Curriculum Plans – Key Stage 3 Music

Please find below a detailed outline of the curriculum covered in Music through Year 9 in Key Stage 3.

**Year 9**

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<td><strong>Unit 1 Chords into Jazz</strong>&lt;br&gt;Key objective: Learn how jazz musicians use chords as a basis for creating and improvising melodies.&lt;br&gt;L1.1 Feelin’ blue in just three chords&lt;br&gt;L1.2 Swinging the melody&lt;br&gt;L1.3 Performing ‘In the Mood’&lt;br&gt;L1.4 All that jazz! L1.5/1.6 Jazzing it up!</td>
<td><strong>Unit 2 Transylvania to the Balkans</strong>&lt;br&gt;Key objective: Learn about the characteristics and contexts of music making in the Balkans and how Balkan folk music has influenced composers.&lt;br&gt;L2.1 The rhythms of Hungary&lt;br&gt;L2.1 Serbian kolo&lt;br&gt;L2.3 Tonality in Balkan music&lt;br&gt;L2.4 Towards the Mediterranean&lt;br&gt;L2.5/2.6 Balkan composition</td>
<td><strong>Unit 3 Improvisation and organisation</strong>&lt;br&gt;Key objective: Learn about the characteristics and contexts of music making in the Balkans and how Balkan folk music has influenced composers.&lt;br&gt;L3.1 What is a toccata?&lt;br&gt;L3.2 What makes a toccata?&lt;br&gt;L3.3 Toccata in D minor with improvisations&lt;br&gt;L3.4 The pipe organ: create a presentation on the history and modern development of pipe organ design&lt;br&gt;L3.5 What is raga? L3.6 East meets west</td>
<td><strong>Unit 4 Polyrhythm into minimalism</strong>&lt;br&gt;Key objective: Learn about the characteristics and features of polyrhythmic music and making connections with contemporary minimalist styles.&lt;br&gt;L4.1 African drumming&lt;br&gt;L4.2 Rhythms of Africa&lt;br&gt;L4.3 ‘Clapping Music’ but is music?&lt;br&gt;L4.4 East meets west</td>
<td><strong>Unit 5 Music for special occasions</strong>&lt;br&gt;Key objective: Learning how music can enhance an event, and about the challenge of composing music to a brief or commission for a particular event, occasion or audience.&lt;br&gt;L5.1 Music for an occasion&lt;br&gt;L5.2 Fanfares!&lt;br&gt;L5.3 Music for funerals&lt;br&gt;L5.4 Music for weddings&lt;br&gt;L5.5/5.6 Composing music for special occasion music</td>
<td><strong>Unit 6 Making arrangements</strong>&lt;br&gt;Key objective: Learning how to analyse and explore common processes, procedures and conventions relating to arranging music&lt;br&gt;L6.1 Variations&lt;br&gt;L6.2 A theme but not as we know it&lt;br&gt;L6.3/6.4 ‘Stand by Me’&lt;br&gt;L6.5/6.6 Arranging a Popular Song</td>
<td>Time for catch up on any missed topics</td>
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Listen to different types of jazz and blues music focusing on how chords affect the texture of the music.

Perform a famous piece of jazz that uses a walking bass line from 'In the Mood'.

Improvise using the notes of the blues scale over a walking bass line.

Perform the melody to 'In the Mood' in a swing style over the 12-bar blues chord sequence.

Perform the melody and 12-bar blues walking bass line of 'In the Mood' and alternate this with improvisation sections using the chords of the 12-bar blues and notes of the blues scale.

(option 1) Sing and perform 'All That Jazz' from the musical Chicago.

(option 2) Create a presentation on the musical Chicago based on the film version.

Perform the chord sequence to 'All That Jazz' using 7th chords, added note chords and primary chords.

Work with others to compose own piece of jazz that uses different chords, chord sequences and features of jazz, or create a lead sheet (worksheet 156) using different chords.

Development of skills through assessment: Listen to different types of jazz and blues music focusing on how chords affect the texture of the music.

Listening: to a range of different jazz pieces.

Composing: creating a piece of chordal jazz using different chords.

Performing: using jazz chords, chord sequences and jazz riffs in a variety of styles.

Improvising: using notes of the blues scale over a chord sequence.

Discuss the characteristics of the music of Bela Bartók.

Compose heterometres.

Perform and discuss the structure and characteristics of kolo dance music.

Describe and identify a variety of ornaments.

Describe how major and minor scales are often used simultaneously in Balkan music.

Recognise and explain the unusual sound produced by microtones in music.

Discuss the characteristics of Croatian songs.

Include features of Balkan music in student’s own composition.

Rehearse, perform and appraise own and other students’ compositions.

Development of skills through assessment

Performing: improvisation and ensemble performing skills.

Composing: improvisation and accompaniment within a variety of genres and styles.

Listening and appraising: appreciation of some of the key features of improvisation in African, Chinese, Indian and Blues music.

Identify characteristic features of the toccata genre.

Identify different sections of a Baroque organ toccata.

Use lower mordents in performance and improvisation.

Perform own melodic part and improvised sections within an ensemble piece.

Refine, rehearse and perform 'Toccata with improvisations in D minor'.

Identify the roles of different instruments in Indian classical music.

Identify similarities and differences between the two genres.

Development of skills through assessment

Performing: preparing and taking part in group performances.

Composing: selecting notes to create their own rags and composing their own talas.

Use different techniques and sounds successfully in performance.

Understand that rhythm is a key feature in African music.

Perform their own rhythmic part as part of a group texture.

Use suitable notation to record ideas.

Identify devices used in minimalism and relate them to other music such as African polyrhythms.

Recognise minimalistic devices and use them effectively in performance and composition.

Use rhythm notation accurately for performance and recording.

Develop an awareness of how parts dropping out and coming back in are key features of minimalist music.

Identify ways in which their own minimalist piece could be improved.

Development of skills through assessment

Performing: cyclic rhythms and polyrhythmic textures with motivic transformation, group and class ensemble work.

Composing: creating a polyrhythmic drumming piece, a minimalist clapping piece, and a polyrhythmic piece including motivic transformation.

Listening: identifying features of traditional African music and minimalist music, recognising aspects of motivic transformation.

Understand which musical features are appropriate to which occasion.

Students to make appropriate choices in their own compositions.

Students to apply their understanding successfully to their own compositions.

Perform accurately from notation. Develop ensemble skills.

Compose a piece of music that effectively relates to the intended special occasion.

Understand about commissions and how composers respond to them.

Evaluate music according to given criteria.

Development of skills through assessment

Listening: to a range of pieces composed for special occasions.

Performing: a simple fanfare, a funeral march, and part of a wedding march.

Composing: composing a fanfare, adding a new section to a funeral march and composing their own piece of music for a special occasion of their choice.

Identify different musical features in each variation.

Use a range of devices to create effective variations.

Make appropriate comments on the variation techniques used in their compositions.

Identify different musical features in the arrangement.

Take part in a cohesive performance of 'Stand By Me' and understand how their part contributes to the whole performance.

Create and perform an arrangement which is significantly different from the original.

Make appropriate comments which demonstrate an understanding of the features involved.

Development of skills through assessment

Listening: listening to theme and variations and a popular song in different arrangements, making comparisons and recognising how features have been changed.

Performing: opportunities to develop ensemble performing skills by performing variation compositions and popular song arrangements.

Composing: composing and arranging a set of musical variations on a theme and arranging a popular song in a different style.

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