



Sacred Heart High School

Key Stage 3 Curriculum

MUSIC

INTENT *(the unique contribution the subject makes to general education)*

- Music enhances language capabilities by extending vocabulary range and comprehension
- Music improves student's ability to memorise by developing both auditory and visual skills.
- Instrumental playing strengthens hand-eye coordination; as they develop their motor skills by learning to play correct notes on any instrument and follow direction.
- Music enhances study habits as the process of learning an instrument requires discipline, focus, resilience and regular practice.
- Collaboration is an important factor in music-making; as teamwork helps them to show empathy towards others and focus in achieving certain goals.
- Music explores a range of cross-curricular historical and social links and also focuses on the impact of cultural influences and traditions

THEMES (KNOWLEDGE & UNDERSTANDING)

- The Elements of Music
- Instruments of the Orchestra
- Music theory
- Music form & structures
- Music history
- World Music Observational drawing

SKILLS

- Singing
- Performing
- Composing
- Listening & Appraising

YEAR 7

Bridging the Gap

- Elements of Music
- Graphic score notation
- Instruments of the Orchestra

World Music 1

African Music exploring the art of Djembe drumming and African part-sing

- Call & response
- Close harmony
- Poly-rhythmic playing

Samba Music exploring percussive polyrhythmic ensemble playing.

- Samba instruments
- Role of a leader
- Ensemble awareness

Musical Forms and Structures

Exploring the basic elements of composition

- Binary and ternary forms.
- Tradition music notation.
- Keyboard development

YEAR 8

Reggae Music

- Developing ensemble playing; keyboard skills and recognition of syncopated rhythms.
- Understanding chord formations and importance of the bassline.

Musical Theatre

Exploring a range of musical theatre genres dating back to the Golden Age - present day.

- West Side story songs and musical interludes
- Hamilton - spoken word and rhythmical writing
- The great composer duos and their works.

Celtic Music

Exploring the melodic development and structure of folk-dance music .

- Introducing compound time signatures and the style of the Gigue, including improvisation and ornamentation.

Programme Music

Exploring the works of Saint-Saens, Smetana and Mahler (Listening & Appraising)

- Creating and composing based on thematic stimuli

YEAR 9

History of Popular Music 1

1950's - 60's Blues and Rock'n'roll music

- 12 Bar Blues, Swung Rhythm, Improvisation, Walking Bass, Comping
- Importance of lyrical content and historical and social links
- British Invasion - The Beatles songs

History of Popular Music 2

1970's - 80's Protest songs

- Importance of lyrical content and historical and social links
- Song writing

Rock Anthems from:

- Queen
- Abba

History of Popular Music

Modern day Artists and the range of music genres influenced by social and political issues; and the impact of the fashion industry on today's music.

- Independent learning projects.

ASSESSMENT

- Summative assessment of individual and / or ensemble performances and compositions assignments.
- IPM assessments based on summative and formative assessments
- Formative assessment at the end of each unit - based on either, listening & appraising, performing and / or composing
- Continuous one to one diagnostic / verbal feedback in lessons
- Peer and self-assessment in lessons

STRETCH & CHALLENGE

- Students encouraged to engage in extra-curricular activities
- Open assignments – enabling further challenge and extension to be carried out.
- Students given opportunities to lead and direct group tasks and work independently.

ENRICHMENT OPPORTUNITIES

- Choir
- Orchestra
- Theatre visits
- Music competitions
- Tri-borough Music events advertised throughout the year