

## KS 3 PROGRESSION AND PROGRAMME OF STUDY AT A GLANCE

### YEAR 7

	Focus	Module	Knowledge gained	Practical skills learned
Term 1	Elements	<b>Building Blocks</b>	<ul style="list-style-type: none"> <li>• Musical elements</li> <li>• Use of classroom percussion/glocks/xylophones</li> <li>• Orchestral instruments</li> </ul>	<ul style="list-style-type: none"> <li>• Compos<sup>n</sup> of sound picture</li> <li>• Group composing skills</li> <li>• 2-4 part singing</li> </ul>
		<b>Clocks</b>	<ul style="list-style-type: none"> <li>• <u>pulse/beats</u></li> <li>• crotchet, minim, quaver</li> <li>• bars, barlines</li> <li>• treble clef pitches</li> </ul>	<ul style="list-style-type: none"> <li>• 2 part singing</li> <li>• group compos<sup>n</sup> using rhythmic ostinato</li> <li>• clapping rhythms from notation</li> <li>• compose own rhythms</li> </ul>
Term 2		<b>Time Keeping</b>	<ul style="list-style-type: none"> <li>• time signatures</li> <li>• march, waltz</li> <li>• pentatonic scale</li> <li>• conducting techniques</li> <li>• repeat, da capo</li> </ul>	<ul style="list-style-type: none"> <li>• singing – following tune</li> <li>• composing own melodies</li> <li>• improvising over pentatonic scale</li> </ul>
		<b>Pop Music</b>	<ul style="list-style-type: none"> <li>• drum kit layout and notation</li> <li>• guitar types and roles</li> <li>• basics of amplification</li> </ul>	<ul style="list-style-type: none"> <li>• basic drum kit patterns (worked out on desk/floor)</li> <li>• guitars hands-on</li> </ul>
Term 3		<b>Keyboard Work</b>	<ul style="list-style-type: none"> <li>• position of letters on keyboard</li> <li>• link key notes to posit<sup>n</sup> on treble clef</li> <li>• single fingered chord functions</li> <li>• tempo, rhythm, tone change functions</li> </ul>	<ul style="list-style-type: none"> <li>• read stave notation on keyboard</li> <li>• RH + LH (upper)</li> </ul>
		<b>Knowing the Score</b>	<ul style="list-style-type: none"> <li>• 2 part harpsichord/piano score reading</li> <li>• 3 part organ score reading</li> <li>• 6 part SATB + piano score reading</li> </ul>	<ul style="list-style-type: none"> <li>• Bach, Handel, Baroque era</li> <li>• Keyboard instruments – harpsichord, piano, organ</li> <li>• Mechanics of piano action</li> <li>• Mechanics of organ</li> <li>• S A T B choir</li> </ul>
Term 4		<b>Step and Leap</b>	<ul style="list-style-type: none"> <li>• AABA structure</li> <li>• Step Leap Repeat balance in good melody</li> <li>• Binary, Ternary structures</li> <li>• Flats, sharps</li> <li>• Phrases, cadences (perfect/imperfect)</li> </ul>	<ul style="list-style-type: none"> <li>• Melody writing (major scale/modal)</li> </ul>
		<b>Medieval Music</b>	<ul style="list-style-type: none"> <li>• Scale, mode</li> <li>• Medieval, renaissance music and instruments</li> <li>• Drone notes (tonic/dominant)</li> <li>• All accidentals</li> </ul>	<ul style="list-style-type: none"> <li>• Modal melody writing</li> </ul>
Term 5	Scales	<b>Next Door Neighbours</b>	<ul style="list-style-type: none"> <li>• Semitones, tones</li> <li>• Chromatic scale</li> <li>• Classical period (Beethoven)</li> </ul>	<ul style="list-style-type: none"> <li>• Chromatic scale on keyboard</li> <li>• Chromatic melody (Fur Elise)</li> <li>• Add chords to keyboard melody</li> </ul>
Term 6		<b>Scaling the Heights</b>	<ul style="list-style-type: none"> <li>• Major scale, tonic, dominant</li> <li>• Do-Re-Mi etc</li> <li>• Key signatures (G + F Majors)</li> <li>• Tone, semitone</li> <li>• Bass clef notification</li> </ul>	<ul style="list-style-type: none"> <li>• Arrange melody/drone in groups</li> <li>• Perf as a group (in parts)</li> </ul>

**YEAR 8**

	<b>Focus</b>	<b>Module</b>	<b>Knowledge gained</b>	<b>Practical skills learned</b>
<b>Term 1</b>	<b>Scales</b>	<b>The New World</b>	<ul style="list-style-type: none"> <li>• Pentatonic scale</li> <li>• Double reed family (oboe/ cor anglais/bassoon)</li> <li>• Spirituals (socio-historic context)</li> </ul>	<ul style="list-style-type: none"> <li>• Add single Bass line</li> <li>• Pentatonic melody performance</li> <li>• Pentatonic melody composing</li> <li>• Setting words to music (spiritual)</li> <li>• Composing melody over ostinato accompt</li> <li>• Improvise/Arrange (Rolling Along)</li> </ul>
<b>Term 2</b>		<b>Haunted House</b>	<ul style="list-style-type: none"> <li>• Minor scale</li> <li>• Compound time sig</li> <li>• String instruments (tuning of Vn/pizz/arco)</li> </ul>	<ul style="list-style-type: none"> <li>• Class ensemble of extended piece from memory</li> <li>• Group composing based on ghost story/atmosphere</li> <li>• Use of music tech (microphone/? Pedal)</li> </ul>
		<b>A Passage to India</b>	<ul style="list-style-type: none"> <li>• Raga, Tala, Indian classical musical instruments and structure</li> </ul>	<ul style="list-style-type: none"> <li>• Compose own raga and tala</li> <li>• Revise practise of semitones/drone accompt/improvisation</li> </ul>
<b>Term 3</b>	<b>Chords</b>	<b>Sandwiches</b>	<ul style="list-style-type: none"> <li>• Minuet structure</li> <li>• Classical period and composers (Haydn/Mozart/Beethoven)</li> <li>• Classical orchestra/chamber genres/symphony/quartet)</li> <li>• Key sigs – G Major, D major, F major</li> <li>• Phrases/cadences, unfinished/finished</li> </ul>	<ul style="list-style-type: none"> <li>• Add simple bass line</li> <li>• Play major scales in C, G, D major</li> <li>• Compose G Major melody to rhythm of Haydn minuet</li> <li>• Follow simple and whole scores of minuets (Mozart/Haydn)</li> </ul>
		<b>Sounding Together</b>	<ul style="list-style-type: none"> <li>• Intervals, dissonance, consonance</li> <li>• Baroque period (Vivaldi) (Cantato)</li> <li>• Harmonic sequence, suspension</li> </ul>	<ul style="list-style-type: none"> <li>• Perform/compose parallel interval music</li> <li>• Practise/investigate different intervals</li> </ul>
<b>Term 4</b>		<b>Advanced Warning</b>	<ul style="list-style-type: none"> <li>• Brass instruments</li> <li>• Natural harmonic series</li> <li>• Chords, triads, major/minor</li> <li>• Adverts/jingles</li> <li>• Fanfares</li> </ul>	<ul style="list-style-type: none"> <li>• Investigate consonant intervals</li> <li>• Perform notes of natural harmonic series</li> <li>• 'hands on' brass instruments</li> <li>• compose fanfare (to given rhythms)</li> <li>• compose jingles/adverts</li> </ul>
<b>Term 5</b>		<b>Backing It Up</b>	<ul style="list-style-type: none"> <li>• Riffs, ostinatos</li> <li>• Chords – Tonic, Dominant</li> <li>• Arrangements</li> </ul>	<ul style="list-style-type: none"> <li>• Sing 'scat' riffs in several parts</li> <li>• Compose/arrange African folk song in groups</li> <li>• Learn chordal accompts for term 6</li> </ul>
<b>Term 6</b>		<b>Totally Tropical</b>	<ul style="list-style-type: none"> <li>• Reggae (socio-historic context)</li> <li>• Chords – 7ths</li> <li>• Calypso</li> </ul>	<ul style="list-style-type: none"> <li>• Perf as class with offbeat backing tracks</li> <li>• Compose/arrange reggae style songs</li> <li>• Sing calypso/mento songs</li> <li>• Compose 8 bar calypso to given chord sequence</li> </ul>
		<b>Summertime Blues</b>	<ul style="list-style-type: none"> <li>• Intro to 12 bar blues</li> </ul>	<ul style="list-style-type: none"> <li>• Perform chord sequence</li> <li>• Perform basic melody against backing track</li> </ul>

**YEAR 9**

	<b>Focus</b>	<b>Module</b>	<b>Knowledge gained</b>	<b>Practical skills learned</b>
<b>Term 1</b>	<b>Structures</b>	<b>The Entertainers</b>	<ul style="list-style-type: none"> <li>Recap 12 bar blues</li> <li>Chords I, IV, V</li> <li>Blues (socio-historic context)</li> <li>7ths, guitar chords</li> </ul>	<ul style="list-style-type: none"> <li>perform blues/ragtime classroom pieces</li> <li>compose own songs to basic blues structure</li> <li>learn guitar chords</li> </ul>
			<ul style="list-style-type: none"> <li>Ragtime</li> <li>Piano accompt</li> <li>Comparison: Joplin/Debussy</li> <li>Syncopation/Jazz</li> </ul>	<ul style="list-style-type: none"> <li>Compose ragtime to given skeleton chord sequence</li> </ul>
<b>Term 2</b>		<b>Eine Kleine Raummusic</b>	<ul style="list-style-type: none"> <li>Keyboard skills – split/layer/sequence/MIDI/multitim bal</li> <li>Space music for TV/Film</li> <li>Star Wars v Mars</li> </ul>	<ul style="list-style-type: none"> <li>Perform theme tunes</li> <li>Perform Dr Who</li> <li>Sequence 4 part 'jingles'</li> <li>Compose own (sequenced) space composition</li> </ul>
			<ul style="list-style-type: none"> <li>Planets</li> <li>BBC Radiophonic workshop</li> <li>Technology pamphlets: record player/Tape recorder/CD player/recording studio</li> </ul>	
<b>Term 3</b>		<b>I Want to Sing in Opera</b>	<ul style="list-style-type: none"> <li>further info about voices</li> <li>details about how voices work</li> <li>different sections of opera/musical (Recit./Aria/Chorus)</li> <li>examples of writers (Mozart, G&amp;S, A L Webber)</li> <li>how to make up own plot</li> </ul>	<ul style="list-style-type: none"> <li>sing various well known and new choruses</li> <li>compose own choruses/scenes</li> <li>wordsetting/word painting</li> </ul>
<b>Term 4</b>		<b>The Spice of Life</b>	<ul style="list-style-type: none"> <li>revise building blocks</li> <li>revise chords</li> <li>revise melody writing</li> <li>riffs/ground bass</li> </ul>	<ul style="list-style-type: none"> <li>use melody to compose variation (ancillary notes)</li> <li>sequential development</li> <li>chords/riffs</li> </ul>
			<ul style="list-style-type: none"> <li>various new groups: brass quintet/solo violin etc</li> <li>(for some) serial music</li> </ul>	<ul style="list-style-type: none"> <li>revise major/minor chords</li> <li>(for some) compose note row and composition from it</li> </ul>
<b>Term 5</b>		<b>Covers</b>	<ul style="list-style-type: none"> <li>rock and pop bands/</li> <li>history of rock music</li> <li>analysis of chords/melodies</li> </ul>	<ul style="list-style-type: none"> <li>learn chords/melodies to well known songs</li> <li>rearrange within group</li> </ul>
				<ul style="list-style-type: none"> <li>revise guitar chords</li> <li>revise keyboard chords</li> </ul>
<b>Term 6</b>		<b>Final Take, and it's a Rap</b>	<ul style="list-style-type: none"> <li>history of film music</li> <li>different genres/musical styles</li> <li>pedal points</li> <li>SMPTE</li> </ul>	<ul style="list-style-type: none"> <li>perform/compose background music to scenes</li> <li>fit music to varying lengths of shot</li> <li>create track sheet</li> </ul>