

## EPCHS Music Department: KS3 Programme of Study

*We aim to inspire our students to develop a passion for the study of music. We want to ensure that our young people have many opportunities to be involved in a range of musical experiences inside and outside of the classroom, regardless of their backgrounds. The ability to create, perform and appreciate music is central to our teaching.*

### Year 7

Term	Unit of Work	Intent
Autumn	<p><b>Baselining Assessment</b> What do you know?</p> <p><b>Elements of Music</b> Building bricks</p>	<ul style="list-style-type: none"> <li>• Understand and recognise the Elements of Music: PITCH, TEMPO, DYNAMICS, DURATION, TEXTURE, TIMBRE, SILENCE.</li> <li>• Draw on the Elements of Music as a resource when composing, creating and improvising and use the Elements of Music effectively when performing and singing.</li> <li>• Recognise the Elements of Music when listening to and appraising music from different times and different places.</li> </ul>
Spring	<p><b>Graphic Scores</b> Introduction to Composition</p> <p><b>Pitch and Notation</b> Morning Music/ Night Music</p>	<ul style="list-style-type: none"> <li>• To understand the basic features of graphic scores.</li> <li>• To be able to identify musical elements within a graphic score.</li> <li>• Investigate how composers have used the elements of music to create the feeling of morning in their music.</li> <li>• To listen to and appraise their own and others' work using appropriate musical vocabulary.</li> <li>• To understand basic principles of staff notation (staff, treble clef, time signature, note values).</li> <li>• Distinguish between pulse/beat and rhythm.</li> <li>• To perform using the correct basic hand position.</li> <li>• To develop ensemble skills when working in pairs.</li> <li>• To use the elements of music in a structured group composition describing morning and sunrise</li> <li>• Learn about lullabies and how composers have used the elements of music to create the feeling and mood of night through music</li> <li>• Learn about pitch by performing a melodic part as part of a group lullaby performance</li> <li>• Develop and understanding of note values in terms of duration, bars and simple time signatures.</li> <li>• Evaluate "Morning Mood" pieces in terms of the elements of music</li> </ul>

Summer	<p><b>Vocal Sound Scape</b> Jungle vocal production</p> <p><b>Keyboards</b> Ode to Joy</p>	<ul style="list-style-type: none"> <li>• Understand vocal music and how it can be structured.</li> <li>• Understand what Question and Answer, Binary, Ternary and Rondo Forms are in music.</li> <li>• Know how to label or identify different sections within a complete piece of music.</li> <li>• Recognise that music with a recurring or repeated section provides familiarity to the listener.</li> <li>• Recognise why Form and Structure is important in music.</li> <li>• Learn about the layout and structure of the symphony orchestra.</li> <li>• Develop an understanding of musical instruments and how they are played, the families/sections, construction, different sound production methods and characteristic timbres/sonorities.</li> <li>• Perform on orchestral instruments (where possible) or use orchestral tones/voices/sounds from keyboards as part of a 'class orchestra' with an awareness of the experience of 'performing together' as an ensemble and the roles of different instrumental parts and textural layers on the music as a whole.</li> </ul>
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### Year 8

Year/ Term	Unit of Work	Intent
Autumn	<p><b>Keyboard Skills</b></p> <p><b>Christmas Keyboard</b></p>	<ul style="list-style-type: none"> <li>• To understand the basic principles of electronic keyboard functions and technique.</li> <li>• To know the basic functions of the keyboard such as voice and style.</li> <li>• To select appropriate voices and styles.</li> <li>• To perform using the correct basic hand position.</li> <li>• To understand basic principles of staff notation (staff, treble clef, time signature, note values).</li> <li>• To develop ensemble skills when working in pairs.</li> <li>• To listen to and appraise their own and others' work using appropriate musical vocabulary.</li> </ul>
Spring	<b>I've got Rhythm</b>	<ul style="list-style-type: none"> <li>• Understand that pulse is a fundamental upon which music is built and performed.</li> <li>• Develop a feeling for and an awareness of a regular pulse in music from different times and places.</li> <li>• Distinguish between pulse/beat and rhythm.</li> <li>• Develop and understanding of note values in terms of duration, bars and simple time signatures.</li> </ul>
Summer	<b>Sound Tracks/Film Scores</b>	<ul style="list-style-type: none"> <li>• Develop knowledge and understanding of the why film music has changed from Micky Mousing.</li> <li>• Explore how musical elements are exploited in an underscore reflect mood or setting in a film.</li> <li>• Explore how tonality and harmony in an underscore.</li> <li>• Understand the difference between diegetic sounds and non-diegetic sound.</li> <li>• Introduce GarageBand linking to GCSE</li> </ul>

## Year 9

Year/ Term	Unit of Work	Intent
Autumn	<b>Dance Music</b>	<ul style="list-style-type: none"> <li>• Understand the connection between the steps, movement and formation of dances and the inter-related musical features within the music that accompanies them.</li> <li>• Understand how different dance music genres use different time signatures and metres and how these relate to the dance.</li> <li>• Understand how dance music is chiefly made up of primary chords, using chords I, IV, V, V7 and seventh chords in a range of simple major and minor keys.</li> <li>• Understand how different dances use characteristic dance rhythms within their music.</li> <li>• Describe the different accompaniment patterns and textures in dance music from different times and places.</li> <li>• Learn about the element required for understanding how DAWs work.</li> <li>• Understand about the hardware components such as: the computer, computer peripherals/hardware, keyboard and other MIDI controllers and audio/MIDI interfaces.</li> <li>• Learn about software functions such as: the difference between audio, software instruments and MIDI tracks, software instruments, editing tools and plugs ins.</li> </ul>
Spring	<b>Variations</b>	<ul style="list-style-type: none"> <li>• To develop a knowledge and understanding of how the Elements of Music can be used and manipulated as a basic form of musical variation to an existing theme or melody.</li> <li>• Know, understand, and use other musical devices that can be changed or added to, to provide musical variation to an existing theme or melody.</li> <li>• Understand Variation Form as a type of musical Form and Structure.</li> </ul>
Summer	<b>What makes a good song?</b>	<ul style="list-style-type: none"> <li>• Understand how popular songs have appeal across all age ranges and in a variety of contexts.</li> <li>• Understand the importance of structure in popular songs.</li> <li>• Understand the importance of memorably melody in popular song.</li> <li>• Understand ways of describing melodic movement and range.</li> <li>• Understand how music is chiefly made up of primary chords, using chords I, IV, V, V7 and seventh chords in a range of simple major and minor keys.</li> <li>• Describe the different accompaniment patterns and textures in dance music from different times and places.</li> </ul>

