



# Music

## Key Stage 3 Framework for Learning

### Year 7 2016-2017: Future Foundations

#### First 2 weeks

<b>Knowledge</b>	<p><b>Cosmic</b></p> <ul style="list-style-type: none"> <li>Classroom rules</li> <li>Elements of music</li> <li>Graphic Scores</li> <li>Minimalism</li> </ul> <p>KS4 Link: GCSE: Western Classical Tradition since 1910</p>
<b>Skills</b>	<ul style="list-style-type: none"> <li>Listening skills based on the elements of music</li> <li>Group composing skills based on the elements of music</li> <li>Keyboard performance skills</li> </ul>
<b>Assessment</b>	<ul style="list-style-type: none"> <li>Composition: creation of a graphic score</li> <li>Performance of composed Cosmic Soundscape</li> </ul>
<b>Reward &amp; enrichment</b>	<ul style="list-style-type: none"> <li>Participation in Battle of the Bands</li> <li>Participation in after school clubs (Choir, Steel Pans, Music Technology Club, Rock School, Musical Rehearsals)</li> </ul>
<b>Character</b>	<p>QoS – Optimism: confidence when composing with pupils in the class</p> <p>CV – Optimism: learning how to play an instrument</p> <p>Democracy: working well as a team in performance and composition activities.</p>

#### Autumn 1


<b>Knowledge</b>	<p><b>TV Themes</b></p> <ul style="list-style-type: none"> <li>Learning how to perform notes on the treble clef on keyboards</li> <li>Performing on keyboards with the correct fingers</li> <li>Reading notes of the treble clef</li> <li>Reading basic notation</li> </ul> <p>KS4 Link: GCSE: Western Classical Tradition since 1910</p>
<b>Skills</b>	<ul style="list-style-type: none"> <li>Performing music from notation on keyboards</li> <li>Performing whilst reading basic music notation on the treble clef (extension – performing using notes of the bass clef)</li> <li>Performing using basic rhythms</li> </ul>
<b>Assessment</b>	<ul style="list-style-type: none"> <li>Listening Assessment: a baseline test Performance of chosen TV Themes</li> </ul>
<b>Reward &amp; enrichment</b>	<ul style="list-style-type: none"> <li>Participation in Battle of the Bands</li> <li>Participation in after school clubs (Choir, Steel Pans, Music Technology Club, Rock School, Musical Rehearsals)</li> </ul>
<b>Character</b>	<p>QoS – Optimism: Confidence when performing with pupils in the class</p> <p>CV – Optimism: learning how to play an instrument</p> <p>Democracy – working well as a team in performance and composition activities.</p>




#### Autumn 2

<b>Knowledge</b>	<p><b>Music of the North</b></p> <ul style="list-style-type: none"> <li>Our musical community</li> <li>Singing (The Beatles)</li> <li>Chords (in the treble clef)</li> <li>Textures</li> <li>Learning how to compose for different instruments</li> </ul> <p>KS4 Link: GCSE: Pop Music 1990's to present</p>
<b>Skills</b>	<ul style="list-style-type: none"> <li>Performance skills: singing in unison and in harmony</li> <li>Composition skills: creating music inspired by the North West</li> <li>Performance of compositions on instruments</li> <li>Listening and Appraising skills based on The Beatles</li> </ul>




<b>Assessment</b>	<ul style="list-style-type: none"> <li>• Composition: Compose a piece of music based on the North West</li> <li>• Performance: of a Beatles song</li> <li>• Listening and Appraising: The Beatles music</li> </ul>
<b>Reward &amp; enrichment</b>	<ul style="list-style-type: none"> <li>• Participation in after school clubs (Choir, Steel Pans, Music Technology Club, Rock School, Musical Rehearsals)</li> <li>• Performance in the Winter Concert</li> <li>• Performance in the musical</li> <li>• Performance in End of Year assemblies</li> </ul>
<b>Character</b>	<p>QofS – Empathy  CV – Solidarity, Caring for Others, Equality, Equity  Empathy: supporting others in composition and performance  Solidarity: being proud of the music from Manchester.</p> 



## Spring 1

<b>Knowledge</b>	<p><b>Britten's Guide to the Orchestra</b></p> <ul style="list-style-type: none"> <li>• Instruments of the Orchestra</li> <li>• Composition knowledge on Logic based on instrument families</li> <li>• Playing Techniques</li> </ul> <p>KS4 Link: GCSE: Western Classical Tradition since 1910</p>
<b>Skills</b>	<ul style="list-style-type: none"> <li>• Composition skills in Logic</li> <li>• Composing with a variety of instrument sounds</li> <li>• Listening and Appraising Western Classical Music</li> </ul>
<b>Assessment</b>	<ul style="list-style-type: none"> <li>• Composition: Based on instrument families</li> <li>• Listening and Appraising: Western Classical Music since 1910</li> </ul>
<b>Reward &amp; enrichment</b>	<ul style="list-style-type: none"> <li>• Participation in after school clubs (Choir, Steel Pans, Music Technology Club, Rock School, Big Band)</li> <li>• Participation in the X-Factor</li> </ul>
<b>Character</b>	<p>QofS – Creativity &amp; Curiosity: Learning how to compose using a variety of orchestral instruments  CV – Openness: honesty during composition process and feedback.</p> 

## Spring 2

<b>Knowledge</b>	<p><b>African Music</b></p> <ul style="list-style-type: none"> <li>• African drumming music</li> <li>• African choral music</li> <li>• African culture</li> <li>• Rhythm and Metre: polyrhythms and cross rhythms</li> <li>• Improvisation</li> </ul> <p>KS4 Link: GCSE: Traditional Music</p>
<b>Skills</b>	<ul style="list-style-type: none"> <li>• Composing with a variety of rhythms</li> <li>• Improvisation based on rhythms</li> <li>• Singing skills linked to African choral music</li> <li>• - Listening and Appraising African Music</li> </ul>
<b>Assessment</b>	<ul style="list-style-type: none"> <li>• Composition: African Drumming</li> <li>• Performance: African drumming and African choral music</li> <li>• Listening and Appraising: African Music</li> </ul>
<b>Reward &amp; enrichment</b>	Participation in after school clubs (Choir, Steel Pans, Music Technology Club, Rock School, Big Band)
<b>Character</b>	<p>QofS – Responsibility &amp; Reflection: Reflecting  CV – Honesty &amp; Social Responsibility  Responsibility &amp; Reflection: looking at African culture.</p> 



<b>Summer 1</b>	
<b>Knowledge</b>	<p><b>Ode to Joy</b></p> <ul style="list-style-type: none"> <li>• Learning how to play notes on the treble clef and bass clef</li> <li>• Basic understanding of orchestration</li> <li>• Melodic Devices</li> </ul> <p>KS4 Link: GCSE: Western Classical Tradition 1650 - 1910</p>
<b>Skills</b>	<ul style="list-style-type: none"> <li>• Performance skills on keyboards</li> <li>• Listening and Appraising Melodic Devices</li> <li>• Understanding how to orchestrate chords</li> </ul>
<b>Assessment</b>	<ul style="list-style-type: none"> <li>• Performance: Ode to Joy</li> <li>• Listening and Appraising: Western Classical Music 1650 - 1910</li> </ul>
<b>Reward &amp; enrichment</b>	<ul style="list-style-type: none"> <li>• Participation in after school clubs (Choir, Steel Pans, Music Technology Club, Rock School, Big Band)</li> <li>• Participation in Chorlton Arts Festival activities inside and outside of the classroom)</li> <li>• Participation in Z Arts workshops as part of Chorlton Arts Festival Week</li> <li>• Participation in Composers and Choreographers and Chorlton Young Musician</li> </ul>
<b>Character</b>	<p>QoFS – Practice &amp; Resiliency CV – Self-Help</p> <p>Practice and Resiliency – Independent learning, group composition Self-Help – independent learning when performing on the keyboards.</p> <div style="text-align: right; margin-top: 10px;">  </div>
<b>Summer 2</b>	
<b>Knowledge</b>	<p><b>The Blues</b></p> <ul style="list-style-type: none"> <li>• 12 Bar Blues</li> <li>• History of Blues Music</li> <li>• Walking Bass Line</li> <li>• Improvising melodies</li> <li>• The Blues Scale</li> <li>• Sharps and Flats</li> </ul> <p>KS4 Link: GCSE: Traditional Music</p>
<b>Skills</b>	<ul style="list-style-type: none"> <li>• Composition skills in Sibelius: chords, bass line and melodies</li> <li>• Compositional development techniques</li> <li>• Listening and Appraising Blues Music</li> <li>• Performance based on the 12 bar blues</li> <li>• Improvisation using the blues scale</li> </ul>
<b>Assessment</b>	<ul style="list-style-type: none"> <li>• Composition: based on the 12 bar blues</li> <li>• Performance of the 12 bar blues</li> <li>• Listening and Appraising: End of Year exam</li> </ul>
<b>Reward &amp; enrichment</b>	<ul style="list-style-type: none"> <li>• Participation in after school clubs (Choir, Steel Pans, Music Technology Club, Rock School, Big Band)</li> <li>• Participation in the Summer Music Concert</li> </ul>
<b>Character</b>	<p>QoFS – Motivation CV – Self-Responsibility</p> <p>Motivation and Self Responsibility - History of the blues, the determination of the slaves.</p> <div style="text-align: right; margin-top: 10px;">  </div>