

Key Stage 3 Overview

<p>KS3 Module 1: Baseline Assessment <i>(Year 7 Module 1 of 6 – start date W.C. 06.09.21)</i></p>	<p>KS3 Module 2: Rhythms of the World <i>(Year 7 Module 2 of 6 – start date W.C. 01.11.21)</i></p>	<p>KS3 Module 3: Film Melodies <i>(Year 7 Module 3 of 6 – start date W.C.05.01.22)</i></p>
<p>Knowledge <i>What pupils will know</i></p>	<p>Knowledge <i>What pupils will know</i></p>	<p>Knowledge <i>What pupils will know</i></p>
<p>Pitch, dynamics, tempo, timbre/sonority, texture, silence, rhythm/duration, structure, instrumentation, melody Quaver, crotchet, minim, semibreve Treble clef notes on the stave</p> <p>KTC1: To understand how the elements of music can be used in a piece of music. KTC2: To know basic note values (i.e. quaver, crotchet, minim) KTC3: To have an awareness of the notes of the treble clef on the stave</p>	<p>Rhythm, beat, note duration, pulse, time signature, exploring notation Quaver, crotchet, minim, semibreve</p> <p>KTC1: To understand how the elements of music can be used in a piece of music. KTC2: To know basic note values (i.e. quaver, crotchet, minim)</p>	<p>Confidence, projection, solo/ensemble work Treble clef notes on the stave</p> <p>KTC1: To understand how the elements of music can be used in a piece of music. KTC3: To have an awareness of the notes of the treble clef on the stave</p>
<p>Skill <i>What pupils will be able to do</i></p>	<p>Skill <i>What pupils will be able to do</i></p>	<p>Skill <i>What pupils will be able to do</i></p>
<p>Basic performance techniques (i.e. hand position on keyboard) Creation of simple ideas, use of rhythm and time signature, use of melodic development Appraisal skills, application of vocabulary, identification of music theory</p> <p>STC1: To perform with a sense of rhythm and/or melody STC2: To create simple ideas using appropriate musical notation STC3: To identify musical elements aurally and visually using basic vocabulary</p>	<p>Basic performance techniques (i.e. hand position on African drums), structure in performance (i.e. C&R) Creation of simple ideas, use of rhythm and time signature, creation of ideas in performance</p> <p>STC1: To perform with a sense of rhythm and/or melody STC2: To create simple ideas using appropriate musical notation</p>	<p>Basic performance techniques (i.e. hand position on keyboard), rehearsal skills, replication of known rhythms</p> <p>STC1: To perform with a sense of rhythm and/or melody</p>

KS3 Module 4: Music Technology 1 <i>(Year 7 Module 4 of 6 – start date W.C. 28.02.22)</i>	KS3 Module 5: Great Composers 1 <i>(Year 7 Module 5 of 6 – start date W.C. 25.04.22)</i>	KS3 Module 6: Music and the Brain <i>(Year 7 Module 6 of 6 – start date W.C.06.06.22)</i>
Knowledge <i>What pupils will know</i>	Knowledge <i>What pupils will know</i>	Knowledge <i>What pupils will know</i>
Structure, form, melody, instrumentation, pitch, rhythm, tempo Quaver, crotchet, minim, semibreve Treble clef notes on the staff KTC1: To understand how the elements of music can be used in a piece of music. KTC2: To know basic note values (i.e. quaver, crotchet, minim) KTC3: To have an awareness of the notes of the treble clef on the staff	Confidence, projection, solo/ensemble work Treble clef notes on the staff KTC1: To understand how the elements of music can be used in a piece of music. KTC3: To have an awareness of the notes of the treble clef on the staff	Confidence, projection, solo/ensemble work Quaver, crotchet, minim, semibreve KTC1: To understand how the elements of music can be used in a piece of music. KTC2: To know basic note values (i.e. quaver, crotchet, minim)
Skill <i>What pupils will be able to do</i>	Skill <i>What pupils will be able to do</i>	Skill <i>What pupils will be able to do</i>
Creation of simple ideas, use of rhythm and time signature, use of melodic development Appraisal skills, application of vocabulary, identification of music theory STC2: To create simple ideas using appropriate musical notation STC3: To identify musical elements aurally and visually using basic vocabulary	Basic performance techniques (i.e. hand position on keyboard), rehearsal skills, replication of known rhythms Appraisal skills, application of vocabulary, identification of music theory STC1: To perform with a sense of rhythm and/or melody STC3: To identify musical elements aurally and visually using basic vocabulary	Basic performance techniques (i.e. hand position on keyboard), rehearsal skills, replication of known rhythms Appraisal skills, application of vocabulary, identification of music theory STC1: To perform with a sense of rhythm and/or melody STC3: To identify musical elements aurally and visually using basic vocabulary

KS3 Module 7: Hooks and Riffs <i>(Year 8 Module 1 of 5 – start date W.C. 06.09.21)</i>	KS3 Module 8: Music Technology 2 <i>(Year 8 Module 2 of 5 – start date W.C. 01.11.21)</i>	KS3 Module 9: The Blues (extended project) <i>(Year 8 Module 3 of 5 – start date W.C.05.01.22)</i>
Knowledge <i>What pupils will know</i>	Knowledge <i>What pupils will know</i>	Knowledge <i>What pupils will know</i>
<p>Pitch, dynamics, tempo, timbre/sonority, texture, silence, rhythm/duration, structure, instrumentation, melody Quaver, crotchet, minim, semibreve, dotted notes, ties Treble clef notes on the stave, ledger lines</p> <p>KTC1: To know and identify what musical elements are being used in some genres of music KTC2: To know a range of note values singularly and in groupings KTC3: To know the notes of the treble clef on the stave and have an awareness of ledger lines</p>	<p>Rhythm, beat, note duration, pulse, time signature, exploring notation Quaver, crotchet, minim, semibreve, dotted notes, ties</p> <p>KTC1: To know and identify what musical elements are being used in some genres of music KTC2: To know a range of note values singularly and in groupings</p>	<p>Confidence, projection, solo/ensemble work Structure, form, melody, instrumentation, pitch, rhythm, tempo Treble clef notes on the stave, ledger lines Quaver, crotchet, minim, semibreve, dotted notes, ties</p> <p>KTC1: To know and identify what musical elements are being used in some genres of music KTC2: To know a range of note values singularly and in groupings KTC3: To know the notes of the treble clef on the stave and have an awareness of ledger lines</p>
Skill <i>What pupils will be able to do</i>	Skill <i>What pupils will be able to do</i>	Skill <i>What pupils will be able to do</i>
<p>Basic performance techniques (i.e. hand position on keyboard) Creation of simple ideas, use of rhythm and time signature, use of melodic development Appraisal skills, application of vocabulary, identification of music theory</p> <p>STC1: To perform using basic techniques appropriate to the instrument STC2: To create contrasting ideas using appropriate musical notation STC3: To identify musical elements aurally and visually using appropriate vocabulary</p>	<p>Basic performance techniques (i.e. hand position on African drums), structure in performance (i.e. C&R) Creation of simple ideas, use of rhythm and time signature, creation of ideas in performance</p> <p>STC1: To perform using basic techniques appropriate to the instrument STC2: To create contrasting ideas using appropriate musical notation</p>	<p>Basic performance techniques (i.e. hand position on keyboard), rehearsal skills, replication of known rhythms Creation of simple ideas, use of rhythm and time signature, use of melodic development Appraisal skills, application of vocabulary, identification of music theory</p> <p>STC1: To perform using basic techniques appropriate to the instrument STC2: To create contrasting ideas using appropriate musical notation STC3: To identify musical elements aurally and visually using appropriate vocabulary</p>

KS3 Module 10: Great Composers 2 <i>(Year 8 Module 4 of 5 – start date W.C. 25.04.22)</i>	KS3 Module 11: Chair Drumming <i>(Year 8 Module 5 of 5 – start date W.C. 06.06.22)</i>	KS3 Module 12: Rap & Pop (extended project) <i>(Year 9 Module 1 of 5 – start date W.C.06.09.21)</i>
Knowledge <i>What pupils will know</i>	Knowledge <i>What pupils will know</i>	Knowledge <i>What pupils will know</i>
<p>Confidence, projection, solo/ensemble work Treble clef notes on the stave, ledger lines</p> <p>KTC1: To know and identify what musical elements are being used in some genres of music KTC3: To know the notes of the treble clef on the stave and have an awareness of ledger lines</p>	<p>Confidence, projection, solo/ensemble work Basic percussion notation Quaver, crotchet, minim, semibreve, dotted notes, ties</p> <p>KTC1: To know and identify what musical elements are being used in some genres of music KTC2: To know a range of note values singularly and in groupings</p>	<p>Pitch, dynamics, tempo, timbre/sonority, texture, silence, rhythm/duration, structure, instrumentation, melody Quaver, crotchet, minim, semibreve, dotted notes, ties, triplets, time signatures Confidence, projection, solo/ensemble work Treble clef notes on the stave, ledger lines</p> <p>KTC1: To know how the musical elements impact on the listener in a range of musical style and genres KTC2: To know a range of more complex note values (i.e. dotted and triplets) KTC3: To know the notes of the treble clef including ledger lines</p>
Skill <i>What pupils will be able to do</i>	Skill <i>What pupils will be able to do</i>	Skill <i>What pupils will be able to do</i>
<p>Basic performance techniques (i.e. hand position on keyboard), rehearsal skills, replication of known rhythms</p> <p>STC1: To perform using basic techniques appropriate to the instrument</p>	<p>Creation of simple ideas, use of rhythm and time signature, use of melodic development Appraisal skills, application of vocabulary, identification of music theory</p> <p>STC2: To create contrasting ideas using appropriate musical notation STC3: To identify musical elements aurally and visually using appropriate vocabulary</p>	<p>Basic performance techniques (i.e. hand position on keyboard) Creation of simple ideas, use of rhythm and time signature, use of melodic development Appraisal skills, application of vocabulary, identification of music theory</p> <p>STC1: To perform using techniques appropriate to the instrument STC2: To create a variety of ideas using appropriate musical notation STC3: To identify musical elements aurally and visually using a range of musical vocabulary</p>

Key Stage 3 Overview

KS3 Module 13: Music Technology 3 <i>(Year 9 Module 2 of 5 – start date W.C. 05.01.22)</i>	KS3 Module 14: Fusion Drumming <i>(Year 9 Module 3 of 5 – start date W.C. 28.02.22)</i>	KS3 Module 15: Great Composers 3 <i>(Year 9 Module 4 of 5 – start date W.C.25.04.22)</i>
Knowledge <i>What pupils will know</i>	Knowledge <i>What pupils will know</i>	Knowledge <i>What pupils will know</i>
<p>Structure, form, melody, instrumentation, pitch, rhythm, tempo Quaver, crotchet, minim, semibreve, dotted notes, ties, triplets, time signatures Treble clef notes on the stave, ledger lines</p> <p>KTC1: To know how the musical elements impact on the listener in a range of musical style and genres KTC2: To know a range of more complex note values (i.e. dotted and triplets) KTC3: To know the notes of the treble clef including ledger lines</p>	<p>Confidence, projection, solo/ensemble work Structure, form, melody, instrumentation, pitch, rhythm, tempo Quaver, crotchet, minim, semibreve, dotted notes, ties, triplets, time signatures</p> <p>KTC1: To know how the musical elements impact on the listener in a range of musical style and genres KTC2: To know a range of more complex note values (i.e. dotted and triplets)</p>	<p>Confidence, projection, solo/ensemble work Treble clef notes on the stave, ledger lines</p> <p>KTC1: To know how the musical elements impact on the listener in a range of musical style and genres KTC3: To know the notes of the treble clef including ledger lines</p>
Skill <i>What pupils will be able to do</i>	Skill <i>What pupils will be able to do</i>	Skill <i>What pupils will be able to do</i>
<p>Creation of simple ideas, use of rhythm and time signature, use of melodic development Appraisal skills, application of vocabulary, identification of music theory</p> <p>STC2: To create a variety of ideas using appropriate musical notation STC3: To identify musical elements aurally and visually using a range of musical vocabulary</p>	<p>Basic performance techniques (i.e. hand position on keyboard), rehearsal skills, replication of known rhythms</p> <p>STC1: To perform using techniques appropriate to the instrument</p>	<p>Basic performance techniques (i.e. hand position on keyboard), rehearsal skills, replication of known rhythms Appraisal skills, application of vocabulary, identification of music theory</p> <p>STC1: To perform using techniques appropriate to the instrument STC3: To identify musical elements aurally and visually using a range of musical vocabulary</p>

KS3 Module 16: 'My Music' Project*(Year 9 Module 5 of 5 – start date W.C.06.06.22)***Knowledge** *What pupils will know*

Chords, chord progressions, musical elements
Treble clef notes on the stave, ledger lines

KTC1: To know how the musical elements impact on the listener in a range of musical style and genres

KTC3: To know the notes of the treble clef including ledger lines

Skill *What pupils will be able to do*

Basic performance techniques (i.e. hand position on keyboard), basic stylistic awareness, replication of known rhythms

STC1: To perform using techniques appropriate to the instrument