

# HIGHFIELD SCHOOL

## KS3 MUSIC SoW (FORMAL CURRICULUM) – LONG TERM PLANNING

In music, students are encouraged to perform, listen to, review and evaluate music across a range of historical periods, genres, styles and traditions. We regularly sing and use our voices to create and compose music on our own and with others, have the opportunity to learn to play musical instruments and use technology appropriately including sound beams for students with complex physical difficulties. We encourage students to understand and explore how music is created, produced and communicated, including through the interrelated dimensions: pitch, duration, dynamics, tempo, timbre, texture, structure and appropriate musical notations. Themes such as World Music, Junk Band and Rhythm and Rap will be used as a vehicle to work on the skills and understanding to be developed through music.

Topic Title	Year group (no. of lessons)	Description of content	Aims/Outcome
Introduction	7 (2 lessons)	Musical interests as a starting point for learning.	<ol style="list-style-type: none"> <li>To learn the rules and expectations inside a music classroom.</li> <li>To share and express our musical interests.</li> <li>To create our own definition of music.</li> </ol>
Elements of Music	7 (6 lessons)	<p>This scheme gives pupils the opportunity to engage in active music making while exploring how the Elements of Music are used in a range of music from different times and places.</p> <p>Elements Focus-</p> <p>Dynamics, Tempo, Pitch and Rhythm</p>	<ol style="list-style-type: none"> <li>For students to engage in active music making for the first time.</li> <li>To expand our music vocabulary.</li> <li>To understand and respond to words, symbols and signs that relate to tempo, dynamics and pitch [for example, faster, slower, louder, higher, and lower].</li> </ol>
Find your Voice	7 (8 lessons)	Find Your Voice is a practical, hands-on, inclusive approach for engaging students of all ages with singing through vocal work and the integration of mobile technology.	<ol style="list-style-type: none"> <li>To help students and teachers to feel confident about using their voices and mobile technology to create and explore music.</li> <li>To engage all students with singing in the classroom</li> <li>To break down barriers to inclusivity and creativity through using mobile technologies in the music classroom, drawing on the interest and expertise of students.</li> </ol>
Rhythm and Pulse	7	This unit develops pupils' awareness of the importance of pulse as a fundamental upon which music is built and performed. Through the integrated activities of performing, composing and listening, pupils will begin to	<ol style="list-style-type: none"> <li>To encourage self-discipline.</li> <li>To develop fine motor skills through moving to music in time.</li> </ol>

Rhythm and Pulse continued		develop their own feeling for and awareness of a regular pulse. Pupils will be able to make a clear distinction between pulse and rhythm and learn to use rhythm grids as a method of recording rhythms. Pupils are introduced to note values and notation and compose, perform and notate their own rhythm compositions including time signatures and the grouping of note values into bars to form regular units.	<ol style="list-style-type: none"> <li>To create simple and complex rhythms using body percussion.</li> <li>To compose their own rhythm piece using a rhythm grid.</li> </ol>
Keyboard Skills	7	A practical based topic where students learn the notes of the keyboard and how to play it. The students will play a variety of scales and music.	<ol style="list-style-type: none"> <li>To encourage discipline and patience.</li> <li>To develop multitasking skills.</li> <li>To inspire perseverance.</li> <li>To learn a variety of keyboard music including Beethoven's 'Ode to Joy'</li> </ol>
Ukulele	7	Practical instrumental performance topic with extended group task based around 'The Passenger'	<ol style="list-style-type: none"> <li>To encourage discipline and patience.</li> <li>To encourage a love for music.</li> <li>To develop fine motor skills.</li> <li>To support multitasking skills.</li> <li>To perform and sing a variety of pieces on the Ukulele.</li> </ol>
Classroom Band	7	An introduction to whole-class performance in which students investigate a variety of instruments, performing progressively harder pieces throughout the term.	<ol style="list-style-type: none"> <li>To encourage teamwork.</li> <li>To develop ensemble skills.</li> <li>To develop and improve communication through playing music.</li> </ol>
Samba	8	This unit introduces the polyrhythmic style of Latin-American Samba and identifies its roots in African and Spanish/Portuguese music. Through performing Samba, pupils will learn the sounds and understand the roles of each instrument used in Samba, learn about rhythmic loops, polyrhythms, call and response and improvisation in Samba and experience the exhilaration and physical impact of percussion ensemble music. The unit is based around a flexible class Samba performance piece - "Samba de Janeiro" which can be used solely as a percussion piece or with optional melodic parts added.	<ol style="list-style-type: none"> <li>To learn about music from another culture.</li> <li>To develop our ensemble skills.</li> <li>To communicate with peers using percussion.</li> <li>To perform a class samba piece of music and compose their own in smaller groups.</li> </ol>
Chords	8	An extended topic looking at how melodies and a variety of chords fit together.	<ol style="list-style-type: none"> <li>To develop theory knowledge.</li> <li>To progress fine motor skills.</li> <li>To progress multitasking skills.</li> <li>To encourage music engagement.</li> </ol>

Blues	8	This unit develops pupils' understanding of bass lines and chords as a harmonic foundation upon which a melody can be constructed upon and as a foundation for improvisation. Pupils begin by learning about the history, origin and development of the Blues and its characteristic 12-bar Blues structure exploring how a walking bass line is developed from a chord progression. Pupils also explore the effect of adding a melodic improvisation using the Blues scale and the effect which "swung" rhythms have as used in jazz and blues music. Pupils are introduced to seventh chords and how these are formed and their characteristic sound used in jazz and blues music. Pupils examine the lyrics of blues songs before composing their own set of lyrics for a performance of their blues song using different textural layers.	<ol style="list-style-type: none"> <li>1. To learn about music history.</li> <li>2. To develop our ensemble skills.</li> <li>3. To develop listening skills.</li> <li>4. To introduce improvisation skills.</li> <li>5. To perform a 12-bar blues piece of music.</li> </ol>
Rock n Roll	8	This unit introduces pupils to the genre of Rock 'n' Roll and its emergence in the 1950's. Pupils learn about the origins of Rock 'n' Roll and features which are characteristic of its style including bass lines, chords and revise the twelve-bar blues as a basis upon which many Rock 'n' Roll songs are constructed. Pupils learn about the construction of triads and how these are formed from bass lines as a type of chord producing harmony. Pupils take part in an ensemble performance of "Rock Around the Clock" before composing their own Rock 'n' Roll songs using features they have learned about during the unit.	<ol style="list-style-type: none"> <li>1. To continue learning about music in different decades.</li> <li>2. To consolidate our understanding of the 12-bar blues structure.</li> <li>3. To learn about artists from the Rock n roll era.</li> <li>4. To perform 'Hound Dog' and 'Rock around the Clock'</li> </ol>
Work Songs	8	Vocal-based topic centered on both performance and composition of a song.	<ol style="list-style-type: none"> <li>1. To learn about music during the slave trade and its links with blues music.</li> <li>2. To sing a variety of work songs.</li> <li>3. To compose and perform our own work songs.</li> </ol>
Indian Music	8	In this unit, pupils will examine how music is used and performed in a non-Western culture (India). They will develop an awareness of the cultural and historical background of Indian music through listening and compositional tasks and develop their knowledge and skills in	<ol style="list-style-type: none"> <li>1. To learn about music from a different culture.</li> <li>2. To learn about Classical Indian instruments.</li> </ol>

		areas such as scales, improvisation and notation. Pupils will become aware of the terms raga and tala and know how these are constructed, composing and performing their own. Pupils discriminate between Indian and other ethnic music and learn the names of common Indian musical instruments.	3. To play a Raga.
Music and Art	9	This unit aims to explore how pictures and art can provide the inspiration and stimulus for composition.	<ol style="list-style-type: none"> <li>1. Express opinions about different art and how it makes us feel.</li> <li>2. To improvise and create sounds spontaneously by looking at art work.</li> <li>3. To explore graphic scores as a way of creating music.</li> </ol>
Hooks and Riffs	9	Practical based unit where students perform a variety of different hooks and riffs including White Stripes 'Seven Nation Army'.	<ol style="list-style-type: none"> <li>1. Understand how a great deal of different types of music is based on repeated musical patterns.</li> <li>2. Understand and distinguish between Hooks, Riffs and Ostinatos.</li> <li>3. Perform, create and listen to and appraise a range of music from different times and places based on repeated musical patterns.</li> </ol>
Form and Structure	9	This unit begins by exploring question and answer phrases as one of the simplest types of musical structures. Pupils learn about call and response and how musical question and answer phrases balance with each other to form a complete structure. Pupils move onto explore Binary Form exploring how musical contrast is achieved between two different sections and develop this into Ternary Form by repeating the first section at the end to form a musical "sandwich". Finally, pupils look at Rondo Form as a type of recurring musical structure and add contrasting melodic improvisations to a recurring "A" section. Throughout the unit, pupils listen to examples of music based on each of the musical structures they are exploring and compose and perform within these forms. Particular emphasis in this unit is placed on staff notation and melody writing skills and pupils are encouraged to use staff notation or letter names when notating compositions.	<ol style="list-style-type: none"> <li>1. To learn about musical structures.</li> <li>2. To compose variations of Twinkle Twinkle Little Star.</li> </ol>
Audiobooks	9	A cross curricular module where students write their own short story and record their voice,	1. To encourage creativity and imagination through writing stories

		<p>sound effects and music in the recording studio.</p>	<p>while thinking how music could compliment them.</p> <ol style="list-style-type: none"> <li>To learn how to record and experience using music technology.</li> </ol>
Film Music	9	<p>This newly-updated unit aims to give pupils the experience of being “<i>film soundtrack composers</i>” and explores the challenges and musical devices used in film soundtrack composition. The unit focuses on three <i>genres</i> of film soundtrack: <i>Action/Thriller Soundtracks</i>, ‘<i>Western</i>’ <i>Soundtracks</i> and “<i>Horror Movie</i>” <i>Soundtracks</i>. Pupils begin by exploring <i>Leitmotifs</i> and how they have been used to represent certain “characters” or “situations” in films, before exploring how <i>Themes</i> have been used in film soundtracks and performing a number of “<i>James Bond</i>” <i>Themes</i>. Pupils compose their own soundtrack to the new James Bond film trailer “<i>Spectre</i>” learning how film composers use “<i>Cuesheets</i>” to create music to fit with exact timings. Pupils perform a famous <i>Theme</i> from a ‘<i>Western</i>’ exploring how film music composers use instruments “associated” with ‘<i>The Wild West</i>’ to create a sense of <i>Time</i> and <i>Place</i>. Finally, pupils explore soundtracks to “<i>Horror Movies</i>”, learning about <i>Concords</i> and <i>Discords</i> and how composers of “<i>Horror Movies</i>” use <i>Discords</i>, instrumentation and extremes of <i>Pitch</i> to create their own “<i>Horror Movie</i>” soundtrack using a <i>Storyboard</i> to help them with their planning.</p>	<ol style="list-style-type: none"> <li>To learn why music is important in film music.</li> <li>To learn what a leitmotif is.</li> <li>To create our own sound effects using Foley techniques.</li> <li>To spontaneously create sounds to compliment a moving image.</li> <li>To compose a piece of music for film.</li> </ol>
African Music	9	<p>This unit explores the main rhythmic musical features and devices used in African music, particularly the African drumming tradition of West Africa. Pupils learn to perform different drum strokes on a drum before composing, performing and improvising simple rhythms, turning these into cyclic rhythms. These are then combined to form a polyrhythmic texture, characteristic of much African music. Pupils explore the effect of syncopation on rhythms learning about its offbeat feel and its emphasis on weaker beats before exploring how call and</p>	<ol style="list-style-type: none"> <li>To learn about music from another culture.</li> <li>To imitate and play complex rhythms.</li> <li>To develop fine motor skills.</li> <li>To inspire improvisation skills.</li> </ol>

		<p>response is used in African music, improvising, composing and performing their own call and response rhythms. Pupils look briefly at African musical instruments before combining their learning of cyclic and polyrhythms, syncopation and call and response into an African-inspired piece.</p>	
<p>The Greatest Showman (Musicals)</p>	<p>9</p>	<p>This unit explores songs and music from the stage, beginning with an exploration into “What makes up a musical?” Pupils explore the history and developments of elements of a musical, from their origins in opera, before exploring the impact of an “opening number” (‘All That Jazz’) in terms of chords and vamps, putting together a group performance. Pupils move onto rehearse a full class performance of ‘Million Dreams’ from the Greatest Showman. The unit ends with a choice of pathways - teachers can select whether pupils compose their own scene from a musical based on visual stimuli of a slave marketplace, or whether to continue the performance focus of the unit and allow pupils to work on a group performance of a song from a musical - there are plenty of arrangements in a range of difficulty levels here!</p>	<ol style="list-style-type: none"> <li>1. To learn about the history of musicals.</li> <li>2. To sing a variety of musical hits.</li> <li>3. To encourage independent learning.</li> </ol>