staff notationTo know the difference between major and minorVocabularyChordsChord progression Riffs & HooksProtest SongSong Structure | **Skills:** ComposingWrite music for film choosing among three different clipsUse devices to enhance the picture, with appropriate use of synchronisation PerformingPlay the original composition in real time with the film and evaluate other group’s workListening composers, history, context, including John Williams “Star Wars” and other films, motifs & fanfaresVocabularySynchronisationSoundtrackMotifPedal noteDroneHeroic MelodyFanfares | **Skills:** Performing/SingingMany popular music songs, among which:‘7 Rings’ by Ariana Grande‘Bad Guy’ by Billie Eilish‘Havana’ by Camila Cabello‘Stitches’ by S. MendesListeningExamples of performances and songs with hooks and riffs, analysing the context and effectivenessNotationRead and write staff notationRead and perform with both hands on keyboardVocabularyHooks and RiffsScales MelodyLead SheetSong 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. |