



CAVENDISH
EDUCATION

KS3 MUSIC

YEAR GROUP/Stage: KS3

Our students often come to music with either some limited experience or a fear of performing. Our aim is to give them the opportunity to perform.

As per the KS3 Music Curriculum students are given the opportunity to;

play and perform confidently in a range of solo and ensemble contexts using their voice, playing instruments musically, fluently and with accuracy and expression improvise and compose; and extend and develop musical ideas by drawing on a range of musical structures, styles, genres and traditions use staff and other relevant notations appropriately and accurately in a range of musical styles, genres and traditions identify and use the inter-related dimensions of music expressively and with increasing sophistication, including use of tonalities, different

SUBJECT AREA:

Music

types of scales and other musical devices listen with increasing discrimination to a wide range of music from great composers and musicians develop a deepening understanding of the music that they perform and to which they listen, and its history.

Autumn 1			
	Notation/Theory	Practical/Production	Review/History
Knowledge	To begin study of musical notation Rhythmic note values Crotchet, Quaver, Semi quaver, Minim, Semibreve, Kodaly Rhythm method Scales - C major, G Major, F major	Recognising different instruments https://www.youtube.com/watch?v=JY4tj-JTBc Timbre/Tone	Using a slide document to organise the History of Western music Medieval Period Vocal Music
Skills	Acquired through using Music Ace Maestro. A game based notation software.	Playing different musical instruments Singing Playing as a group	The Age of Discovery https://www.youtube.com/watch?v=IOY6NPahIDE
Vocabulary	Crotchet Quaver Minim Semibreve	Count us in. Start! Stop!	Plain chant Religious Music Ground Bass
Autumn 2			

Knowledge	Music Ace Maestro (Notation) Pitch - intervals Major 2nd, 3rd etc... Major and minor scales Introduction to Bandlab - music production software.	Bandlab Log in Open a new track	Renaissance Baroque Instrumental music The orchestra The concerto
Skills	Music Ace Maestro Recognising intervals Recognising and playing rhythm patterns - individually and as a group. Creating tracks in Bandlab	Using drum beats Importing multiple loops into a track using Bandlab Continue working on singing and playing as a group	The age of Invention https://www.youtube.com/watch?v=qMxsE8wawVA
Vocabulary	Degrees of the scale Dotted rhythms Syncopation	Click track Dance music Garage House Hip Hop	Haydn/Mozart/Beethoven
Spring 1	Notation/Theory	Practical/Production	Review/History
Knowledge	Music Ace Maestro Melody Harmony	Connect up studio equipment Rehearse songs/instrumental	Classical The symphony

	Playing as a group using mini keyboards.		
Skills	Keyboard skills using the midi keyboards. scales Chord playing Major and Minor Chords	Record track - Setting up a studio Garageband Guide https://www.youtube.com/@TheGaragebandGuide	Sense and Sensibility https://www.youtube.com/watch?v=gPi_PWGSCaw&list=PL5c_KvmKhsJYeOKiQKpB3Nzu-OqS-ybQG (28.00 - 29.00)
Vocabulary	Scales Major Minor	Track Loops Interface Cables Microphone	VerList/Brahms/Dvorak

Spring 2	Notation/Theory	Practical/Production	Review/History
Knowledge	Music Ace Maestro Looking at Vocal ranges, Voice types https://www.youtube.com/watch?v=CWtvbXmWqz4&list=RDCWtvbXmWqz4&start_radio=1 https://www.youtube.com/watch?v=Sm_PNbQebdA For the coronation of George II in 1727	Recording techniques, Studio etiquette. Garageband Guide https://www.youtube.com/@TheGaragebandGuide	Romantic Post Romantic Opera Nationalism
Skills	<ul style="list-style-type: none"> Keyboard skills Chord playing 	EQ Gain Reverb	Verdi https://www.youtube.com/watch?v=MvzXcxyyh0 (11.55)

	<ul style="list-style-type: none"> 7ths, diminished, Sus chords 		Nationalism https://www.youtube.com/watch?v=MvzXcxyyhc0 (27.35) Wagner
Vocabulary	Chord changes Reverb Gain EQ Dominant 7th Major and minor 7ths Sus 4, sus 2 chords.		Verdi/List/Brahms/Dvorak/ Wagner
Summer 1	Notation/Theory	Practical/Production	Review/History
Knowledge	Music Ace Maestro Instrumentation Arrangement Articulation Texture	Mix track https://www.youtube.com/watch?v=cU0tHoyJYjo Production techniques	Post Romantic French Impressionism Russia
Skills	Music Ace Maestro Tone differences Dynamics Instrument grouping Vocal Harmonies	Garageband Guide https://www.youtube.com/@TheGaragebandGuide	https://www.youtube.com/watch?v=UxzvVGIVZqE (29.00 - 33.00)
Vocabulary	Instrument families - Strings, Percussion, woodwind		Mahler/Strauss/Debussy/Ravel/ Schostokovich/Rachmaninov/Stra vinsky
Summer 2	Notation/Theory	Practical/Production	Review/History
Knowledge	Birth of popular music - Spirituals https://www.youtube.com/watch?v=8zeshN_ummU	The Blues Scale https://www.youtube.com/watch?v=Eosor-ncv7Y The 12 Bar Blues	

	<p>Chain Gang https://www.youtube.com/watch?v=KkMiCGTi0SM&list=PL5gesReHGwv6aCt11VdBUVJHzSwzy0CD Louis Armstrong https://www.youtube.com/watch?v=XCUNR3hPY4Y&list=PLwt8j_tvFJWHtKNyvno_TEktF8Jx5FXy Robert Johnson https://www.youtube.com/watch?v=Yd60nI4sa9A</p>	<p>Play the chord structure as a group and improvise solos using the blues scale.</p>	
	<p>Research and order a timeline of the development from Spiritual to rock and pop. Using slide Document.</p>	<p>Using the mini keyboards to play the blues scale and the 12 bar blues.</p>	<p>Write our own blues song in a group or individually. Record the track. Collect as Evidence and present as a project in a google slides document. Document progress and review the different stages of the project. Play the finished track to an audience and gather feedback.</p>
<p>Vocabulary</p>	<p>Spirituals, Slavery, Chain Gang, Religion, 20's Jazz, King Oliver, Sachmo, Bix Beiderbeck, Bing Crosby, Fats Waller.</p>		

	Robert Johnson, Bessie Smith, Blues		
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Autumn Term	Notation/Theory	Practical/Production	Review/History
Knowledge	<p>Understand rules of the music room.</p> <p>Understanding different instruments and being able to recognise their sound.</p> <p>Listening to Christmas songs</p>	<p>Create some simple music using an instrument.</p>	<p>Perform a piece and students give feedback to one another.</p>
Skills	<p>Listen to music.</p> <p>Identifying beat or rhythm.</p> <p>Listening to others play.</p> <p>Signing</p> <p>Follow a rhythm and pulse.</p> <p>Compose a rhythm and pulse.</p> <p>Pass a beat around.</p> <p>Develop a steady beat.</p> <p>Turn taking.</p> <p>To understand the importance of maintaining a steady pulse.</p> <p>To understand the difference between pulse and rhythm</p> <p>Understand rhythm and pulse.</p> <p>Understand duration and tempo.</p> <p>Compose a piece of music.</p> <p>Singing Christmas songs.</p>	<p>To compose a pattern on the Djembe drum using the appropriate technique including a bass and tone stroke.</p> <p>To perform a two part rhythm listening to others whilst maintaining their own pattern.</p>	

Vocabulary	Percussion Woodwind String Brass		Rhythm Pulse Duration Tempo Compose
Spring Term	Notation/Theory	Practical/Production	Review/History
Knowledge	To understand the main features and characteristic of music from film and theatre. To understand the context and importance of film music and music from the theatre. Understanding what an Orchestra is.	To understand how instrumentation can influence the mood/feel of music. Steel drums.	
Skills	To play a variety of warm up games involving rhythm, pulse and internalising a pulse. To listen to a range of music from a variety of film genres - action, comedy, sci-fi, western and horror To listen to a range of music from a variety of music from the theatre.		To compose and perform a non tuned percussion piece to accompany a cartoon. To compose and perform an ostinato for a horror film. To learn a song from a musical. To compose a pattern on the Djembe drum using the appropriate technique including a bass and tone stroke.

			<p>To perform a two part rhythm listening to others whilst maintaining their own pattern.</p> <p>To learn a short tuned repeated pattern on the steel drums. Including repeats and a calypso rhythm.</p> <p>To hold a steel pan beater correctly and use it with control.</p> <p>To read from tabulated notation.</p> <p>To play as part of an ensemble whilst maintaining an independent part.</p>
Vocabulary	<p>Action film</p> <p>Comedy Film</p> <p>Sci-Fi</p> <p>Western</p> <p>Horror</p> <p>Musical</p> <p>Ballet</p> <p>Opera</p> <p>Concert</p>		<p>Ostinato</p> <p>Rhythm</p> <p>Pulse</p> <p>Duration</p> <p>Tempo</p> <p>Compose</p> <p>Melody</p>
Summer Term	Notation/Theory	Practical/Production	Review/History

<p>Knowledge</p>	<p>To understand the importance of maintaining a steady pulse. To understand the difference between pulse and rhythm</p>	<p>To play and perform confidently in an ensemble context. To listen and perform at the same time. To play in rounds.</p>	<p>To record a round as a group.</p>
<p>Skills</p>	<p>To play a variety of warm up games involving rhythm, pulse and internalising a pulse. To listen to a beat. To listen to rhymes and songs.</p>	<p>To clap a beat. To a beat. To perform rhymes and songs.</p>	