



Performing Arts – Music KS3 Curriculum Overview

Curriculum Intent: “To educate each and every unique child in our care to hear and respond to what God calls them to be”.



Amos 6:5

You strum away on your harps like David and improvise on musical instruments.

Year 7 and 8 Music Scheme of Work Overview

<p>Sequencing of topics</p>	<p>Year 7 Project 1: Blues Project 2: Instruments of the Orchestra/Adverts Project 3: Keyboard Skills/RAP</p>	<p>Year 8 Project 4: Reggae Project 5: Adverts Project 6: RAP</p>	<p>Careers Links: ✓ Conductor ✓ DJ ✓ Sound Engineer ✓ Instrument Maker ✓ Music Critic ✓ Promoter</p>
<p>Calendared assessments</p>	<p>Project based learning assessments at the end of each topic of work – which is at the end of each half term</p>		
<p>Personal Development (Cross curricular, Jesuit Values, SMSCV, cultural capital)</p>	<p>Project 1 Pupils will study the history of Blues music, learn to play a piece of Blues music as well learn and practice Improvisation which is a key element of Blues. This will culminate in a performance at the end of the Unit. Pupils will learn about the history of Blues which includes slave songs, early Blues and lyric writing. Pupils will look at the history of the slave trade. Pupils will have the opportunity to reflect on the life of those involved in the slave trade to enhance their understanding and moral compass.</p> <ul style="list-style-type: none"> • Faith-filled and Hopeful – How can I spread hope to all those I encounter? • Active and Curious – What are others experiencing beyond the world around me? <p>Project 2 Pupils will learn about the four families of instruments (instruments specific to an orchestra). Pupils will continue to improve instrumental skills on a keyboard by focussing on a classical piece of music ‘William Tell overture’. Further skills to develop include composition challenging pupils to create their own endings of the section of music given. Pupils will listen to skilled instrumentalists and famous pieces of music performed for movies, TV shows etc... Pupils will be given opportunities to study Birmingham as a cultural capital of musical organisations including CBSO orchestra, CBSO choirs etc... which are based in Birmingham.</p> <ul style="list-style-type: none"> • Attentive and Discerning – How do I fit into the wider world? • Active and Curious – How can I influence others? • Compassionate and Loving – How can I attract others into my life to be positive? <p>Project 3 During this unit pupils will continue to further their keyboard skills by learning how to read basic notation and focus on building on performing confidently. Pupils will learn how to read the music of ‘Fur Elise’ playing by 2 hands and performing to peers. Pupils will be given opportunities to listen to skilled</p>		<p>Project 4 Pupils will learn to play a Reggae song which focuses on the <i>five characteristics of Reggae music</i> whilst also learning about the history of the genre. Paying close attention to specific historical influences. Pupils will need to utilise all rehearsal skills previously used to ensure that such a large group can successfully rehearse together. Pupils will need supported reflection time to adequately target set their next rehearsal and identify successes.</p> <ul style="list-style-type: none"> • Faith-filled and Hopeful – What impact can I have on others? • Learned and Wise – What can I learn from other cultures? • Prophetic and Intentional – Do I remember my role in the wider world? <p>Project 5 Pupils will work in groups creating a product, slogan, jingle and dialogue to advertise their product to a chosen audience. Pupils will learn about how these things contribute to a successful advert. Pupils will use technology to support their outcomes so that they can use live sound fx and music to sell their product.</p> <ul style="list-style-type: none"> • Learned and Wise – How can I be a composer to help those around me? • Grateful and Generous – Am I thankful for the special moments I have in my life? • Compassionate and Loving – How can I attract others into my life to be positivity? <p>Project 6 Pupils will study RAP music including a brief <i>history</i> and create their own <i>bassline, beat</i> and <i>lyrics</i> for a performance. Pupils will draw on key performance skills previously gained to enable them to produce a successful performance. Pupils will work within a group to compose all the element of their song.</p> <ul style="list-style-type: none"> • Eloquent and Truthful – How can I live out my life in the best way? • Attentive and Discerning – How well do I know my own body and what it is capable of?

	<p>instrumentalists performing in prestigious venues, including those in Birmingham</p> <ul style="list-style-type: none"> • Eloquent and Truthful – How can I live out my life in the best way? • Grateful and Generous – Am I thankful for the special moments I have in my life? 	
<p>Progression model</p>	<p>What knowledge will pupils develop? <i>(Including key terminology)</i></p> <p>Project 1 Key facts about the history of Blues Music, I have written successfully verse and chorus lyrics in a Blues style Keywords including: Bass line, Walking bass line, Pitch, Flat, Blues, Lyrics, Rhythm, Introduction, Improvisation.</p> <p>Project 2 Keyboard skills and performance qualities Keywords including: Orchestra, Conductor, Strings, Woodwind, Brass, Percussion, B flat. Pupils will learn about the <i>four families of instruments</i>, where they sit in the orchestra and learn to play the <i>William Tell overture</i>. Pupils will identify key aspects of each family of instruments and be able to explain how they are part of a specific family. Some familiarity with the classical genre.</p> <p>Project 3 Pupils work on keyboards completing a workbook of activities to improve <i>keyboard skills</i> and <i>notation</i> reading. Keywords including: Style, song, voice, tempo, splitter, adaptor, stave, Treble clef, Rhythm, notes. Knowledge on basic piano notation to read music.</p> <p>Project 4 Keywords including: Bass riff, Drum introduction, Off beat chords, Serious lyrics, Melody, Chord. Pupils will learn about the history of Reggae. Pupils will develop their knowledge of Reggae music by listening to classic examples and then learning a specific song for performance.</p> <p>Project 5 Keywords including: Dynamics, Duration, Structure, Lyrics, Tempo, Jingle, Hook, Slogan, Sound FX, Silence. Pupils will look at key qualities that adverts include to replicate in their own advert.</p>	<p>What skills will pupils develop? <i>(Including literacy & Numeracy)</i></p> <p>Project 1 To develop skills to play a complicated Walking bass line using 1 hand and pupils will rehearse to accurately play an improvisation in time Keyboard skills perform with increasing control of instrument-specific techniques Improvise, exploring and developing musical ideas when performing adapt their own musical ideas and refine and improve their own and other's work</p> <p>Project 2 Pupils will develop further instrument skills on the keyboard focussing on a composition element Pupils will further embed their performance skills performing with increasing control of instrument-specific techniques. Rhythmic skill will be rehearsed to enable pupils to play in time with an accurate rhythm.</p> <p>Project 3 Develop skills on how to use a keyboard and its functions. To play the keyboard with a good level of skill playing Fur Elise with 2 hands and the correct rhythm</p> <p>Project 4 Pupils will learn about the elements of reggae music and replicate it in their own cover version. Pupils will utilise their keyboard skills from year 7 and build on this by learning more difficult parts. Pupils will practice working as a group to ensure their performance is successful.</p> <p>Project 5 Pupils will learn about keywords to assist them in creating their advert (literacy) for example slogan, hook etc... Pupils will create and compose their own advert including a jingle (as appropriate) and sound FX.</p> <p>Project 6 Pupils will learn about leadership qualities during rehearsals and in dividing up tasks that need completing.</p>

	<p>Project 6 Keywords including: MCing, Rapping, Spitting the mic, Single time, Double time, Slang, Rhyme, Bass line, Lyrics, Beat, Rhythm, structure, Pulse. Pupils will look at poems and draw on their knowledge from English to assist them in written their own RAP. Pupils will listen to a wide range of RAP songs paying attention to slang, abbreviations etc... that they can mimic in their own RAP</p>	<p>Pupils will learn about the 3 elements of RAP music focussing in stages on bass, beat and lyrics and finally utilising these skills to produce a group RAP performance.</p>
<p>Development homework</p>	<p>Projects 1-3 Takeaway homework: several options looking at blues artists, blues music (both old/modern), comparison of early blues/modern blues, annotating lyrics. 'Musical Munchies' a series of tasks chosen by the pupil to broaden the pupils listening of classical music 'Keyboard skills' elements and processes worksheets</p> <p>Projects 4-6 'Reggae takeaway' a mixtures of listening and written tasks to further embed history of Reggae knowledge Adverts listening exercise to enable pupil to identify keywords from adverts they see or hear at home RAP listening diary and research for lyrics tasks to practice key skills for work in the classroom</p> <p>Career Pathways: Conductor- https://www.connollymusic.com/stringovation/career-path-to-become-a-conductor DJ- https://nationalcareers.service.gov.uk/job-profiles/dj#:~:text=Career%20path%20and%20progression,media%20work%2C%20like%20TV%20presenting. Sound Engineer- https://www.prospects.ac.uk/job-profiles/sound-engineer#:~:text=There's%20no%20set%20career%20path,either%20live%20or%20recorded%20sound. Instrument Maker- https://nationalcareers.service.gov.uk/job-profiles/musical-instrument-maker-repairer Music Critic-https://musiccritic.com/articles/become-music-critic/ Promoter- https://www.careerexplorer.com/careers/music-promoter/how-to-become/</p>	