




## Music


### Key Stage 3 Framework for Learning

#### Year 7 2017-2018: 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>Cultural 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</p> <p>Optimism: Confidence when composing with pupils in the class. Learning how to play an instrument. 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>	<p><b>Marking Point 1:</b> Cosmic Performance <b>Marking Point 2:</b> Listening Assessment Base Line Test</p>
<b>Cultural 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</p>




	Confidence when performing with pupils in the class. Learning how to play an instrument.
<b>Autumn 2</b>	
<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>	<p><b>Marking Point 1:</b> Listening and Appraising: Progress Test</p> <p><b>Marking Point 2</b> Composition: Compose a piece of music based on the North West</p>
<b>Cultural 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> <li>- Celebrating musicians from the North West</li> </ul>
<b>Character</b>	 <p>QofS – Empathy</p> <p>Supporting others in composition and performance. Being proud of the music from Manchester.</p>
<b>Spring 1</b>	
<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>	<p><b>Marking Point 1:</b> Recognizing Instruments Test</p> <p><b>Marking Point 2:</b> Playing Techniques Test</p>
<b>Cultural 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>- Understanding contextual information about Western Classical Tradition music</li> </ul>
<b>Character</b>	  <p>QofS – Creativity &amp; Curiosity</p> <p>Curiosity: Learning how to compose using a variety of orchestral instruments.</p>



	Creativity: Being creative using information learnt about instruments of the orchestra when composing.
<b>Spring 2</b>	
<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>	<p><b>Marking Point 1</b> Listening and Appraising: Progress Test</p> <p><b>Marking Point 2</b> Composition: African Drumming</p>
<b>Cultural 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>- Understanding contextual information about music from Africa</li> </ul>
<b>Character</b>	<div style="display: flex; justify-content: space-around; align-items: center;">   </div> <p>QofS – Responsibility &amp; Reflection</p> <p>Reflection: Looking at African culture. Responsibility: Responsibility during group compositions and performances.</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>	<p><b>Marking Point 1</b> Listening and Contextual Information: Linked to Beethoven</p> <p><b>Marking Point 2</b> Performance: Ode to Joy</p>
<b>Cultural enrichment</b>	<p>Participation in after school clubs (Choir, Steel Pans, Music Technology Club, Rock School, Big Band)</p> <ul style="list-style-type: none"> <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>	<div style="display: flex; justify-content: space-around; align-items: center;">   </div> <p>QofS – Practice &amp; Resiliency</p> <p>Resiliency – Independent learning, group composition. Practice: Independent learning when performing on the keyboards.</p>



Summer 2	
<b>Knowledge</b>	<b>The Blues</b> <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> KS4 Link: GCSE: Traditional Music.
<b>Skills</b>	- Composition skills in Sibelius: chords, bass line and melodies - Compositional development techniques - Listening and Appraising Blues Music - Performance based on the 12 bar blues - Improvisation using the blues scale
<b>Assessment</b>	<b>Marking Point 1</b> Listening and Appraising: Progress Test <b>Marking Point 2</b> Composition: based on the 12 bar blues
<b>Cultural enrichment</b>	Participation in after school clubs (Choir, Steel Pans, Music Technology Club, Rock School, Big Band) - Participation in the Summer Music Concert - Understanding the contextual information about Blues music
<b>Character</b>	 QoS – Motivation Motivation when learning for the first time how to compose music through the use of staff notation.