

Compass School Southwark KS3 Plan – Music

	Year 7	Year 8	Year 9
Term 1	<p>RHYTHM & PULSE:</p> <p>To identify and maintain pulse, learn how to play different 4 bar rhythms, read rhythm grids, ostinato, polyrhythms, explore briefly the musical elements texture, tempo, dynamics, structure, London themes, group ensemble, composition and performance.</p>	<p>INSTRUMENTS OF THE ORCHESTRA:</p> <p>Learn the context of Orchestra, timeline of orchestras, families, instruments, features, listening examples, keyboard Skills, rhythmic notation, and basic pitch notation, Ode to Joy, Beethoven, and performance.</p>	<p>BLUES MUSIC:</p> <p>Briefly explore history of black music and slave trade. Learn about work songs and spirituals, 12 bar blues structure, chords, walking basslines, vamp chords, keyboard skills, group ensemble performance.</p>
Term 2	<p>CHRISTMAS MUSIC MUSICAL ELEMENTS</p> <p>Students listen to famous pieces of Christmas themed music including the Sugar Plum Fairy, and Tchaikovsky's Nut Cracker using musical elements and instruments heard. Students learn how read rhythmic and pitch notation through exercises. Students learn how to perform a famous piece on Glockenspiels in one/two parts. Extension: Students create a B section to create BINARY/TERNARY FORM.</p>	<p>CHRISTMAS KEYBOARD SKILLS:</p> <p>Develop and recap knowledge of rhythmic and pitch notation to perform their own/perform a famous piece of Christmas music. Students briefly explore history and religious significance of Christmas and what part 'traditional' and non-traditional music plays in this. Students re-explore timbre and basic musical elements in listening and to refine performance of piece.</p>	<p>FILM MUSIC:</p> <p>How music can enhance visual images & dramatic impact of film & reflect emotional & narrative messages of drama. Leitmotif, theme, background music. Cue sheets, storyboards, and musical clichés. Composition - accompanying a moving image. Assessment, targets for improvement.</p>
Term 3	<p>GRAPHIC SCORES:</p> <p>Students learn variety of musical elements; pitch, tempo, dynamics, timbre, silence, timbre, duration, structure (basic) and how these could be shown through shape. Students watch digitalised graphic scores, stripsodies and 20th century graphic scores as stimuli. Students create short composition based on given picture stimuli. Students need to create beg-development-ending. Students assessed on sound</p>	<p>PROGRAMME MUSIC</p> <p>The Planets focus, using musical elements, musical families, (timbre), graphic score, musical notation and rhythmic notation to create music for a given planet in groups. Students rediscover the musical potential to depict different moods and themes through expressionistic techniques. Students are assessed in groups on their contributions and musical evaluation.</p>	<p>Baroque: PACHELBELS CANON:</p> <p>Students learn about music from the Baroque era and its Orchestra and composers. Students explore the processes and conventions of theme and variation form/structure. Students explore variation techniques using musical elements and melodic changes from ground bass.</p>

	relation to graphic score and use of musical elements.		
Term 4	<p>CHINESE MUSIC: Develop keyboard skills, pentatonic scale, pitch/rhythmic notation, composing melody in style of Chinese, melody assessment. Extension: left hand accompaniment.</p>	<p>REGGAE MUSIC: Students explore the history of Reggae music, Bob Marley, singing of 3 little birds, learn chords, riff and melody/lyrics of Reggae song. Students perform song as part of a group and are assessed based on role and criteria.</p>	<p>INDIAN RAG: Students learn the history of Indian music and its core structural elements of the rag scales and moods, alap section and jor with its key instruments and structural importance. Students create their own mood scale and create a short Indian Rag piece in groups including elements of improvisation, ostinato and drones.</p>
Term 5	<p>PRIMARY CHORD COMPOSITION: Students learn how to construct chords, sequences common to popular song. Students learn about the Beatles and one of their pieces. Students learn to play an existing popular song on chords and ostinato based on the notes within different keys. Students perform in group ensembles.</p>	<p>POPULAR SONG ARRANGEMENT: Students recap chords, melody (pitch/rhythmic notation), and riff. Students choose a popular song (with given examples) and have to learn chords, melody, vocals, improvisation, created bass lines and perform in groups against assessment criteria.</p>	<p>DANCE MUSIC : Students are introduced to the brief history and culture of dance music including its dangerous history with drugs and sense of euphoria? Students explore some of the roots of dance music and its social significance in a variety of societies. From the classical waltzes of Schubert, Irish folk melodies and 1980's+ musical genres. Students use GarageBand material to begin to put together a brief dance track using typical structures and musical devices such as looping. Students explore differences in timbres and bar lengths; merging into knowledge of time signatures 2/4, 3/4, 4/4.</p>
Term 6	<p>AFRICAN MUSIC and SAMBA MUSIC Instruments used/purpose. Rhythmic devices, syncopation, cyclic rhythms, repetition, polyrhythmic textures, timbre, body percussion, rhythm grids. African-inspired piece incorporating solo and group performance skills, call and response, rehearsal skills. Assessment, targets for improvement. Carnival Music. Latin-American Instruments. Rhythm & Pulse. Ostinato. Call and Response.</p>	<p>SONGWRITING: Students explore composition of lyrics, students recap the relationship between chords from year 7, students explore improvisation and how this can be used to help create a riff. Students learn about notes which work within the major/minor key. (Given charts). Students work in groups to create several aspects of song and perform in an end of year assembly.</p>	<p>MINIMALISM: Explore Steve Reich, phasing, melodic motif development, use GarageBand to record and create a minimalistic composition to be assessed and marked.</p>

	Improvisation Cyclic/Polyrhythms. Percussion Textures & Timbres		
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