

		AUTUMN 1							AUTUMN 2							SPRING 1						SPRING 2						SUMMER 1						SUMMER 2							
		1	2	3	4	5	6	7	1	2	3	4	5	6	7	8	1	2	3	4	5	6	1	2	3	4	5	6	1	2	3	4	5	6	1	2	3	4	5	6	7
	Unit description	Intent: for all students to feel happy and confident in Music regardless of previous experience. To assess skill levels – challenge the experienced and make sure all have a basic knowledge of keyboard geography. Keyboard/singing/notation Keyboard skills intro. Navigating the keyboard, Finger positions, playing with 2 hands 4 weeks to practise/perforperform Performing practice Singing for fun. Use keywords while singing eg texture/ dynamics Introducing reading basic notation, rhythms and treble clef as needed for performance Vocab needed for GCSE unit 3 keywords: accurate, fluent, melody, accompaniment, bass, chord, monophonic, polyphonic, texture, dynamics, treble clef							Intent: focus of how important teamwork, practice and listening is for ensembles. Ensemble performing. Using classroom instruments and own instruments from home Lion sleeps tonight Focus on timing and co-ordinating groups Ensemble performing awareness of timing and balance. keywords: melody, accompaniment/ chords, bass, texture, dynamics, structure, intro/outro, accurate, fluent, tempo Introduce the elements of music keywords – through listening and refer to them in performances. Last lesson: Christmas performing keywords: pitch, rhythm, timbre, duration, dynamics							Intent: intro to technology and composition. Music and mood. Layers of sound. Minor moods: D minor composition. Composition techniques, Introduce improvisation – use Dm pentatonic scale composition skills and techniques: drone, chords, melody, introduction to garageband. IT skills – how to add layers, change instruments, record, edit and save. Revisit keyboard skills – introduce minor keys – perform ‘good, bad, ugly” think timbre, tempo, mood. Revisit and revise elements words Apply these to composition task- how elements affect mood Dynamics, pitch, timbre, texture keywords: Tempo, pitch, dynamics, timbre, melody, drone, chords							Intent: performing rhythms learning in different ways – aural tradition and notation. Arrangement of GBU (3 weeks) Linking to Dm – focus on mood: timbre and layers Rhythm(3 weeks) Perform rhythms – by ear and from notation rhythm clock Includes Music from West African Jambo, Context – music around the world Intro to improvisation djembes textures Improvisation The mysterious ticking noise keywords: melody, bass, chords, call & respose, rhythm, pitch, dynamics, tempo, texture, polyrhythm, djembe, improvise,						Intent: revisit how important teamwork, practice and listening is for ensembles. Ensemble performing 2. Using classroom instruments and own instruments from home “Yellow submarine / Let it be” Focus on timing and co-ordinating groups Ensemble performing awareness of timing and balance. keywords: melody, accompaniment/ chords, bass, texture, dynamics, structure, intro/outro, accurate, fluent, tempo Introduce the elements of music keywords – through listening and refer to them in performances.						Intent: Composition based on structure, repetition and contrast. Structure: AABA formcomposition Continued and assessed Instruments of the orchestra: Peter and the wold /Carnival of the animals – focus on timbre and the effect of elements on mood. Combine listening with performance –eg pitch, timbre, tempo Introduction to Structure: AABA formcomposition listening to recognise sections and contrasts revisit Composition techniques. Focus on contrasts. Melody writing, structure and adding a variety of accompaniment layers. Keyboard skills revisit, improve introducing writing basic notation revisit and build on composition skills revisit and develop working knowledge of garageband keywords: structure, melody, drone, chords, scale, timbre, riff (? New? penultimate week – knowledge/keywords quiz from previous units. Include keywords from y7) keywords: revisit all keywords from y7						
	Assessment	Assessment 1 keyboard skills solo performance Level awarded							Assessment 2 ensemble performance Level awarded							Assessment 3 Minor mood composition Level awarded												Assessment 4 ensemble performance Level awarded						Assessment 5 AABA composition Level awarded							

>Something More?

Curriculums at BSS are designed to nurture not only intellectual and physical development but also the spiritual growth of students. This will be through:

- Encouraging students to reflect on their experiences, beliefs and purpose and to contemplate the big Questions of Who am I? Why am I here? What is my purpose?
- Highlighting extraordinary people, events, and discoveries that inspire awe or investigates how a sense of awe has led to breakthroughs and creativity.
- Using art, music, literature, and nature to inspire awe, wonder, and spiritual insight.
- Encouraging creative expression to connect with the inner self and the transcendent.
- Fostering a sense of belonging and interconnectedness with others, nature, and the universe.
- Encouraging self-awareness, emotional intelligence, and moral reasoning.
- Promoting open-ended investigations rather than just seeking right answers.
- Using hands-on activities, field trips and experiments to immerse students in learning and evoke wonder.

How does our curriculum do >Something More?

- KS3 Music:
- Fostering a sense of belonging and interconnectedness with others:
All students are encouraged to perform to others, both in class, and school and county ensembles, in assmeblies, concerts and in the local community. The Music department is a place of respect for others and we practise being a ‘polite audience’ and ‘active listening’for all student performances in class, whether formal assessments or spontaneous demos of work.
 - Using hands-on activities, field trips and experiments to immerse students in learning and evoke wonder.
Experience of the NMPAT professional recital teams to witness the excitement and buzz of a live professional performance. Having participants in the hall, when possible, to enable KS3 pupils to be inspired by the performances of more experienced pupils.
 - Highlighting extraordinary people, events, and discoveries that inspire awe or investigates how a sense of awe has led to breakthroughs and creativity:
Studies of great composers and their context to inspire and gain understanding of the ‘why’ music sounds like it does. Discussions about how Music can be key to well-being in the study of the Blues. Looking at extraordinary people who overcome tremendous physical obstacles to perform and compose music.