

Performing Arts- Music – KS3 Curriculum 2024-25

	Year 7			Year 8			Year 9		
	Knowledge and skills	Enrichment	Cross-Curricular	Knowledge and skills	Enrichment	Cross-Curricular	Knowledge and skills	Enrichment	Cross-Curricular
Cycle 1	<p>The Building Blocks of Performance <i>We Will Rock You</i></p> <p>Finding our voices and learning the basic techniques of effective warm up and vocal projection.</p> <p>Christmas Songs</p> <p>Learning the basic technique for playing piano or trumpet, and applying these new skills to playing Christmas songs.</p> <p>Assessment: Mid-Cycle: Performance End of Cycle: Performance</p> <p>Careers: Singer, Performing Musician, Vocal Coach, Conductor.</p>	<p>‘One Body’ Choir</p> <p>Rock Band Club</p> <p>Christmas as Carol Service</p> <p>Pantomime Trip</p>	<p>Film: History of films</p> <p>English: Shakespeare stories:</p>	<p>Suffering in Music <i>The Blues</i></p> <p>Blues music history and context, including the impact of slavery and work songs on modern day music. Understanding and playing the 12-bar blues, blues scale and how to create authentic improvisation.</p> <p>Assessment: Mid-Cycle: Appraisal Questions End of Cycle: Performance</p> <p>Careers: Ethnomusicologist, Performing Musician, Musical Historian.</p>	<p>‘One Body’ Choir</p> <p>Rock Band Club</p> <p>Industry talks and ‘Spill the Tea’ career podcasts.</p>	<p>English: Prejudice and Persecution</p> <p>RE: Suffering</p>	<p>Contemporary Musical Styles <i>Band Skills</i></p> <p>Understanding the notation used for popular instruments and modern songs, and applying different instrumental techniques to perform a piece of music as a band.</p> <p>Christmas Hip-Hop</p> <p>Using techniques such as loops and samples to create an original Hip-Hop style backing track, with authentic lyrics that are rapped.</p> <p>Assessment: Mid-Cycle: Performance End of Cycle: Composition</p> <p>Careers: Performing Musician, Session Musician, Rapper, Composer, Editor, Sound Engineer, Lyricist.</p>	<p>Rock Band Club</p> <p>‘One Body Choir’</p>	
Cycle 2	<p>Musical Storytelling <i>The Great Classics</i></p> <p>Performing an iconic piece of Music from the Western Classical Traditional Composers of the Baroque, Classical and Romantic Eras.</p> <p>Programme Music</p> <p>Developing compositional skills to produce a piece of instrumental music that tells a story.</p>	<p>‘One Body’ Choir</p> <p>Rock Band Club</p> <p>Brass Ensemble</p>	<p>Art: Music and Art – creating art from Music.’</p>	<p>Freedom of Speech <i>Reggae Music</i></p> <p>Understanding the key components and cultural differences in Reggae music and its inception in the Caribbean through performing an iconic Reggae song.</p> <p>Riffs and Hooks</p> <p>Learning how riffs and hooks are used in Protest Songs from the rock and punk genres, and creating an authentic composition in this style.</p>	<p>‘One Body’ Choir</p> <p>Rock Band Club</p> <p>Whole Academy Musical</p>	<p>Art: Films and Festivals</p>	<p>Blockbuster Composers <i>Film Music</i></p> <p>Embracing the world of sound-effects and synchronising subtle changes in background music to fit with a video clip. Students will analyse some of the film world’s greatest soundtracks for inspiration.</p> <p>Assessment: Mid-Cycle: Appraising Questions End of Cycle: Composition</p>	<p>Keyboard Club</p> <p>‘One Body’ Choir</p> <p>Rock Band Club</p> <p>Whole Academy</p>	<p>Art: Cultures, Beliefs and Masks</p>

	<p>Assessment: Mid-Cycle: Performance End of Cycle: Composition</p> <p>Careers: Performing Musician, Musical Historian, Composer.</p>	Whole Academy Musical		<p>Assessment: Mid-Cycle: Performance End of Cycle: Composition</p> <p>Careers: Ethnomusicologist, Performing Musician, Composer, Editor.</p>			<p>Careers: Composer, Orchestrator, Music Critic, Editor.</p>	my Musical	
Cycle 3	<p>Traditions of the World <i>African Music</i> Learning the key traditions of African rhythm and pulse music and how it is used as a form of communication and entertainment.</p> <p><i>Folk Music</i> Using traditional British folk music features including drones and pentatonic scales to compose an original Summer Song with authentic lyrics.</p> <p>Assessment: Mid-Cycle: Performance End of Cycle: Composition</p> <p>Careers: Ethnomusicologist, Performing Musician, Composer, Lyricist, Music Historian.</p>	<p>‘One Body’ Choir</p> <p>Rock Band Club</p> <p>Brass Ensemble</p>	<p>Popular music for the masses <i>The Magic Four Chords</i> Developing an understanding of chords and harmony by exploring how the iconic four-chord pattern underpins hundreds of popular songs and performing a mash-up of their favourites.</p> <p><i>Disco Music</i> Learning how earlier musical styles led to the explosion of Disco music in the 1970’s and 80’s by performing a cover version of <i>I Will Survive</i>.</p> <p>Assessment: Mid Cycle: Performance End of Cycle: Performance</p> <p>Careers: Performing Musician, Editor, Arranger, Music Critic, Music Historian.</p>	<p>Keyboard Club</p> <p>‘One Body’ Choir</p>		<p>Self-Expression <i>Songwriting project</i> Develop key song-writing skills including developed chord progressions and cadences, lyric writing and an understanding of the power that music can have for self-expression and social change.</p> <p>Assessment: Mid-Cycle: Appraising Questions End of Cycle: Composition</p> <p>Careers: Composer, Lyricist, Performing Musician, Editor.</p>	<p>Keyboard Club</p> <p>‘One Body’ Choir</p> <p>Drama Club</p>		