
















# KS3 Learning Journey year 7

Year 7 Topics	Knowledge /Skills	Cross curricular	Virtues
<b>Term 1</b>			
<b>On the way</b>  <b>Guitar Skills</b> 	<p>Treble clef notation/ triad chords/ rhythm /pitch/ music terms</p> <p>Chords and tab notation Ensemble playing</p>	<p>Maths English Drama ICT Geography history</p>	<p>Perseverance Confidence Determination skills Self - management, Teamwork Reflection,</p>
<b>Term 2</b>	<b>Knowledge /Skills</b>	<b>Cross curricular</b>	<b>Virtues</b>
<b>Film Music</b>  <b>World Music Samba, Gamelan &amp; folk</b> 	<p>Composition skills, Editing/ Multi tracking, specific techniques using arpeggios/ semitones and discords.</p> <p>Improve performance through Film music pieces performed build up stamina/ rudiments in notations alongside articulation skills</p> <p>Performance and improvisation Skills and composition devices for folk music pieces using new structures and playing techniques on percussion, identifying features heard in world music</p>	<p>Maths English Drama, History Geography ICT</p>	<p>Confidence, Communication skills, Self - management, Teamwork Respect Reflection Attentiveness</p>
<b>Term 3</b>	<b>Knowledge /Skills</b>	<b>Cross curricular</b>	<b>Virtues</b>
<b>Ragtime Music</b>  <b>Advert Jingles</b>	<p>Vamping skills origins of ragtime and its place in music history, key composers like Scott Joplin.</p> <p>Underscoring techniques, voice overs inversion chords and composition devices</p>	<p>Maths English Drama Geography History</p>	<p>Confidence, resilience perseverance respect Communication Skills self-management, teamwork Reflection</p>

	<u>KS3 Learning Journey</u>	<u>Year 8</u>	
Year 8 Term/Topic	Knowledge /Skills	Cross curricular	Virtues
<b>Term 1</b>			
<b>Blues Music</b>  <b>Rock Anthems</b> <b>guitar skill</b> 	<p>Origins of Blues Jazz and gospel music, walking basslines, blues scale riffs and 12 bar blues chords, blues artists and features</p> <p>The development of Rock music and various sub genres and artists from rock n roll, glam rock and heavy rock styles.</p>	<p>Maths English Drama, Geography History</p>	<p>Confidence, perseverance respect teamwork communication Skills self-management, teamwork reflection,</p>
<b>Term 2</b>			
<b>Programme Music</b>   <b>Reggae Music</b>	<p>Exploration of timbres/ tempos /pitch and rhythmic ideas and development of ICT skills through composition skills, Editing/ Multi tracking, specific techniques using scales and effect. Improve performance skills on programme pieces using notated extracts</p> <p>Know origins of Reggae and ska music, artists and identify key features heard, perform reggae pieces in ensembles.</p>	<p>Maths English ICT History Geography Drama</p>	<p>Confidence resilience perseverance respect Communication Skills self-management, teamwork Reflection,</p>
<b>Term 3</b>			
<b>Arrangements and EDM</b>  <b>Music Instrumental skills</b>	<p>Composition skills, Editing/ Multi tracking, specific layers from Pachelbel's cannon to create an arrangement version in an EDM music style/ cut and paste techniques, EDM recording techniques on DAW use of automation effects</p> <p>Performance skills on varied instruments reading notations tabs and working in ensembles to apply performance skills and arrangement skills further to develop overall musician ship skills.</p>	<p>Maths English ICT History Drama</p>	<p>Confidence resilience perseverance respect Communication Skills self-management, teamwork Reflection,</p>

	<u>KS3 Learning Journey</u>	<u>Year 9</u>	
Year 9 Term/Topic	Knowledge /Skills	Cross curricular	Virtues
<b>Term 1</b>			
<b>Core Skill Development</b>  <b>1 New styles of music introduced studying musical features and sonic elements</b>  <b>2 Composition devices studied in Disco, Reggae, blues Game/ TV media Folk and pop music.</b>	<p>Styles of music and sub genres are studied with linked composition core skills for garage band and Sibelius programmes.</p> <p>Key features and sonic elements are studied for a range of styles looking at playing techniques, composition elements and music appreciation skills.</p> <p>Pupil's study instrumental rudiments to support technical abilities for solo and ensemble pieces and develop their physical stamina and strategies for effective practice routines, they will also develop evaluation and target setting skills.</p>	English maths Drama ICT History Geography	Confidence, perseverance respect self - management, Reflection,
<b>Term 2</b>			
<b>1 Developing solo Instrumental skills</b>  <b>2 Extending compositions in Calypso Blues, tango and Media Film pieces</b>	<p>Pupil's study instrumental skills from specific skills audits and development planning, rudiments to support solo pieces and ensemble skills are researched and practiced in structured routines, extending warm up ideas, articulations, expression and stage presence skills. Personal repertoires are extended as well as stamina and a deeper understanding of music genres and techniques used.</p> <p>Composition focus is on devices to extend and develop ideas further with counter harmony, articulation markings and expression and repetition and contrast ideas. Pupils explore timbres/ tempos /pitch and rhythmic ideas as well as mastering ICT skills through, editing/ multi tracking and mixing techniques.</p>	Maths English ICT History Geography Drama	Confidence resilience respect self - management, Reflection,
<b>Term 3</b>			
<b>1 Instrumental Band Skills and Arrangements.</b>  <b>Core performance and composition core skills</b>	<p>Music styles through ensembles are explored looking at key musical elements used in each genre and how it can be manipulated to create different genres?</p> <p>Pupils musically direct group, arrange pieces and practice stage presence, timing and ensemble awareness.</p> <p>Pupils gain deeper knowledge on styles as solo performance repertoires are developed.</p> <p>Composition skills are refined with practice tasks where prior knowledge is recalled developing confidence and ability. Professional and commercial skills are studied through each term looking at time management, use of resources and how musicians share music through SoundCloud YouTube etc</p>	ICT Drama English Maths Geography	Communication Skills Confidence Perseverance Determination resilience respect self- management, teamwork Reflection,

	<u>KS3 Learning Journey</u>	<u>Year 10</u>	
Year 10 Term/Topic	Knowledge /Skills	Cross curricular	Virtues
<b>Term 1</b>			
<b>Exploring products and Styles</b>  	<p>Furter development of music style analyse through sub genres and music appreciation skills looking at sonic and musical features in detail with reference to examples and performance techniques.</p> <p>Music products are studied through compositions Looking at creating DAWS original pieces and live performances. ICT skills are refined on garage band and Sibelius programmes in creation of various music products. Solo instrumental skills and rudiments are developed for live performance skills</p>	<p>Maths English Drama, Geography History</p>	<p>Confidence, perseverance respect self-management, Reflection</p>
<b>Term 2</b>			
<b>Component 1: Exploring Music Products and Styles</b>	<p><b>Exam unit 1 exploring music products and styles</b></p> <p>Students create a portfolio of evidence to show understanding of 4 styles of music from 1950's to present day, showing compositional and sonic features are understood. Alongside this they will create 3 music products 30 – 60 seconds in length from the following areas</p> <ol style="list-style-type: none"> <li>1 A live performance</li> <li>2 an audio recording</li> <li>3 music for film/ media / computer games</li> <li>4 an original song/ composition</li> <li>5 a Daw project</li> </ol> <p>Their portfolios will show realisation and music appreciation skills used.</p>	<p>Maths English ICT History Geography Drama</p>	<p>Confidence Resilience perseverance respect Communication Skills self-management, Reflection,</p>
<b>Term 3</b>			
 <b>Band/ arrangement skills</b>   <b>Solo Performance and composition skills</b>	<p>Performance with varied instruments, reading notations. tabs and working in ensembles to apply performance and arrangement skills, furthering their development in overall musician ship skills.</p> <p>Composition skills in editing/ multi tracking, use of effects and recording skills are studied. Pupil's use cut and paste techniques, develop recording skills on DAWs and refine musical ideas.</p> <p>Solo skills are mastered by performing harder pieces in order to improve stamina, technical ability, expression and stage presence.</p>	<p>Maths English ICT History</p> <p>Drama English Maths</p>	<p>Confidence resilience perseverance respect Communication Skills self-management, teamwork Reflection,</p>

	<u>KS3 Learning Journey</u>	<u>Year 11</u>	
Year 11 Term/ Topic	Knowledge /Skills	Cross curricular	Virtues
Term 1			
<b>Component 2: Music Skills Development PSA exam</b> 	<b>Exam unit 2 Music skills development</b> Students will create 2 musical outcomes that will develop their musical ability showing use of professional and commercial skills in their outcomes. Their portfolios will evidence planning and management, strategies used and reflection on processes and outcomes through 2 of the following areas. 1 Musical performance 2 Creating original composition 3 Music production Milestones rehearsal session and composition drafts will show developmental stages and outcomes when combined will be 2 – 4 minutes in length.	Maths English Drama, ICT	Confidence, perseverance respect self-management, reflection,
Term 2 & 3			
 <b>Component 3: Responding to a Music Brief</b>	<b>Exam unit 3 Responding to a music brief</b> Students will follow set activities through one of the following pathways Creating and performing or Creating and producing. Time will be planned through 3 activities 1 An initial response to the music brief 2 a video/ audio recording of musical material produced for the brief 3 a commentary on the way they adapted the music for the brief and how they applied individual musical skills, knowledge and techniques to create the music product.	Maths English ICT History Geography Drama	Confidence resilience perseverance respect Communication Skills self-management, teamwork Reflection,