

# Year 7

# Subject: Music

<p><b>Overview of the year:</b></p> <p><b>Performing:</b> There is a large focus on practical instrumental skills in music. Students will rehearse songs chosen by their teacher as part of a group. They will perform on either: Keyboard, Voice, Ukulele, Percussion, or an instrument that they study outside of school. Students will perform the finished song, as a group, to the rest of the class.</p> <p>Rehearsal and performance will run continuously throughout the year. Singing will be a regular feature in classwork.</p> <p><b>Listening:</b> Our listening lessons cover music from many ages and styles. The keywords from the elements of music will be explored and used to analyse music. There will also be an introduction to music theory and notation. Homework will be fortnightly and support classwork and teach musical notation.</p>	<p><b>Ways to consolidate and extend your learning in Music:</b></p> <ul style="list-style-type: none"> <li>• Listen to a wide range of music at home. Talk about the music, your opinions of it and how it makes you feel.</li> <li>• The best way of improving in music at home is to practice. Where possible, instrumental practice should be focussed and regular. If you are having peripatetic lessons, your teacher will talk to you about practice technique.</li> </ul>
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Half term	Objectives/ enquiry questions in Music Listening Lessons.	Content	Skills	Assessment
1	What are the elements of music?  Keyboard maps and chords.	Pitch, Dynamics, Timbre, Texture, Duration, Tempo The Carnival of the Animals. Learning notes on a keyboard.	Listening to music and identifying differences and features. Playing a keyboard.	Analysis of music using EoM.  Understanding of notes on a keyboard.
2	Instruments of the orchestra Strings, woodwind, brass, percussion  Major and Minor – Feelings in music.	Instruments of the Orchestra.  Words to describe emotion in music. Differences in major and minor chords.	Identifying Timbre by listening.  Describing how different instruments are used in different orchestral pieces and how they differ, describe using the appropriate Elements of Music.	Written analysis of music.  <i>Performance Lessons</i> <i>Rehearsals and Performances with others.</i> C F G chords.
3	Descriptive Music and how can music convey mood and stories.	Peter and the Wolf - Telling a story through music. Pictures at an Exhibition - Connections with Music and Art	Connecting music with stories and letting music inspire to imagination. Identifying composer's ideas and intentions in music and describing using EoM.	Using EoM to describe <i>Performance Lessons</i> <i>Rehearsals and Performances with others.</i> <i>Am chord. Bass riff.</i>
4	Orchestral families and instruments	Benjamin Britten's Young Person's Guide to the Orchestra. Musical Bingo	Identifying the instrumental families in the orchestra through listening.	Working with others.  Performance assessments

## HIGHGATE WOOD SCHOOL: CURRICULUM MAP FOR KEY STAGE 3

			Listening to individual instruments in an orchestra.	
5	How a piece of music is constructed.	Ravel's Bolero. What changes and what does not change. Ostinato, texture, dynamics, structure.	Listening and identifying instruments playing each section.	Analysis of music. Performance assessments
6	My favourite piece of music	Class film making about favourite classical music studied this year.	Research, writing and presentation to camera. Film editing.	Quality of presentation and content of speech to camera.

# Year 8

# Subject: Music

<p><b>Overview of the year:</b></p> <p><b>Performing:</b> There is a large focus on practical instrumental skills in music. Students will rehearse songs chosen by their teacher as part of a group. They will perform on either: Keyboard, Voice, Ukulele, Percussion, or an instrument that they study outside of school. Students will perform the finished song, as a group, to the rest of the class. Rehearsal and performance will run continuously throughout the year.</p> <p><b>Listening:</b> Our listening lessons cover music from many ages and styles. Keywords from the elements of music will be explored and used to analyse music that is heard.</p> <p>Homework will be fortnightly and will contribute to a larger scale project in Autumn term.</p>	<p><b>Ways to consolidate and extend your learning in Music:</b></p> <ul style="list-style-type: none"> <li>• Listen to a wide range of music at home. Talk about the music, your opinions of it and how it makes you feel.</li> <li>• The best way of improving in music at home is to practice. Where possible, instrumental practice should be focussed and regular. If you are having peripatetic lessons, your teacher will talk to you about practice technique.</li> <li>• Listen to your child's performances and help them with homework.</li> </ul>
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Half term	Objectives/ enquiry questions	Content	Skills	Assessment
1	Listen and Analyse Music Dynamics pp – ff Duration semi breve to semi quaver	Explore in detail: Pitch, Dynamics, Timbre, Texture, Duration, Tempo	Listen critically to music, use keywords to describe what is heard, identifying differences and features. Rhythm, Bass, Harmony, Melody.	Rehearsals and Performances with others. Homework project.
2	Structures in Music: Medieval Music, The Blues , Rock & Roll.	Intro, Verse, Chorus, Middle 8, Solo, Outro. History of Music and characteristics.	Listen critically to music, use keywords to describe what is heard, identifying differences and features. Group rehearsals and performance.	Performance assessments. Homework project.
3	How can music convey drama?	The planets Program music Chord choices	Identify what in descriptive music creates the scene or description.	Rehearsals and Performances with others. Homework Theory booklet.
4	How does music enhance films?	Film theme tunes and how they relate to film genre. John Williams. Horror. Leitmotif.	Listen critically to descriptive music, use keywords to describe what is heard, identifying differences and features. Group rehearsals and performance.	Performance assessments. Homework Theory booklet.
5	How do we change mood in music?	Identifying major, minor keys, diminished keys.	Reading and writing music. Group rehearsals and performance.	Rehearsals and Performances with others. Homework project.
6	What makes a style of Music?	Listening to different styles of music.	Characteristics and historic knowledge of Music.	Performance assessments.

## HIGHGATE WOOD SCHOOL: CURRICULUM MAP FOR KEY STAGE 3

		Learning about the history of different styles of music and characteristics.	Group rehearsals and performance.	Homework project.
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# Year 9

# Subject: Music

<p><b>Overview of the year:</b>  <b>There is a large focus on practical work in music.</b>  <b>Performing:</b> Students will rehearse music in groups to perform to their classes. Rehearsal and performance will run continuously throughout the year.  <b>Composing:</b> In composition lessons we create music with features of styles studied. We continue to use music technology and take the students' imac Logic Pro skills to a more advanced stage.  <b>Listening:</b> In our listening lessons we study the history and features of a range of musical styles. Listening to Music and analysing it using Music keywords forms a central part of the lessons.                  There will be further exploration of music theory and notation.                  Homework will be fortnightly and will contribute to larger scale projects</p>	<p><b>Ways to consolidate and extend your learning in Music:</b></p> <ul style="list-style-type: none"> <li>• Listen to a wide range of music at home. Talk about the music, your opinions of it and how it makes you feel.</li> <li>• The best way of improving in music at home is to practice. Where possible, instrumental practice should be focussed and regular. If you are having peripatetic lessons, your teacher will talk to you about practice technique.</li> <li>• Listen to your child's performances and help them with homework.</li> </ul>
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Half term	Objectives/ enquiry questions	Content	Skills	Assessment
1	Recap - Keywords in music Listen and analyse The structure of the Blues.	Elements of Music 12 bar blues. 7 <sup>th</sup> chords. Blues scales. Swung rhythms.	Performing and practice skills. Analysing using Keywords Creating Music in Logic Pro.	12 bar blues composition. Homework project. Performance assessments
2	What is Minimalism?	Steve Reich, Philip Glass, Terry Riley West African rhythms, Indonesian Gamelan, Indian Classical music.	Composing short motifs. Ostinato patterns. Octaves. Polyrythms. Performing and practice skills	Minimalist composition. Homework project. Performance assessments
3	Scales in descriptive music.	Major, minor, whole tone. How to perform on the keyboard. Which chords to use and when.	Composing to a descriptive brief using keyboard skills. The use of more advanced harmony. Performing and practice skills	Descriptive Music Compositions and evaluations. Homework projects Performance assessments
4	Creating atmosphere in film music.	The advanced use of musical elements to convey film atmosphere, character and storyline.	Analysing using Keywords Using augmented and diminished chords. . Use of Sound Effects and Samples. Performing and practice skills	Composition of music for film clips. Homework projects Performance assessments
5	The birth of Disco music.	The development of music technology from 1950 – 1970s. 4 to the floor drum beat, hand claps, syncopated bass line.	Creating a Disco drum beat in Logic Pro 9. Performing and practice skills	Disco composition. Homework projects Performance assessments

### HIGHGATE WOOD SCHOOL: CURRICULUM MAP FOR KEY STAGE 3

6	Dance Music styles since disco.	House, Techno, Drum and Bass and offshoots. Structure of dance music.	Sampling using existing dance track. Performing and practice skills	Dance track composition. Performance assessments
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