

Curriculum Intent: The purpose of the music curriculum is to ensure that pupils are able to perform the work of others, explore their own creativity through composing work and, through wider listening and engagement, come to a broader understanding of culture and meaning. The curriculum will allow for students to have opportunities to listen to different genres of music in order to develop their musical understanding. They will have time to start composing their own music taking into account their starting points and participate in summative assessment where they can reflect on their knowledge and understanding. The carousel model is a starting point for changing the way music is delivered at Burnage and ensure that progression can be made across KS3 and ultimately into KS4.

	Year 8 HT1	HT2	Year 7 HT3	HT4	Year 9 HT5	HT6
Content, Knowledge & Skills	<p>Saharan Sounds</p> <p>This unit includes activities focussed on African Drumming, Polyrythms, Syncopation, Cyclic rhythms and rhythm grid notation.</p>	<p>Hooks and Riffs</p> <p>Exploring repeated musical patterns: Hooks and Riffs through Western Classical and Popular music. This will be taught through electronic keyboards.</p>	<p>I've Got Rhythm</p> <p>This unit includes activities in understanding Pulse, Beat, Rhythm and Ostinato starting with Rhythm Grid Notation tasks. Single Line Rhythm Notation, including basic Note Values, are explored through fun and engaging performance tasks.</p>	<p>Keyboard Skills</p> <p>Exploring Effective Keyboard Performance Technique, Treble Clef Staff Notation, Sharps and Flats and Melody and Chords.</p>	<p>Soundtracks</p> <p>This unit explores Leitmotifs from a range of different film genres in terms of how film composers have used the elements of music including listening and appraising as well as a range of performance tasks.</p>	<p>What Makes a Good Song</p> <p>Exploring Popular songs: The Hooks, The Riffs, The Lyrics, The Song Structure, The Musical Arrangement and the Melodies.</p>
Purpose / potential links to KS4 & future steps	<p>Djembe performance technique explores the range of sounds, timbres and sonorities from African Drums. Rhythm grid notation is used for performing and composing African-inspired call and response rhythmic patterns. The unit also contains a range of African chants and call and response songs.</p>	<p>This unit is all about repeated musical patterns: Hooks, riffs and ostinatos. Three case studies from popular songs include Sweet Dreams, Word Up and We Will Rock You. This unit will equip students with the ability to play as well as recognise various musical devices across different genres that span various centuries and decades.</p>	<p>From Rhythm grid notation to polyrhythmic pieces using single line rhythmic notation including basic note values and simple time signatures, equipping students with strong foundational skills if they were to progress onto GCSE or BTEC options.</p>	<p>This unit includes a range of keyboard warm ups and pieces all given with correct keyboard/piano fingering. Pupils will also explore the development, sound production and timbre/sonority of other keyboard instruments. This unit will equip students with a strong harmonic and melodic understanding as well as strong performance skills if they were to progress onto GCSE or BTEC.</p>	<p>This unit has several 'Lesson Pathways' allowing pupils to focus on one or more film music genres in detail. These include music for Horror, Action/Thriller/Spy, Sci-Fi/Fantasy, Cartoons and Westerns. This unit will equip pupils with a strong harmonic and melodic understanding and will enable pupils to develop their understanding of how to compose music for</p>	<p>This unit explores two songs as case studies. "Shape of You" by Ed Sheeran and "Shotgun" by George Ezra in terms of the Hooks/Riffs, the structure and the melody and lyrics. Lead sheets and notation are also used throughout the unit. This unit will equip pupils with a strong harmonic and melodic understanding and will enable pupils to develop their understanding of how</p>

					specific mood, scene or purpose.	to compose music for a specific genre as well helping generate a better understanding of popular music composition.
Key Vocabulary	Exploring Polyrhythm, Syncopation, call and response, cyclic rhythms, chants.	Exploring Treble clef, Bass clef, repeat symbols, Ostinato, Hooks, Riffs, Popular Music, Western Classical Music, Electronic Music.	Exploring Pulse, Beat, Rhythm, Ostinato, Cyclic and Polyrhythms, Note Durations and Rhythm Grid Notation.	Exploring Pulse, Beat, Rhythm, notation, treble clef, timbre, key signatures, sharps and flats, time signatures.	Exploring key signatures, time signatures, mood, harmony, timbre, instrumentation.	Exploring key signatures, time signatures, mood, harmony, timbre, texture, instrumentation, style and genre, lyrical analysis and critical listening skills.
Assessment	The unit is supported by a self-marking Forms Quiz assessing Knowledge and Understanding . The unit will also include performances from whole class and small groups.	The unit is supported by a self-marking Forms Quiz assessing Knowledge and Understanding . The unit will also include performances from whole class and small groups.	Performances by whole class and small groups. Including teacher and peer based assessment opportunities.	At the heart of the Keyboard Skills unit are 3 Volumes of Graded Keyboard Performing Tasks which will be teacher-assessed alongside the opportunity for peer and self-assessment.	The unit is supported by a self-marking Forms Quiz assessing Knowledge and Understanding . The unit will also include composition tasks and performance tasks from whole class and small groups.	Pupils will create their own musical arrangement of a popular song from the resource suggestions within the unit in the form of a 'cover version'.