

Music Key Stage 3 Programme of Study

	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
Year 7	Bridging Unit	The Keyboard	Elements of Music	Form and Structure	The Orchestra	Musical Clichés
	Exploring musical and non-musical stimuli and the ways sound can be produced. Develop understanding of composing and notation – both non-musical and standard musical.	Developing best practice with equipment, working with others, performing with others and listening to others. Learn the notes of the keyboard and play and compose melodies.	Learning about the building blocks of music; how they combine to create an individual and interesting piece. Students will expand their music vocabulary and composition skills.	Developing students' ability to recognise, explore and use different musical structures and understand how they can create different effects.	Look at the four families of instruments, recognise them by sight and sound, and appreciate their characteristics and techniques. Study of orchestral pieces.	Exploring the way music is used, developing students' ability to recognise, analyse and use a range of musical clichés used in different musical genres.
Year 8	Shanty Time	Musical Cycles (including African Drumming)	Chords and Scales	The Blues	World Music: Caribbean	Variations
	Students will look at popular arrangements from a variety of genres, and look at the uses and benefits of altering music through various means. They will also create their own arrangements.	Exploring cyclic patterns (building on Form and Structure). Students will identify, analyse and create music based after looking at African percussive music.	Students will re-visit the keyboards and build on their melodic skills by learning the different types of scales (how they sound and the effect they achieve) and basic I, IV and V chords.	Study of jazz and the history of the blues. Analysis of the structure of the 12-bar blues and the blues scale. Composition task based on the 12 bar blues, including improvisation.	A look at the history of music from the West Indies, and how it has affected popular music of today. Focus on reggae and learning to play a popular song, including vocals, tune and chords.	An exploration of how to develop musical ideas (building on Shanty Time). Students will be able to recognise and analyse variations, and will compose a set of variations.
Year 9	Chinese Music (and the Pentatonic Scale)	Musical Theatre	Music and the Media	Hooks and riffs	Music and Media	Song and End of Key Stage 3 Project
	A look at Asian instruments, discriminating between different Asian styles. Students will then look at the characteristics of Chinese music (including the pentatonic scale) and compose a piece influenced by the Chinese style.	A brief glance at the history of musicals before looking in depth at the cross-over appeal of the 'Jukebox Musical'. They will undertake a whole class project to produce a song from <i>We Will Rock You</i> , bearing in mind the plot, characters, occasion, venue and intention.	Students will look at the importance of music in the media, and how a lot of the music we hear on TV is theme music or music for adverts. They will study genres of media music and compose their own piece for media.	An exploration of how composers use repeated melodic and rhythmic devices called hooks, riffs and grounds. We will explore them through listening, performing and composing, and consider their effect in modern music.	Students will develop their ability to recognise how music enhances a visual image, and how musical devices – along with other media – can convey a message. They will compose, refine and record pieces with a sense of time, mood and intention.	In this final unit students will study the structure of songs and how the arrangement can play an important part in the success of popular songs. Students will create a song – within set parameters – with an understanding of musical devices, structures and processes.