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 | **The Building Blocks of Performance**  ***We Will Rock You***  Finding our voices and learning the basic techniques of effective warm up and vocal projection.  ***Christmas Songs***  Learning the basic technique for playing piano or trumpet, and applying these new skills to playing Christmas songs.  **Assessment:**  Mid-Cycle: Performance  End of Cycle: Performance  **Careers:** Singer, Performing Musician, Vocal Coach, Conductor**.** | ‘One Body’ Choir  Rock Band Club  Christmas Carol Service  Pantomime Trip | **Film:** History of films  **English:** Shakespeare stories: | **Suffering in Music**  ***The Blues***  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.  **Assessment:**  Mid-Cycle: Appraisal Questions  End of Cycle: Performance  **Careers:** Ethnomusicologist, Performing Musician, Musical Historian. | ‘One Body’ Choir  Rock Band Club  Industry talks and ‘Spill the Tea’ career podcasts. | **English:** Prejudice and Persecution  **RE:** Suffering | **Contemporary Musical Styles**  ***Band Skills***  Understanding the notation used for popular instruments and modern songs, and applying different instrumental techniques to perform a piece of music as a band.  ***Christmas Hip-Hop***  Using techniques such as loops and samples to create an original Hip-Hop style backing track, with authentic lyrics that are rapped.  **Assessment:**  Mid-Cycle: Performance  End of Cycle: Composition  **Careers:** Performing Musician, Session Musician, Rapper, Composer, Editor, Sound Engineer, Lyricist. | Rock Band Club  ‘One Body Choir’ |  |
| Cycle 2 | **Musical Storytelling**  ***The Great Classics***  Performing an iconic piece of Music from the Western Classical Traditional Composers of the Baroque, Classical and Romantic Eras.  ***Programme Music***  Developing compositional skills to produce a piece of instrumental music that tells a story.  **Assessment:**  Mid-Cycle: Performance  End of Cycle: Composition  **Careers:** Performing Musician, Musical Historian, Composer. | ‘One Body’ Choir  Rock Band Club  Brass Ensemble  Whole Academy Musical | **Art:** Music and Art – creating art from Music.` | **Freedom of Speech**  ***Reggae Music***  Understanding the key components and cultural differences in Reggae music and it’s inception in the Caribbean through performing an iconic Reggae song.  ***Riffs and Hooks***  Learning how riffs and hooks are used in Protest Songs from the rock and punk genres, and creating an authentic composition in this style.  **Assessment:**  Mid-Cycle: Performance  End of Cycle: Composition  **Careers:** Ethnomusicologist, Performing Musician, Composer, Editor. | ‘One Body’ Choir  Rock Band Club  Whole Academy Musical | **Art:** Films and Festivals | **Blockbuster Composers**  ***Film Music***  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.  **Assessment:**  Mid-Cycle: Appraising Questions  End of Cycle: Composition  **Careers:** Composer, Orchestrator, Music Critic, Editor. | Keyboard Club  ‘One Body’ Choir  Rock Band Club  Whole Academy Musical | **Art:** Cultures, Beliefs and Masks |
| Cycle 3 | **Traditions of the World**  ***African Music***  Learning the key traditions of African rhythm and pulse music and how it is used as a form of communication and entertainment.  ***Folk Music***  Using traditional British folk music features including drones and pentatonic scales to compose an original Summer Song with authentic lyrics.  **Assessment:**  Mid-Cycle: Performance  End of Cycle: Composition  **Careers:** Ethnomusicologist, Performing Musician, Composer, Lyricist, Music Historian. | ‘One Body’ Choir  Rock Band Club  Brass Ensemble |  | **Popular music for the masses**  ***The Magic Four Chords***  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.  ***Disco Music***  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 Will Survive*.  **Assessment:**  Mid Cycle: Performance  End of Cycle: Performance  **Careers:** Performing Musician, Editor, Arranger, Music Critic, Music Historian. | Keyboard Club  ‘One Body’ Choir |  | **Self-Expression**  ***Songwriting project***  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.  **Assessment:**  Mid-Cycle: Appraising Questions  End of Cycle: Composition  **Careers:** Composer, Lyricist, Performing Musician, Editor. | Keyboard Club  ‘One Body’ Choir  Drama Club |  |