

KEY STAGE THREE CURRICULUM KNOWLEDGE AND SKILLS MAPPING TOOL

SUBJECT: Music

		KNOWLEDGE		SKILLS			
YEAR 7		<p>Rhythm – recognise, explain and demonstrate simple rhythmic patterns and ostinati</p> <p>Melody – recognise the notes of the treble clef, be able to create simple melodic structure</p> <p>Structure – recognise simple structures (Rondo, binary/ternary, ground bass)</p> <p>Tonality – recognise the difference between major and minor</p> <p>Timbre – recognise how sound is created and identify differences between instruments</p>		<p>Performance</p> <ol style="list-style-type: none"> maintain a steady pulse maintain an individual instrumental part (rhythmic and melodic) maintain an individual part within an ensemble <p>Analysis</p> <ol style="list-style-type: none"> Listen to music Identify and explain key musical elements (relate to knowledge) Demonstrate understanding of key musical vocabulary <p>Composition</p> <ol style="list-style-type: none"> Create an ostinato based rhythmic piece using a variety of patterns and texture. Create a remix using music technology Create a fanfare with at least two melodic parts 			
		Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
	Content	<p>PULSE Introduction to rhythm</p>	<p>PULSE Rhythm Factory</p>	<p>ORCHESTRA EXPLORERS Introduction to analysis <i>BBC 'Ten Pieces'</i></p>	<p>ORCHESTRA EXPLORERS <i>'In the Hall of the Mountain King'</i></p>	<p>REMIX <i>Pachelbel's 'Canon'</i></p>	<p>ORCHESTRA EXPLORERS Fanfares <i>Star Wars 'Main title'</i></p>
	Skills	<ul style="list-style-type: none"> Understanding pulse Rhythm tags Rhythm grids Ensemble skills Simple time signatures 	<ul style="list-style-type: none"> Rhythm Dictation (dots) Rhythmic notation (rhythm tree with rhythm notation) Developing ensemble skills 	<ul style="list-style-type: none"> Identifying orchestral families (low stake testing) How sound is created Recognising pitch Treble clef 	<ul style="list-style-type: none"> Performance Developing ensemble skills Reading music 	<ul style="list-style-type: none"> Introduction to Music Technology – Cubase Sampling Fusion of genres 	<ul style="list-style-type: none"> Major and Minor Composition Writing music using pitch and rhythm Simple time signatures
	Assessment	Listening skills – Rhythm and Structure	Rhythm factory Sibelius Dynamics and Texture	Listening skills – Timbre and Melody	Extended Writing – Describing the story behind In the Hall of the Mountain King	Final Cubase project Extended Writing – Comparison of remixes of Pachelbel's Canon	Sibelius Listening skills – Harmony

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SUBJECT: Music

		KNOWLEDGE			SKILLS		
YEAR 8		<p>Rhythm – recognise, explain and demonstrate metre and more complex syncopated patterns and notation</p> <p>Melody – recognise the notes of different musical devices such as sequence, scales and arpeggios, imitation to create extended compositions</p> <p>Structure – recognise simple structures (verse/chorus pop songs, 12 bar blues, chord sequences)</p> <p>Tonality – develop awareness and understanding of major and minor; 7th chords</p> <p>Timbre – recognise how sounds can be adapted and identify differences between instruments</p> <p>Texture – recognise how sounds can be combined to create musical contrasts within an ensemble</p>			<p>Performance</p> <ol style="list-style-type: none"> maintain an individual instrumental part (rhythmic and melodic) maintain an individual part within an ensemble develop skills in melodic and rhythmic improvisation <p>Analysis</p> <ol style="list-style-type: none"> Identify and explain key musical elements (relate to knowledge) of world, pop and fusion music Demonstrate understanding of key musical vocabulary Compare and contrast musical features between different pieces of music <p>Composition/arranging</p> <ol style="list-style-type: none"> Create a stylistic, rhythmic piece using a variety of patterns and texture Create an effective cover/arrangement for their own group/band Create an effective arrangement of blues and reggae pieces 		
		Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
	Content	<p>Feel the beat – African, Samba & Junk percussion</p>	<p>Writing for an event GCSE style brief – group composition <i>'compose a piece to open a world music festival' including melody, rhythm, harmony & texture'</i></p>	<p>Under Cover</p>	<p>Under Cover</p>	<p>Blues <i>'Boosey's Blues'</i> <i>'Now's the time'</i> <i>'C Jam Blues'</i> <i>'Worksong'</i></p>	<p>Reggae <i>'Three Little Birds'</i> <i>'One Love'</i> <i>'Ooh La La'</i> <i>'Get Lucky'</i></p>

YEAR 8	Skills	<ul style="list-style-type: none"> • Cross rhythm • Poly rhythm, syncopation • Triplets • Compound time signatures • Harmony • Call & response • Texture & timbre • Structure 	<ul style="list-style-type: none"> • Composing for a specific audience • Part writing 	<ul style="list-style-type: none"> • Performance • Developing ensemble skills • Reading music 	➔	<ul style="list-style-type: none"> • Playing chords, melody and rhythm • Arranging instrumental parts • Exploring rhythmic 'swing' feel 	<ul style="list-style-type: none"> • Develop more extensive / personalised performance skills
	Assessment	<ul style="list-style-type: none"> • Ensemble performances • Reflection Log (Individual performance difficulty) 	<ul style="list-style-type: none"> • Reflection Log (evaluation & understanding the brief) • Recording of composition 	<ul style="list-style-type: none"> • Devising lead sheet • Reflection Log (rehearsal contribution) • Extended writing • Write a critical review 	<ul style="list-style-type: none"> • Extended writing – Music Heroes • Reflection Log (performance evaluation) 	<ul style="list-style-type: none"> • Extended writing – Slave Trade and the Blues • Reflection Log (Individual performance difficulty) 	<ul style="list-style-type: none"> • End of year theory exam • Reflection Log (End of year evaluation)