

KS 3 PROGRESSION AND PROGRAMME OF STUDY AT A GLANCE

YEAR 7

	Focus	Module	Knowledge gained	Practical skills learned
Term 1	Elements	Building Blocks	<ul style="list-style-type: none"> • Musical elements • Use of classroom percussion/glocks/xylophones • Orchestral instruments 	<ul style="list-style-type: none"> • Composⁿ of sound picture • Group composing skills • 2-4 part singing
		Clocks	<ul style="list-style-type: none"> • <u>pulse/beats</u> • crotchet, minim, quaver • bars, barlines • treble clef pitches 	<ul style="list-style-type: none"> • 2 part singing • group ostinato compositions • clapping rhythms from notation • compose own rhythms
Term 2		Time Keeping	<ul style="list-style-type: none"> • time signatures - march, waltz • pentatonic scale • conducting techniques • repeat, da capo 	<ul style="list-style-type: none"> • singing – following tune • composing own melodies • improvising over pentatonic scale
		Pop Music	<ul style="list-style-type: none"> • drum kit layout and notation • guitar types and roles • basics of amplification 	<ul style="list-style-type: none"> • basic drum kit patterns (worked out on desk/floor) • guitars hands-on
Term 3		Keyboard Work	<ul style="list-style-type: none"> • position of letters on keyboard • link key notes to positⁿ on treble clef • single fingered chord functions • tempo, rhythm, tone functions 	<ul style="list-style-type: none"> • read stave notation on keyboard • ? RH + LH (upper)
		Knowing the Score	<ul style="list-style-type: none"> • 2 part harpsichord/piano score reading • 3 part organ score reading • 6 part SATB + piano score reading 	<ul style="list-style-type: none"> • Bach, Handel, Baroque era • Keyboard instruments – harpsichord, piano, organ • Keyboard instrument mechanics • S A T B choir
Term 4		Step and Leap	<ul style="list-style-type: none"> • Good melody writing • Step Leap Repeat / AABA structure • Binary, Ternary structures • Flats, sharps • Phrases, cadences (perfect/imperfect) 	<ul style="list-style-type: none"> • Melody writing (major scale/modal)
		Medieval Music	<ul style="list-style-type: none"> • Scale, mode • Medieval, renaissance music and instruments • Drone notes (tonic/dominant) • All accidentals 	<ul style="list-style-type: none"> • Modal melody writing
Term 5	Scales	Next Door Neighbours	<ul style="list-style-type: none"> • Semitones, tones • Chromatic scale • Classical period (Beethoven) 	<ul style="list-style-type: none"> • Chromatic scale on keyboard • Chromatic melody (Fur Elise) • Add chords to keyboard melody
Term 6		Scaling the Heights	<ul style="list-style-type: none"> • Major scale, tonic, dominant • Do-Re-Mi etc • Key signatures (G + F Majors) • Tone, semitone • Bass clef notation 	<ul style="list-style-type: none"> • Arrange melody/drone in groups • Perform as a group (in parts)

YEAR 8

	Focus	Module	Knowledge gained	Practical skills learned
Term 1	Scales	The New World	<ul style="list-style-type: none"> • Pentatonic scale • Double reed family (oboe/ cor anglais) • Spirituals (socio-historic context) 	<ul style="list-style-type: none"> • Pentatonic melody composing and performing • Setting words to music (spiritual) • Composing melody over ostinato accompaniment
Term 2		Haunted House	<ul style="list-style-type: none"> • Minor scale • Compound time sig • String instruments (tuning of violin/pizzicato/arco) 	<ul style="list-style-type: none"> • Class ensemble of extended piece from memory • Group composing based on ghost story/atmosphere • Use of effects pedals
		A Passage to India	<ul style="list-style-type: none"> • Raga, Tala, Indian classical musical instruments and structure 	<ul style="list-style-type: none"> • Compose own raga and tala • Revise semitones, drones etc
Term 3	Chords	Sandwiches	<ul style="list-style-type: none"> • Minuet structure • Classical period composers (Haydn/Mozart/Beethoven) • Classical orchestra/chamber genres/symphony/quartet • Key sigs – C, G, F, D majors • Phrases/cadences (I-V, V-I) 	<ul style="list-style-type: none"> • Add simple bass line • Play major scales (C, G, D maj) • Compose melody to rhythm of Haydn minuet • Follow simple minuet scores (Haydn/Mozart/Beethoven)
		Sounding Together	<ul style="list-style-type: none"> • Intervals • Dissonance, consonance 	<ul style="list-style-type: none"> • Perform/compose parallel interval music • Practise/investigate different intervals
Term 4		Advanced Warning	<ul style="list-style-type: none"> • Brass instruments • Natural harmonic series • Chords, triads, major/minor • Adverts/jingles • Fanfares 	<ul style="list-style-type: none"> • Investigate consonant intervals • Perform notes of natural harmonic series • ‘hands on’ brass instruments • Compose fanfare (to given rhythms) • Compose jingles/adverts
Term 5		Musical Journeys	<ul style="list-style-type: none"> • Study and comparison of two orchestral tone poems – both musical journeys 	<ul style="list-style-type: none"> • Listen to <i>Vltava</i> (river journey) • Listen to <i>Little Train of the Caipira</i> (train journey) • Group composition of own imaginary train journey
Term 6		Backing It Up	<ul style="list-style-type: none"> • Riffs, ostinatos • Chords – Tonic, Dominant • Arrangements 	<ul style="list-style-type: none"> • Sing ‘scat’ riffs in several parts • Compose/arrange African folk song in groups • Learn chordal accompaniments for Term 6
		Totally Tropical	<ul style="list-style-type: none"> • Reggae (socio-historic context) • Chords – 7ths • Calypso 	<ul style="list-style-type: none"> • Perf as class with offbeat backing tracks • Compose/arrange reggae style songs • Sing calypso/mento songs • Compose 8 bar calypso to given chord sequence

YEAR 9

	Focus	Module	Knowledge gained	Practical skills learned
Term 1	Structures	The Blues	<ul style="list-style-type: none"> Recap/intro 12 bar blues Chords I, IV, V Blues (socio-historic context) 7ths, guitar chords 	<ul style="list-style-type: none"> perform blues classroom pieces compose own songs to basic blues structure learn guitar chords
			<ul style="list-style-type: none"> Ragtime Piano accompt Comparison: Joplin/Debussy Syncopation/Jazz 	<ul style="list-style-type: none"> Perform ragtime classroom pieces Compose ragtime to given skeleton chord sequence
Term 2		Eine Kleine Raummusic	<ul style="list-style-type: none"> Keyboard skills – split/layer/sequence/MIDI/multitimbal Technology pamphlets: record player, tape recorder, CD player, recording studio Space music for TV/Film <i>The Planets</i> (Holst) <i>Star Wars v Mars</i> 	<ul style="list-style-type: none"> Perform theme tunes Perform Dr Who Sequence 4 part ‘jingles’ Compose own space composition (sequenced)
Term 3		High School Musicals	<ul style="list-style-type: none"> further info about voices details about how voices work different sections of opera/musical (Recit./Aria/Chorus) examples of writers (Mozart, G&S, Andrew Lloyd Webber) how to make up own plot 	<ul style="list-style-type: none"> sing various well known and new choruses compose own choruses/scenes word-setting/word painting
Term 4		The Spice of Life	<ul style="list-style-type: none"> revise building blocks revise chords revise melody writing riffs/ground bass 	<ul style="list-style-type: none"> use melody to compose variation (ancillary notes) sequential development chords/riffs
			<ul style="list-style-type: none"> various new groups: brass quintet/solo violin etc (for some) serial music 	<ul style="list-style-type: none"> revise major/minor chords (for some) compose note row and composition from it
Term 5		Covers	<ul style="list-style-type: none"> rock and pop bands/ history of rock music (1950s – 1990s) analysis of chords/melodies 	<ul style="list-style-type: none"> learn chords/melodies to well-known songs rearrange within group revise guitar chords revise keyboard chords
Term 6		Pupil Power Presentations	<ul style="list-style-type: none"> students’ choice of project to work on how to organise series’ of lessons planning skills 	<ul style="list-style-type: none"> produce PowerPoint presentations, posters, performances, etc