

# Music

**Our intent:** The teaching of KS3 music at Caistor Grammar School aims to engage and inspire pupils to develop a love, understanding and appreciation of music in its many forms, whilst developing the necessary skills to succeed as confident performers and composers. We encourage all students to participate in musical activities, therefore increasing their self-confidence, creativity and sense of achievement. We aim to enrich student's lives by developing their knowledge and appreciation of different styles of music, embracing music from different cultures and traditions. The music curriculum is designed to give students the opportunity to develop their working knowledge and understanding of the elements of music through performing, composing, listening and appraising. The course covers a wide variety of music drawn from many different traditions, including music by Baroque, Classical Romantic and 20th Century composers and explores popular genres including musical theatre, film and song writing. Each unit of work gives students the opportunity to perform as soloists or in ensembles, developing their instrumental and vocal skills with an emphasis on fluency, control and expression. Students are taught music notation and graded music theory throughout the KS3 course and students use Sibelius and other music software create their own compositions. Students are encouraged to participate in termly concerts and services. The music curriculum is built on, but exceeds the National Curriculum and New Model Music Curriculum.

7	a	<b>Pulse and Beats</b> - Students will begin the term with a Base line test; Pulse and Beats - Rhythm note names Semibreves, Minims, crotchets, quavers, and semiquavers; Bars and Bar lines; Dotted notes; Composing with the rhythm clock; Time signatures and beats; To understand the 4 families of instruments followed by a focus on woodwind instruments; Singing- rounds
	b	<b>Pitch and Performance</b> - Students will learn/revise treble clef Note Names; Stem direction; Following a stave; Aural development – identifying pitch; Graphic scores; To listen to and appraise different styles of music; Study orchestral stringed instruments including the Harp; Vocal Performance – Students will rehearse for Christmas performances
	c	<b>Keyboard Skills</b> - Introduction to the keyboard; To understand the direction of pitch and recognise steps, leaps and repetition; To learn the notes on the keyboard; Begin Keyboard scheme 1 – Right hand melodic performance; To understand how to add a left hand accompaniment on the keyboard; To play to a backing beat; To learn about the ELEMENTS – pitch, rhythm, texture, tempo, dynamics, harmony, melody, structure, timbre and tonality; Vocal performance; To study brass instruments
	d	<b>Keyboard Development</b> - Students develop their keyboard skills and theoretical knowledge by playing a variety of repertoire hands together with drums and a backing track; Students continue to study grade 1 terms and signs; To study the Drum Kit
	e	<b>Scales – An introduction to the major scales of C,G,D, F</b> - Accidentals – sharps, Flats and Naturals; To continue to study grade 1 theory – Rests; Performing in pairs and groups – Assault on precinct 13; Untuned / tuned Percussion instruments; Vocal performance; Preparation for end of year exam
	f	<b>Composition</b> - Students will learn how to use 'Compose Yourself' to develop simple compositions; Students will use their keyboard skills to play and help compose melodies; To find sharps, flats and enharmonics on the Keyboard; To identify Tones and Semitones; An introduction to folk music from Ireland, and music from India and China; Vocal performance.
8	a	<b>Dynamic Forces - Score analysis - Score reading and analysis</b> - To follow a score with at least 7 parts and extract information from a score; Perform an independent part in an ensemble from a written percussion score; Rhythmic Notation/ dictation; Subdivision of beats and adding counting to beats; Triplets; Dotted notes and rests; Sibelius Skills; Compose suitable rhythms 4 and 8 bar rhythms for different tuned and untuned percussion instruments; Revise tuned and untuned percussion instruments; Vocal development
	b	<b>Rhythmic Composition – Introduction to Sibelius / Vocal Performance</b> - Sibelius Skills – students will be introduced to the Sibelius programme; Compose a sixteen- bar score for percussion Instruments using Sibelius Software; Revise tuned and untuned percussion instruments; Prepare Choral Performance for the end of term

	c d	<b>The Blues Project</b> - Historical Context of the Blues; The Slave trade; The Triangular Slave trade; Analysis of blues music; Development of the Blues; The musical features of the Blues: 12 bar blues, Blues scale; 12 bar blues – performance; Labelling and analysis of chords; Chords and their inversions; Scales and Keys; The Blues scale/ Blue Notes; Improvising; Blues Artists and the development of Popular styles of music; Composing the Blues
	e	<b>Ragtime</b> - Historical Context of Ragtime; Scott Joplin; The features of Ragtime; Development of Ragtime; Ragtime performance - The Entertainer; Chords and their inversions - Vamping chords; Improvising and composing Ragtime; Piano accompaniments and Vamps; Preparation for end of year exam
	f	<b>Keyboard Skills</b> - Students will continue to develop keyboard skills using differentiated keyboard schemes. Playing with both hands together using more complex chords; Revision of Ledger lines; Compound and simple time; The development of the orchestra; Romantic Music
9	a	<b>Aleatoric / Pentatonic Composition</b> - Revision of theory, rules when composing, and elements used in composition: Rhythm / Pitch / Metre etc. Students compose and learn the process of developing ideas; Students explore major, minor and pentatonic scales: Improvisation and composition; Aleatoric music: How this effects structure; Aleatoric/ Pentatonic composition. Students us Sibelius to compose an Aleatoric/ Pentatonic composition. Compositions performed on the keyboard; John Cage and 20 <sup>th</sup> Century compositional techniques; Minimalism in music; Review of composition
	b	<b>The features of the Baroque Period</b> - Study of the musical features of Baroque music including Structure, texture and instrumentation; The historical and social context of Baroque music including study of Bach, Handel, Purcell, Vivaldi and Pachelbel; Students listening to and analyse Baroque music using key terminology; MAD T SHIRTS is used to analyse the Elements of music; Ground bass as a structure. Students listen to a variety of ground bass compositions; Performing Ground bass – Pachelbel and Nyman Ground bass compositions performed on Keyboards. Class performance; Preparation for the Autumn Concert and Christmas Services
	c	<b>Groundbass – composing to chord Patterns</b> - Composing using chords. Analysis of chords, chord positions and chord patterns; Tonality - Scales, Keys and Key signatures; Harmony, passing and auxilliary notes – melody writing; Students compose melodies from harmonic / progressions using harmony, passing and auxiliary notes.
	d	<b>Ground bass composition</b> - Students arrange a 40 bar Ground bass composition on Sibelius for at least 6 instruments. Students will add dynamics and phrasing and articulation to the score.  <b>The features of the Classical Period</b> - Study of the musical features of Classical music; Students will explore the historical and social context of Classical music including study of Mozart, Haydn and Beethoven; Preparation for end of year exam; Preparation for the Easter Service
	e	<b>Pop Song and song writing</b> - This unit begins by exploring ‘What Makes a Good Song?’ through practical musical investigation of two songs as case studies: “Shape of You” by Ed Sheeran and “Shotgun” by George Ezra; Pupils explore Hooks/Riffs, Structure, Melody and Lyrics through listening and analysis and performing parts of each song as short musical arrangements; Pupils learn about the importance of Hooks and Riffs, Popular Song Structure and the various difference components/sections within, Melodic Motion (Conjunct and Disjunct Motion) and Lyrics within both these case studies and a range of other popular songs; Lead Sheet notation is used throughout the unit and pupils are encouraged to confidently navigate around lead sheets evaluating what musical information is, and is not, included in this form of notation; The unit ends with pupils creating their own musical arrangement of a popular song from a Lead Sheet in their chosen style/genre. This concept of “cover version” is explored by listening and examining a range of different musical arrangements of the same song for stylistic and elemental changes. Pupils are encouraged to explore the resources available to them, the musical information included (and not included) on their lead sheet and to manipulate, refine and adapt existing (and include new) musical material to create their final arrangement.
	f	<b>Film music and descriptive composition – Study of Star Wars – John Williams</b> - The unit begins with an introduction into the purpose of film music and the decisions and challenges a composer of film music faces; Leitmotifs are an important aspect of film music and pupils explore how composers have used these to represent certain characters and situations within films and how, through the manipulation of the elements of music, these can be changed to suit different on-screen situations. Students compose a Leitmotif and discuss ways of developing music; Students critically engage with a range of film music through listening and appraising, together with some performing activities of famous film themes and leitmotifs; Students begin by exploring the James Bond Film Music, where pupils perform the James Bond Leitmotif and Themes before using these in a soundtrack composition for the newest James Bond film trailer. The Unit will conclude with an in-depth study and analysis of the music of John Williams.

*We seek to use lively minds, to work hard, to develop all our talents and to grow through sharing, to be the best version of ourselves*

