

ST
*M*ARTIN'S
*M*USIC



*Key Stage 3
Curriculum
Booklet*

CURRICULUM INTENT

The St Martin's Key Stage 3 curriculum takes influence from both the National Curriculum guidance and the Model Music Curriculum. It is specifically designed to give students the ability to appreciate and engage positively with many different styles and genres of music, developing musical skills and knowledge through live, practical activities. This enables students to develop a love for the subject, gives them a thirst to expand upon their knowledge and an increased motivation to engage with practical musicianship.

Key Stage 3 Music at St Martin's is exciting and varied, allowing all students to access the subject. Our vision is that all students actively participate in practical music-making, and the St Martin's ethos of THRIVE is embedded into everything we do:

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| Team Worker | Students often work in groups in order to develop their ensemble skills and enhance their musicality. |
| Honest | Students are reflective and provide constructive feedback to one another to ensure good progress. |
| Resilient | Students recognise that regular, focused practice is not only advisable but essential for success. |
| Independent | Students, when not participating in group activities, work independently to develop their individual musical skills. |
| Versatile | Students develop many different practical musical skills on different instruments, through our exciting and varied topics. |
| Empathetic | Students are sensitive to one another, through good ensemble skills and being a respectful, supportive audience. |

This booklet details each topic taught to Years 7, 8 and 9 – a lesson-by-lesson plan, the topic's key objective, skills developed, assessment opportunities, links to KS4, key words and methods of stretch and challenge. It is not entirely prescriptive – our three subject specialists are all experts in separate fields and therefore may slightly modify some topics to tailor them to their own tastes and specialisms, however it provides a clear overview and foundation for the department's intentions and ethos.

Max Harris

Head of Music and Deputy Head of PE and Performing Arts Faculty

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| <p>Year: 7</p> | <p>Topic: Elements</p> | <p>Time: Autumn 1</p> |
| <p>Lesson-by-lesson breakdown:</p> <ol style="list-style-type: none"> 1. Baseline Assessment – Parts 1 and 2 (listening component) 2. Baseline Assessment – Parts 3 and 4 (clapping and singing component) 3. Singing in a round, blob grids exercise, singing in 3-part | <p>Key objective:</p> <ul style="list-style-type: none"> • To give students an introduction to the elements of music and develop basic theoretical knowledge, through the performance of a simple keyboard piece | <p>Assessment:</p> <ul style="list-style-type: none"> • Lessons 1 and 2 – Baseline Assessment • Lesson 6 – Dorian Stomp assessment |
| <ol style="list-style-type: none"> 4. Learning to read rhythms and pitch in the treble clef through instructional videos 5. Start learning ‘Dorian Stomp’ on keyboards in pairs – introduction to reading notes on the stave and transferring it to the keyboards | <p>Links to GCSE:</p> <ul style="list-style-type: none"> • OCR AoS1 – My Music (Performance) • Basic theoretical skills – reading basic notation (required for dictation questions and small-mark rhythm questions) | <p>Stretch and Challenge:</p> <ul style="list-style-type: none"> • Potential to include reading bass clef • Potential to include more challenging notation, such as dotted rhythms • Potential to play independently, hands together |
| <ol style="list-style-type: none"> 6. Finish learning ‘Dorian Stomp’ on keyboards in pairs and assess | <p>Skills developed:</p> <ul style="list-style-type: none"> • Keyboard skills • Ability to read basic rhythms • Ability to read basic treble clef notation • Ensemble skills | <p>Key words:</p> <p>Pulse, beat, rhythm, timbre, tempo, pitch, dynamics, polyrhythm, round, stave, semibreve, minim, crotchet, quaver, semiquaver, rest, treble clef</p> |



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| Year: 7 | Topic: Performance Skills | Time: Autumn 2 |
| <p>Lesson-by-lesson breakdown:</p> <ol style="list-style-type: none"> 1. Retrieval practice – recap of rhythms and pitch on the stave (revision of last half-term’s content, essential for this half term’s understanding) 2. Construction of triads, listening to waltz examples, begin waltz composition on keyboards 3. Revision of triads, continue waltz composition in pairs on keyboards, perform waltzes to the rest of the class 4. Learning chords to ‘Valerie’ on the keyboards 5. Continue learning the chords to ‘Valerie’, this time in larger groups and adding vocals and ukuleles (brief instruction on how to read ukulele diagrams) 6. Finish learning ‘Valerie’ and perform | <p>Key objective:</p> <ul style="list-style-type: none"> • To give students the opportunity for a first live performance in front of peers, through both composition and a cover of a pop song | <p>Assessment:</p> <ul style="list-style-type: none"> • Lesson 3 – Waltz assessment • Lesson 6 – ‘Valerie’ assessment |
| | <p>Links to GCSE:</p> <ul style="list-style-type: none"> • OCR AoS1 – My Music (Composition and Performance) • OCR AoS2 – The Concerto Through Time (Waltz) • OCR AoS5 – Conventions of Pop (Solo Artists from 1990 to present day) | <p>Stretch and Challenge:</p> <ul style="list-style-type: none"> • Potential for students to take a leading role in the group, eg. lead singer • Potential for more advanced keyboard improvisation in waltz composition • Potential to add the 2nd verse and chorus to ‘Valerie’ |
| | <p>Skills developed:</p> <ul style="list-style-type: none"> • Creating triads • Basic composition • Working in a larger ensemble • Developing vocal, ukulele and keyboard skills • Performing to a larger group | <p>Key words:</p> <p>Waltz, chords, triads, melody, composition, improvisation, performance, rhythm, ensemble, structure, ukulele diagram, vocals</p> |



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| <p>Year: 7</p> | <p>Topic: Orchestra</p> | <p>Time: Spring 1</p> |
| <p>Lesson-by-lesson breakdown:</p> <ol style="list-style-type: none"> 1. Overview of the orchestra – different instrument families, listening task categorising instruments and their descriptions by their families 2. Specific focus on strings section – listening to key instruments, learning ‘Ode to Joy’ on keyboards using string sounds 3. Specific focus on woodwind section – listening to key instruments, learning ‘Ode to Joy’ on keyboards using woodwind sounds 4. Specific focus on brass section – listening to key instruments, learning ‘Pirates of the Caribbean’ on keyboard using brass sounds 5. Continuing to learn ‘Pirates of the Caribbean’ using strings, woodwind and brass sounds 6. Performing ‘Pirates’ to class | <p>Key objective:</p> <ul style="list-style-type: none"> • To give students the opportunity to familiarise themselves with the different families and instruments of the orchestra, and their timbres and sonorities | <p>Assessment:</p> <ul style="list-style-type: none"> • Lesson 3 – ‘Ode to Joy’ assessment • Lesson 6 – ‘Pirates of the Caribbean’ assessment |
| | <p>Links to GCSE:</p> <ul style="list-style-type: none"> • OCR AoS1 – My Music (Performance) • OCR AoS2 – The Concerto Through Time (instruments of the orchestra) | <p>Stretch and Challenge:</p> <ul style="list-style-type: none"> • Each piece learned on keyboard has three different levels, allowing the most able students to perform a more challenging version • Opportunity for students who play orchestral instruments to model live to the class |
| | <p>Skills developed:</p> <ul style="list-style-type: none"> • Knowledge of orchestral instruments • Knowledge of different instrumental sonorities and timbres • Keyboard skills – focus on ‘hands together’ • Reading bass clef | <p>Key words:</p> <p>Strings, woodwind, brass, percussion, conductor, violin, viola, cello, double bass, flute, clarinet, oboe, bassoon, trumpet, trombone, French horn, tuba</p> |



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| Year: 7 | Topic: Programme Music | Time: Spring 2/Summer 1/Summer 2 |
| <p>Lesson-by-lesson breakdown:</p> <ol style="list-style-type: none"> 1. Defining the term 'programme music', listening to Vivaldi 'Spring' and considering why the composer's use of musical elements is appropriate, begin composing a piece on GarageBand to represent a season | <p>Key objective:</p> <ul style="list-style-type: none"> • To introduce students to music technology and digital audio workstations, through developing knowledge of manipulating musical elements for descriptive purposes | <p>Assessment:</p> <ul style="list-style-type: none"> • Lesson 2 – Season composition assessment • Lesson 6 – Animal composition assessment |
| <ol style="list-style-type: none"> 2. Introduction to pentatonic scale, improvising melody using these notes, finish season composition and present to class 3. Listening to 'Carnival of the Animals', considering why Saint-Saens' use of musical elements is appropriate, planning animal composition | <p>Links to GCSE:</p> <ul style="list-style-type: none"> • OCR AoS1 – My Music (Composition) • OCR exam component (Appraising) – use of elements to describe music (useful for short-answer questions and 9-markers) | <p>Stretch and Challenge:</p> <ul style="list-style-type: none"> • Potential to use 'Logic Pro X', a more advanced DAW • Opportunity for students to use keyboard skills to create more advanced textures • Opportunity for students to use more advanced music technology effects |
| <ol style="list-style-type: none"> 4. Start animal composition in pairs, using plan developed last lesson 5. Continue animal composition, adding new layers and textures 6. Finish animal composition and present to class | <p>Skills developed:</p> <ul style="list-style-type: none"> • Composing using a DAW • Using musical elements and specific musical terminology to describe images, events or beings • Layering sounds to create different textures • First foray into appraising | <p>Key words:</p> <p>Melody, dynamics, texture, structure, harmony, instrumentation, tempo, technology, digital audio workstation, GarageBand, programme, loops, pentatonic, improvisation</p> |



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| <p>Year: 7</p> | <p>Topic: Rap and Hip Hop</p> | <p>Time: Spring 2/Summer 1/Summer 2</p> |
| <p>Lesson-by-lesson breakdown:</p> <ol style="list-style-type: none"> 1. Looking at the genesis of Rap and Hip Hop, listening to early Hip Hop, discussing themes, looking at rhyming patterns, start planning Rap composition in groups 2. Looking at the development of Hip Hop and cultural influences on artists, listening to more examples, start writing lyrics for Rap compositions 3. Looking at further development of Hip Hop, continue writing lyrics, start learning chords on keyboards 4. Looking at the use of the sung chorus in Hip Hop pieces, continue writing lyrics and practising chords 5. Looking at the use of hooks and melodies in Hip Hop pieces, continue writing lyrics and practising chords, compose melodic hook to add 6. Finish composition and perform | <p>Key objective:</p> <ul style="list-style-type: none"> • To introduce students and develop their knowledge of the Rap genre, and to develop their composition and performance skills through this. | <p>Assessment:</p> <ul style="list-style-type: none"> • Lesson 6 – Performance of Rap composition |
| | <p>Links to GCSE:</p> <ul style="list-style-type: none"> • OCR AoS1 – My Music (Performance and Composition) • OCR AoS5 – Conventions of Pop (Solo Artists from 1990 to present day) | <p>Stretch and Challenge:</p> <ul style="list-style-type: none"> • Students able to play to their own strengths, for example playing the keyboard accompaniment or hook • Students able to use their literacy skills to write poetic lyrics • Opportunity for students to add their own drum beat or chords |
| | <p>Skills developed:</p> <ul style="list-style-type: none"> • First experience of songwriting • Working as an ensemble • Lyric writing – developing literacy skills • Performing as a group to an audience • Creating melodies and hooks • Performing in time to a beat | <p>Key words:</p> <p>Rap, Hip Hop, beat, hook, lyrics, rhyming pattern, verse, chorus, refrain, structure, drums, loops, theme, message, chords, tempo, melody, sampling, Garage, Grime</p> |



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| <p>Year: 7</p> | <p>Topic: Escape from the Vernacular</p> | <p>Time: Spring 2/Summer 1/Summer 2</p> |
| <p>Lesson-by-lesson breakdown:</p> <ol style="list-style-type: none"> 1. Introduction to the question ‘what is music?’, listening to two contrasting pieces (‘4’33’’ and ‘Panic’), composing a keyboard piece inspired by ‘Panic’ 2. Timbre – describing instrumental timbres and creating a multi-timbre piece on xylophones 3. Soundscapes – listening to examples, creating a whole-class soundscape, begin planning aleatoric composition in groups 4. Expressionism – listening to ‘Pierrot Lunaire’ for inspiration, start composing aleatoric composition in groups 5. Minimalism – listening to ‘Clapping Music’ for inspiration, continue composing aleatoric composition in groups 6. Performing aleatoric composition | <p>Key objective:</p> <ul style="list-style-type: none"> • To open students’ eyes to different styles and interpretations of music, and allow them to understand that music does not always follow a strict set of rules by creating an aleatoric composition | <p>Assessment:</p> <ul style="list-style-type: none"> • Lesson 6 – Performance of aleatoric composition |
| | <p>Links to GCSE:</p> <ul style="list-style-type: none"> • OCR AoS1 – My Music (Composition) • OCR AoS3 – Rhythms of the World (describing instrumental timbres) • OCR AoS4 – Film Music (soundscapes) | <p>Stretch and Challenge:</p> <ul style="list-style-type: none"> • Potential for students to use prior instrumental training to contribute to their compositions • Opportunity for students to take leading roles and play solos in group compositions |
| | <p>Skills developed:</p> <ul style="list-style-type: none"> • Ability to play as a large ensemble and follow directions from a conductor • Ability to use different instruments to create different timbres and describe these • Ability to recognise different interpretations of the term ‘music’ | <p>Key words:</p> <p>Vernacular, aleatoric, 20th century, timbre, instrumentation, xylophone, soundscape, tempo, dynamics, structure, solo, expressionism, minimalism</p> |



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| <p>Year: 8</p> | <p>Topic: World Improvisation</p> | <p>Time: Autumn 1/Autumn 2/Spring 1</p> |
| <p>Lesson-by-lesson breakdown:</p> <ol style="list-style-type: none"> 1. Introduction to Indian Classical Music and the tala, drone and raga. Begin composition of Indian Classical piece 2. Continue and finish composing Indian Classical piece 3. Introduction to traditional Chinese music and the key instruments, begin composing Chinese piece using pentatonic scale 4. Continue and finish composing Chinese pentatonic piece 5. Introduction to Calypso music and steel pans, begin composing Calypso piece that includes a bass line, chords, a melody and a drum beat 6. Continue and finish composing Calypso piece | <p>Key objective:</p> <ul style="list-style-type: none"> • To give students the experience of composing in different styles taking influence from multiple different genres around the world | <p>Assessment:</p> <ul style="list-style-type: none"> • Lesson 2 – Indian Classical composition • Lesson 4 – Chinese pentatonic composition • Lesson 6 – Calypso composition |
| | <p>Links to GCSE:</p> <ul style="list-style-type: none"> • OCR AoS1 – My Music (Composition) • OCR AoS3 – Rhythms of the World (Indian Classical Music, Calypso) | <p>Stretch and Challenge:</p> <ul style="list-style-type: none"> • Opportunity for students to compose their own scale (Indian and pentatonic) • Opportunity for students to compose their own percussion line • Opportunity for students to create a more challenging bass line (Calypso) |
| | <p>Skills developed:</p> <ul style="list-style-type: none"> • Improvising a melody based on a given scale • Enhancing ability to use a DAW • Composing to a brief • Following basic notation and a chord sheet | <p>Key words:</p> <p>DAW, GarageBand, India, improvisation, raga, scale, melody, sitar, drone, tampura, tala, tabla, China, pentatonic, black notes, erhu, guzheng, pipa, solo, brief, Calypso, Trinidad, steel pan, bass line, chords</p> |



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| <p>Year: 8</p> | <p>Topic: Reggae</p> | <p>Time: Autumn 1/Autumn 2/Spring 1</p> |
| <p>Lesson-by-lesson breakdown:</p> <ol style="list-style-type: none"> 1. Introduction to Reggae, key features and background, listening comparison of two different Reggae songs, pentatonic improvisation 2. Flats and sharps, creating major and minor chords, semitones, syncopation, start practising 'Three Little Birds' in groups 3. Roles of instruments, continue practising 'Three Little Birds' and perform 4. Listening to modern songs and identify their Reggae features, plan Reggae song composition and begin practising 5. Continue composing and practising Reggae song in groups 6. Finish composing and practising Reggae song in groups and perform | <p>Key objective:</p> <ul style="list-style-type: none"> • To introduce students to chord sequences and off-beat rhythms, through practical exploration of the Reggae genre | <p>Assessment:</p> <ul style="list-style-type: none"> • Lesson 3 – performance of 'Three Little Birds' • Lesson 6 – performance of Reggae song composition |
| | <p>Links to GCSE:</p> <ul style="list-style-type: none"> • OCR AoS1 – My Music (Performance and Composition) • OCR AoS3 – Rhythms of the World (rhythmic features) • OCR AoS5 – Conventions of Pop (song composition) | <p>Stretch and Challenge:</p> <ul style="list-style-type: none"> • Opportunity for students to use their prior instrumental skills to enhance their performance • Opportunity to students to use extended chords (eg. 7th) • Opportunity for students to compose their own melodic riffs |
| | <p>Skills developed:</p> <ul style="list-style-type: none"> • Creating major and minor chords using semitones • Performing using an off-beat rhythm (syncopation) • Performing a cover version of a song in groups, following a chord sheet and ukulele diagrams | <p>Key words:</p> <p>Reggae, Jamaica, off-beat, back beat, chords, syncopation, riff, accent, instrumentation, improvisation, pentatonic, sharp, flat, major, minor, semitone, chord sheet, ukulele diagram</p> |



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| <p>Year: 8</p> | <p>Topic: Vocal Techniques</p> | <p>Time: Autumn 1/Autumn 2/Spring 1</p> |
| <p>Lesson-by-lesson breakdown:</p> <ol style="list-style-type: none"> 1. Background to the term ‘a cappella’, listening to examples, begin creating a vocal version of the song ‘Shape of You’ 2. Recap of key features, continue and finish creating a vocal version of the song ‘Shape of You’ and perform 3. Beatboxing – modelling sounds on drums, listen to examples, create a beatbox pattern in groups 4. Using all the skills developed of the past three lessons, plan and begin creating a vocal-only cover version of an own-choice pop song 5. Continue creating an ‘a cappella’ cover version of an own-choice pop song 6. Finish creating an ‘a cappella’ cover version of an own choice pop song and perform | <p>Key objective:</p> <ul style="list-style-type: none"> • To enhance the students’ knowledge of vocal practice and singing, through the creation of a cover version of a pop song using only voices | <p>Assessment:</p> <ul style="list-style-type: none"> • Lesson 2 – ‘Shape of You’ vocal performance • Lesson 6 – Own choice vocal cover version performance |
| | <p>Links to GCSE:</p> <ul style="list-style-type: none"> • OCR AoS1 – My Music (Performance) • OCR AoS5 – Conventions of Pop (cover versions) | <p>Stretch and Challenge:</p> <ul style="list-style-type: none"> • Opportunity for students to sing in harmony • Opportunity for students to sing the lead vocal line (solo) • Opportunity for students to take a leading role by creating the vocal arrangement |
| | <p>Skills developed:</p> <ul style="list-style-type: none"> • Increased confidence in singing • Ability to beatbox • Ability to work in groups and create harmony • Appraising – listening for key features and mimicking them using the voice | <p>Key words:</p> <p>Voice, ‘a cappella’, texture, bass line, beat, melody, harmony, ensemble, layering, backing vocals, ostinato, beatboxing, bass drum, snare, hi-hat, lyrics, solo</p> |



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| <p>Year: 8</p> | <p>Topic: Music and Media</p> | <p>Time: Spring 2/Summer 1/Summer 2</p> |
| <p>Lesson-by-lesson breakdown:</p> <ol style="list-style-type: none"> 1. Background to the use of music in media, advert recognition task, introduction to jingle, begin radio advert composition task 2. Recap of key terms/themes, continue radio advert composition task and play to class – can they guess the product? 3. Watching several TV adverts – what makes them successful? Plan TV advert music composition – decide the product, the style of music etc. 4. Begin composing music for TV advert based on previous lesson's plan 5. Continuing TV advert music composition project 6. Finish TV advert music composition project and play to class | <p>Key objective:</p> <ul style="list-style-type: none"> • To allow students to develop their music technology skills and recognise the value of music in the modern-day media-centred world, through the composition of both a radio advert jingle and backing music for a TV advert | <p>Assessment:</p> <ul style="list-style-type: none"> • Lesson 2 – radio advert jingle • Lesson 6 – TV advert music composition |
| | <p>Links to GCSE:</p> <ul style="list-style-type: none"> • OCR AoS1 – My Music (Composition) • OCR AoS4 – Film Music (synchronising music with sound) | <p>Stretch and Challenge:</p> <ul style="list-style-type: none"> • Opportunity for students to use a more advanced DAW (Logic Pro X) • Opportunity for students to use their literacy skills to create advanced slogans/voiceovers • Opportunity for students to use more advanced editing techniques |
| | <p>Skills developed:</p> <ul style="list-style-type: none"> • Synchronising music and sound with the moving image • Composing a recognisable and catchy hook/motif • Developing knowledge and use of a DAW | <p>Key words:</p> <p>Media, advertising, visual, audio, jingle, hook, motif, melody, DAW, GarageBand, voiceover, sound FX, synchronisation</p> |



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| <p>Year: 8</p> | <p>Topic: Blues</p> | <p>Time: Spring 2/Summer 1/Summer 2</p> |
| <p>Lesson-by-lesson breakdown:</p> <ol style="list-style-type: none"> 1. Background to the Blues music and how it came about. Influences on the Blues and analysis of 'St Louis Blues'. Start learning the chords and bass line for the 12-Bar Blues on keyboards 2. Blues recap quiz, reminder of the chords and bass line, listen to 'In the Mood', adding this melody to the chords and bass line learnt last week 3. Finish practising the 12-Bar Blues on keyboards and perform 4. Begin writing lyrics using the Blues structure to go with the 12-Bar Blues accompaniment, focusing on appropriate themes 5. Start putting lyrics together with the 12-Bar Blues accompaniment in groups 6. Finish composing Blues song in groups and perform | <p>Key objective:</p> <ul style="list-style-type: none"> • To develop the students' keyboard skills, ability to follow a chord sheet and write lyrics, through the playing of the 12-Bar Blues and composition of a Blues song | <p>Assessment:</p> <ul style="list-style-type: none"> • Lesson 3 – 12-Bar Blues keyboard performance • Lesson 6 – Blues song composition performance |
| | <p>Links to GCSE:</p> <ul style="list-style-type: none"> • OCR AoS1 – My Music (Performance and Composition) • OCR AoS3 – Rhythms of the World (African rhythms) • OCR AoS5 – Conventions of Pop (songwriting) | <p>Stretch and Challenge:</p> <ul style="list-style-type: none"> • Opportunity for students to improvise their own keyboard melody to the 12-Bar Blues • Opportunity for students to use their prior skills to play the chords on another instrument, eg. guitar |
| | <p>Skills developed:</p> <ul style="list-style-type: none"> • Reading a chord sheet, treble clef notation for the melody and bass clef notation for the bass line • Improvising a melody • Lyric writing • Putting multiple components of a song together | <p>Key words:</p> <p>Blues, jazz, swing, Rock 'n' Roll, RnB, 12-Bar Blues, structure, chords, bass line, melody, improvise, comping, syncopation, treble clef, bass clef, lyrics, rhyming structure</p> |



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| Year: 8 | Topic: Samba | Time: Spring 2/Summer 1/Summer 2 |
| <p>Lesson-by-lesson breakdown:</p> <ol style="list-style-type: none"> 1. Introduction to Samba – heritage and key musical features, instruments, learn to play the key breaks on percussion instruments 2. Half the lesson spent learning a key Samba melody on the keyboards (Samba de Janeiro), the remainder spent putting together the main groove on percussion instruments 3. Putting the accompaniment together with the melody to Samba de Janeiro on keyboards, then putting the breaks together with the main groove on percussion instruments | <p>Key objective:</p> <ul style="list-style-type: none"> • To develop the students’ ability to play rhythmically in a large ensemble and follow musical instructions from a leader, through practical exploration of Samba | <p>Assessment:</p> <ul style="list-style-type: none"> • Lesson 4 – ‘Samba de Janeiro’ keyboard assessment • Lesson 5 – Samba percussion assessment |
| | <p>Links to GCSE:</p> <ul style="list-style-type: none"> • OCR AoS1 – My Music (Performance) • OCR AoS3 – Rhythms of the World (Samba) | <p>Stretch and Challenge:</p> <ul style="list-style-type: none"> • The most able students will be given the surdos to play, which are the most challenging instrument • Surdo rhythms can be made more challenging as appropriate • Opportunity for certain students to play solos in percussion breaks |
| <ol style="list-style-type: none"> 4. Finish learning and perform ‘Samba de Janeiro’ on keyboards 5. Finish learning and perform the breaks and main groove on percussion instruments 6. Percussion polyrhythmic composition | <p>Skills developed:</p> <ul style="list-style-type: none"> • Playing in time in polyrhythm with a large ensemble • Percussion skills • Keyboard skills – reading treble and bass clef and playing hands together • Following signals from a leader and participating in ‘call and response’ | <p>Key words:</p> <p>Samba, polyrhythm, call and response, ostinato, percussion, carnival, surdo, caixa, apito, agogo bell, timba, chocalho, ganza, tamborim (tam), break, leader, melody, chords, bass line</p> |



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| <p>Year: 9</p> | <p>Topic: Dance Remix</p> | <p>Time: Autumn 1/Autumn 2/Spring 1</p> |
| <p>Lesson-by-lesson breakdown:</p> <ol style="list-style-type: none"> 1. Introduction to Dance Remix, experimenting with layering and looping on GarageBand 2. Begin remixing the song 'One Kiss' using existing stems, experimenting with the reverb and fade functions 3. Continuing with 'One Kiss' remix, adding structure to the piece to create an authentic arrangement 4. Learn how to produce a 'stutter' effect, adding this into 'One Kiss' remix projects 5. Using all of the techniques and skills developed over the past few lessons, either refining the 'One Kiss' remix project or starting a new project using other existing stems 6. Finish remix projects and play to class | <p>Key objective:</p> <ul style="list-style-type: none"> • To further students' arrangement and music technology skills through the creation of a dance remix track using existing stems | <p>Assessment:</p> <ul style="list-style-type: none"> • Lesson 6 – remix project |
| | <p>Links to GCSE:</p> <ul style="list-style-type: none"> • OCR AoS1 – My Music (Composition) • OCR AoS5 – Conventions of Pop (arrangement of a pop song) | <p>Stretch and Challenge:</p> <ul style="list-style-type: none"> • Opportunity for students to use a more advanced DAW (Logic Pro X) • Opportunity for students to use more advanced techniques (eg. EQ, panning) • Opportunity for students to create and record their own riffs/hooks |
| | <p>Skills developed:</p> <ul style="list-style-type: none"> • More advanced ability to use a DAW • Ability to edit and manipulate audio samples • Ability to arrange and structure a pop song | <p>Key words:</p> <p>Remix, DAW, GarageBand, layering, looping, four to the floor, samples, stems, textures, cut, editing, reverb, fade, automation, structure, mix in, main section, breakdown, mix out, BPM, EQ, reverse playback, stutter, sound FX</p> |



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| <p>Year: 9</p> | <p>Topic: Keyboard Skills</p> | <p>Time: Autumn 1/Autumn 2/Spring 1</p> |
| <p>Lesson-by-lesson breakdown:</p> <ol style="list-style-type: none"> 1. Introduction to the piano and correct playing technique, introduction to video keyboard tutorials, start learning a defined piece from one of the genres 2. Evolution of piano music, recap of all key information learnt last lesson, start learning a defined piece from a different genre to last lesson 3. Structure of the piano, recap of technique, start learning a defined piece from the final genre 4. The synthesizer, start learning a piece of the students' own choice using video tutorials 5. The 'double-threat', continue learning own choice piece using video tutorials 6. Finish learning and perform own-choice piece | <p>Key objective:</p> <ul style="list-style-type: none"> • To develop students' ability to perform and enhance their keyboard skills, through innovative technology rather than conventional theoretical practice | <p>Assessment:</p> <ul style="list-style-type: none"> • Lesson 6 – performance of piece learned on the piano |
| | <p>Links to GCSE:</p> <ul style="list-style-type: none"> • OCR AoS1 – My Music (Performance) • OCR AoS2 – The Concerto Through Time (performance of Classical pieces) • OCR AoS4 – Film Music (performance of pieces of film music) • OCR AoS5 – Conventions of Pop (performance of pop songs) | <p>Stretch and Challenge:</p> <ul style="list-style-type: none"> • Opportunity for talented vocalists to add singing to their performances • Opportunity to perform solo, hands together • Opportunity to learn pieces of a higher difficulty or at a faster tempo |
| | <p>Skills developed:</p> <ul style="list-style-type: none"> • Refined and enhanced ability to play the piano/keyboard • Using the correct technique when playing the instrument • Working with another student to produce a complete performance | <p>Key words:</p> <p>Piano, keyboard, tutorial, left hand, right hand, technique, scalar, harmonic, homophonic, pedals, solo, tempo, Pop, Film, Classical, genre, synthesizer, double-threat</p> |



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| Year: 9 | Topic: Cover Versions | Time: Autumn 1/Autumn 2/Spring 1 |
| <p>Lesson-by-lesson breakdown:</p> <ol style="list-style-type: none"> 1. Definition of the term 'cover version', research task – using musical terms to compare cover vs. original 2. Plan and begin creating a cover version of the song 'Stand By Me' in groups 3. Finish creating a perform a cover version of the song 'Stand By Me' in groups 4. Plan and begin creating a cover version of an own choice song in groups, using chord sheets and a variety of instruments 5. Continue creating own choice cover version in groups 6. Finish creating own choice cover version and perform | <p>Key objective:</p> <ul style="list-style-type: none"> • To develop skills in group performance, musical arrangement and instrumental technique through the creation of a cover version of a pop song | <p>Assessment:</p> <ul style="list-style-type: none"> • Lesson 3 – 'Stand By Me' cover version in groups • Lesson 6 – own choice cover version in groups |
| | <p>Links to GCSE:</p> <ul style="list-style-type: none"> • OCR AoS1 – My Music (Performance, particularly ensemble) • OCR AoS5 – Conventions of Pop (creating a cover of a pop song) | <p>Stretch and Challenge:</p> <ul style="list-style-type: none"> • Opportunity for students to choose more challenging repertoire to cover • Opportunity for students to use prior instrumental technique to enhance cover versions • Opportunity for students to create vocal harmony or perform a solo |
| | <p>Skills developed:</p> <ul style="list-style-type: none"> • Ensemble performance and playing different instruments • Ability to create a live arrangement of a song • Appraising – picking out elements and describing them • Reading chord sheets | <p>Key words:</p> <p>Cover, style, genre, tempo, timbre, instrumentation, texture, dynamics, arrangement, technique, ensemble, pop, style, harmony, chord sheets, ukulele diagrams, percussion</p> |



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| <p>Year: 9</p> | <p>Topic: Film Music</p> | <p>Time: Spring 2/Summer 1/Summer 2</p> |
| <p>Lesson-by-lesson breakdown:</p> <ol style="list-style-type: none"> 1. Listening to and comparing leitmotifs and clichés, plan and begin creating a leitmotif for a film or TV character 2. Expand on and finish creating leitmotif, play to class – which character is it? 3. Listening activity for different characters and their leitmotifs, improvise a soundtrack for a short cartoon clip 4. Begin composing a piece of music that accompanies and synchronises with a film clip from either Harry Potter or James Bond 5. Continue with Harry Potter or James Bond film composition task 6. Finish composing film soundtrack and play to class | <p>Key objective:</p> <ul style="list-style-type: none"> • To enhance students’ compositional skills and refine their ability to synchronise music with the moving image, through composing leitmotifs and a full piece of music to accompany a film clip | <p>Assessment:</p> <ul style="list-style-type: none"> • Lesson 2 – leitmotif composition • Lesson 6 – film soundtrack composition |
| | <p>Links to GCSE:</p> <ul style="list-style-type: none"> • OCR AoS1 – My Music (Composition) • OCR AoS4 – Film Music | <p>Stretch and Challenge:</p> <ul style="list-style-type: none"> • Opportunity for students to use a more advanced DAW (Logic Pro X) • Opportunity for students to use their prior instrumental skill to enhance their compositions • Opportunity for students to record in/notate live instrumental parts |
| | <p>Skills developed:</p> <ul style="list-style-type: none"> • Synchronising music and sound with the moving image • Creating leitmotifs • Composing music that is appropriate for the scene it is describing • Choosing appropriate combinations of instruments | <p>Key words:</p> <p>DAW, GarageBand, cliché, leitmotif, mood, tempo, tonality, rhythmic/melodic idea, instrumentation, pitch, dynamics, Mickey Mousing, sound FX, soundscape, improvisation, loops, software instruments, underscore</p> |



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| <p>Year: 9</p> | <p>Topic: Protest Songs</p> | <p>Time: Spring 2/Summer 1/Summer 2</p> |
| <p>Lesson-by-lesson breakdown:</p> <ol style="list-style-type: none"> 1. Definitions of key terms and listen to examples, appraising task – listening to notable protest songs and picking out their key elements 2. Lyric writing – listening to examples of pertinent lyrics and beginning to write lyrics for own protest songs in groups | <p>Key objective:</p> <ul style="list-style-type: none"> • To develop and enhance students' songwriting skills, through the medium of a theme or topic about which they are passionate | <p>Assessment:</p> <ul style="list-style-type: none"> • Lesson 6 – performance of protest song composition |
| <ol style="list-style-type: none"> 3. Chord sequences – listening to examples, creating and practising chord sequences and putting them together with lyrics for own protest songs 4. Sampling – listening to examples, adding samples to own protest songs and continuing to practice | <p>Links to GCSE:</p> <ul style="list-style-type: none"> • OCR AoS1 – My Music (Composition and Performance) • OCR AoS5 – Conventions of Pop (songwriting in a pop style) | <p>Stretch and Challenge:</p> <ul style="list-style-type: none"> • Opportunity for students to use their literacy skills to write sophisticated lyrics • Opportunity for students to create vocal harmonies • Opportunity for students to use prior instrumental skill to enhance song |
| <ol style="list-style-type: none"> 5. Continuing to write lyrics, chords and practising own protest songs 6. Performances of protest song compositions to the class | <p>Skills developed:</p> <ul style="list-style-type: none"> • Lyric writing for a specific theme or topic • Creating a chord sequence • Composing and performing in an ensemble • Putting multiple elements together to create a song | <p>Key words:</p> <p>Songwriting, themes, lyrics, structure, verse, chorus, intro, middle 8, harmony, syllabic, melismatic, rap, interval, chord sequence, sampling, ensemble, beat, rhythm</p> |



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| <p>Year: 9</p> | <p>Topic: African Drumming</p> | <p>Time: Spring 2/Summer 1/Summer 2</p> |
| <p>Lesson-by-lesson breakdown:</p> <ol style="list-style-type: none"> 1. Context and background to African drumming, descriptions and modelling of key instruments, correct posture, learning 'call and response' and creating the three different tones 2. Recap of instruments, history of the djembe, recap of posture and tones, ensemble skills, improvisation game, creating a 3-part polyrhythm 3. Forbidden rhythm game, adding call and response, continuing with whole-class polyrhythms, adding an introduction 4. Adding more parts to polyrhythm, starting polyrhythm composition in groups 5. Continuing with polyrhythmic composition, adding introduction 6. Finish polyrhythmic composition and perform | <p>Key objective:</p> <ul style="list-style-type: none"> • To enhance students' ability to play percussion rhythmically in a large ensemble and follow musical instructions from a leader, through practical exploration of African drumming | <p>Assessment:</p> <ul style="list-style-type: none"> • Lesson 6 – polyrhythmic composition assessment |
| | <p>Links to GCSE:</p> <ul style="list-style-type: none"> • OCR AoS1 – My Music (Performance and Composition) • OCR AoS3 – Rhythms of the World (traditional African drumming) | <p>Stretch and Challenge:</p> <ul style="list-style-type: none"> • The most able students will naturally contribute more advanced rhythms and be able to play in time with the polyrhythm • Opportunity for students to be able to improvise solos and play more challenging rhythms |
| | <p>Skills developed:</p> <ul style="list-style-type: none"> • Playing in time in polyrhythm with a large ensemble • Percussion skills, creating different tones on the drum • Following signals from a leader (master drummer) and participating in 'call and response' | <p>Key words:</p> <p>Ensemble, solo, polyrhythm, cyclic pattern, ostinato, call and response, master drummer, improvisation, djembe, talking drum, gankogui, shekere, mbira, bass, tone, slap, introduction</p> |