

Music Key Stage 3 Scheme of Work

	Term 1	Term 2	Term 3	Term 4	Term 5
Year 8	Basics in Music Students will explore ways of reading and writing music, using traditional staff notation. They will also explore the musical elements; the building blocks of music – they will develop their listening skills and build on musical vocabulary.	Musical Instruments Students will learn about the variety of musical instruments, what they look like, sound like and what family they belong to. They will research, design, make and perform their own musical instrument.	African Music Students will explore the importance of music in Africa; how it is used to communicate thoughts and feelings. They will recognise and experiment with a variety of musical devices.	Graphic Scores Students will explore various new ways of reading and writing music. They will be able to make comparisons with traditional notation.	A timeline through Music Students will explore the history of western orchestral music, focusing on characteristics, instrumentation and composers. They will be able to make comparisons with other art forms and how events have changed and developed our music.
Comp	Multi-media (Sibelius); sound, audio and video, performance	Composition using garage band or Sibelius, applying learned knowledge of elements. Group compositions with own instruments	Whole class improvisations. Small group work.	Whole class, individual and small group compositions.	Compositions using a specific set of instruments.
Perf	Group work and individual work. Recorder playing	Small group work	Whole class and small group work. Applying learned knowledge	Individual and small group work. Applying learned knowledge	small group work. Applying learned knowledge
App	Whole class and small group performances. Whole class singing. Whole class appraisals/ self and peer evaluations	Whole class discussions and appraisals. Listening work. Self Evaluations	Whole class and small group performances. Whole class singing. Whole class appraisals/ self and peer evaluations	Individual and small group performances. Whole class appraisals/ self and peer evaluations	Individual and small group performances. Whole class appraisals/ self and peer evaluations. Critical listening exercises to compare and evaluate different pieces from different eras
ICT	Explore the development of written music. Sibelius - notation	Sibelius and Garage Band.	Explore the importance of music in Africa	Exploring various shapes and colours – how these may be interpreted.	Sibelius

	Term 1	Term 2	Term 3	Term 4	Term 5
Year 9	<p>Keyboard Skills</p> <p>Students will learn to read and perform melody lines by reading pitch and duration information from traditional notation. They will learn about the structure of the keyboard, how melody lines are composed. There will be opportunities for the more able to play left hand accompaniments.</p>	<p>Rhythm & Pulse</p> <p>Students will learn about how music is structured: key signatures, bar lines, conductor etc</p>	<p>Samba Music</p> <p>Students will explore the history of music in Brasil; where it originates?; the instruments associated with it; festivities we associate with it and at a specific time of the year. They will experiment with their own samba music.</p>	<p>Theme tunes & Adverts</p> <p>Students will explore how music is an important element in adverts. They will be able to make comparisons with many different forms of advertisements.</p>	<p>The blues</p> <p>Students will explore the history of Blues and Jazz, looking at its development, cultural context and influence. Focus on 12 bar blues scale.</p>
Comp	Melody composition in C major.	Composition using Sibelius.	Whole class improvisations. Small group work.	Paired work and small group composition – own adverts and eurostar adverts	Compositions using a specific set of instruments.
Perf	Whole class and individual keyboard performances.	Small group work	Whole class and small group work. Applying learned knowledge	Individual and small group work. Applying learned knowledge	Paired work
App	Whole class and individual/paired performances. Whole class appraisals/ self and peer evaluations	Whole class discussions and appraisals. Listening work. Self Evaluations	Whole class and small group performances. Whole class appraisals/ self and peer evaluation	Individual and small group performances. Whole class appraisals/ self and peer evaluations	Individual and small group performances.
ICT	Explore the development of written music. Sibelius - notation	Sibelius	Explore the importance of music in Rio and Brasil. Famous performers and relationships with 'popular' musicians.	Garage band/ You tube	Garage Band

	Term 1	Term 2	Term 3	Term 4	Term 5	
Year 10	<p align="center">Film Music</p> <p>Students will analyse the effect of music on the visual image, and how musical devices can be used to support and alter mood, storytelling and character development. They will study a variety of composers and learn to distinguish between them.</p>	<p align="center">Song writing</p> <p>Students will explore approaches to pop and rock song writing, looking at a variety of songs to convey meaning.</p>	<p align="center">Music and Media/Careers</p> <p>Students will analyse the relationship between music and the media. They will also research a variety of career opportunities in the music industry.</p>	<p align="center">Irish Traditional Music</p> <p>Students will explore how music is an important aspect of life in Ireland. They will learn about a variety of musical instruments and various traditions in Ireland.</p>	<p align="center">Music in the 20th Century</p> <p>Students will explore evolution of music in the 20th century, looking at a variety of different genres and composers.</p>	
	Comp	Compositions in style of set composers	Composition using Sibelius/ garage band/ acoustic instruments		Paired work and small group composition – own programme music	
	Perf	Whole class and small group performances.	Small group work	Whole class and small group work. Applying learned knowledge	Individual and small group work. Applying learned knowledge	Paired work and group work.
	App	Whole class and individual/paired performances. Whole class appraisals/ self and peer evaluations	Whole class discussions and appraisals. Listening work. Self Evaluations	Whole class and small group discussions and presentations. Whole class appraisals/ self and peer evaluation	Individual and small group performances. Whole class appraisals/ self and peer evaluations	Individual and small group performances. Discussions
	ICT	Explore the relationship between music and moving image	Sibelius garage band	Research music and the media, careers in music industry	Garage band/ You tube	