



# Queen Elizabeth's Girls' School

Educating Women of the Future

## Music Key Stage 3 Curriculum 2022/23

	Topic/Big Question	Focus
Year 7	What do we need to consider in order for a piece of music to sound interesting?	The Elements of Music - This topic introduces students to the elements of music and their realisation in sound: Duration, pitch, tempo, texture, timbre, silence and dynamics. Throughout this topic pupils will explore and develop skills in performance and composition through group work. Class singing will include "How Far I'll Go" by Lin-Manuel Miranda and "Skin Deep" by Buddy Guy - observing phrasing, accurate pitching and dynamic contrast.
	Why are instruments divided into different families?	Peter and the Wolf - (the instruments of the orchestra) Pupils will explore the 4 families of instruments by aural analysis. Pupils will develop their musical skills through improvisation, composing motifs to represent a variety of characters whilst considering the elements of music. Class singing will include "Here Comes the Snow" by Spencer Radcliffe - observing phrasing, accurate pitching and dynamic contrast.
	What are the differences between rhythm & pulse?	Stomp - (rhythm and pulse) Pupils will explore basic music theory focussing on rhythmic notation. And develop their musical skills through rhythmic composition and performance. Class singing will include "Here Comes the Snow" by Spencer Radcliffe - observing phrasing, accurate pitching and dynamic contrast.
	What are the traditions of African music? and are they different to western styles?	African Music In this topic students will explore a range of African instruments, compositional techniques and develop their improvisation, performance and composition skills. Class singing will include traditional Zulu songs sung in rounds; observing phrasing, accurate pitching and dynamic contrast.
	How do I learn to play the keyboard?	Keyboard Skills Pupils will learn to read the notes on the treble clef staff and develop their musical skills through learning to practice and perform various keyboard pieces at their own pace. Pupils who already play the piano will be challenged with duets and a more advanced repertoire. Class singing piece (tbc) - 2 part harmonies; observing phrasing, accurate pitching and dynamic contrast.
	How can I compose interesting pieces?	Melody Writing (The Carnival of the Animals) - In this topic students will explore various pieces from <i>The Carnival of the Animals (Le Carnaval des animaux)</i> by Camille Saint-Saëns; aurally identifying the elements of music, performing melodies and composing. Class singing piece (tbc) - 2 part harmonies; observing phrasing, accurate pitching and dynamic contrast.

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Year 8	How do I learn to play the keyboard?	Keyboard Skills - (the keyboard course) Pupils will learn to read the notes on the treble clef stave and develop their musical skills through learning to practice and perform various keyboard pieces at their own pace. Pupils who already play the piano will be challenged with duets and a more advanced repertoire. Class singing will include "This is Me" from The Greatest Showman and "Skin Deep" by Buddy Guy; observing phrasing, accurate pitching and dynamic contrast.
	What lies beneath a melody?	Chord and Bass lines - This topic introduces students to basic harmonies; exploring the C major and A minor scale, primary and secondary chords. Students will develop their composition and performance skills through investigating chord sequences and bass lines. Class singing will include "Summer Loving" from Grease and "Count on Me" by Bruno Mars; observing phrasing, accurate pitching and dynamic contrast.
	How can using different key signatures in music provoke contrasting emotions?	Cartoon Music (scales and keys) In this topic students will examine key signatures and scales; major, minor and chromatic. Pupils will develop their improvisation, composition and performance skills by creatively composing music for various instruments using a range of keys. Class singing piece (tbc) - 2 part harmonies; observing phrasing, accurate pitching and dynamic contrast.
	What musical genres helped to create blues music?	Blues Music - This topic introduces students to various styles of music. Students will have the opportunity to analyse Blues songs through performance, improvising and song writing. Class singing piece (tbc) - 2 part harmonies; observing phrasing, accurate pitching and dynamic contrast.
	How as a class, can we create a Samba band?	Samba Music Students will explore music from regions of South America; participating as a class band, singing songs in a Latin American style, and to perform and compose music using rhythmic ostinati. influenced by Samba rhythms. Class singing piece "Oye" by Jim Papoulis - 3 part harmonies; observing phrasing, accurate pitching and dynamic contrast with percussive elements.
	What is a Leitmotif?	Film Music - (Harry Potter) - Students will explore and develop their musical skills through aural tasks and keyboard skills; reading notes in the bass clef stave, rehearsing effectively and performing pieces from Harry Potter on the keyboard. Class singing piece (tbc) - 2 part harmonies; observing phrasing, accurate pitching and dynamic contrast.

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Year 9	What does it mean when a piece of music is changed or developed from the original and how can this be achieved?	Remix and Variations - In this topic students will explore a range of musical techniques in order to remix a traditional piece of music. Class singing piece (tbc) - 2 part harmonies; observing phrasing, accurate pitching and dynamic contrast.
	How do you play on the 'off beat' in a piece of Reggae music?	Reggae Music - In this topic students will investigate the history of Reggae music; exploring a range of artists and pieces. Pupils will develop their musical skills through performance and composition; playing chords, melodies and bass lines accurately and fluently. Class singing piece "Three Little Birds" by Bob Marley; observing phrasing, accurate pitching and dynamic contrast.
	What makes horror music sound scary?	Serialism - This topic will introduce students to using music technology for composition whilst exploring music from the 21st century in particular Serialism. Students will develop their musical skills through composting music for film, using the tone row.
	What do I need to become a confident performer?	Solo Performance - In this topic, students will select an instrument of their choice (including voice) to independently explore a range of practice techniques in order to work towards a final solo performance. Pupils will have the opportunity to explore a range of different styles.
	How can I develop my musical skills within a collaborative performance?	Ensemble Skills - This topic will enable pupils to further develop their musical skills as an individual within an ensemble setting. Pupils will work in groups towards a final ensemble performance. Pupils will consolidate their performance technique.
	What are the ingredients necessary in order to write and produce a song?	Song Writing - In this topic students will explore various popular songs from a variety of artists; aurally identifying the elements of music, performing melodies and composing and producing their own songs using music technology. Class singing piece (tbc) - 2 part harmonies; observing phrasing, accurate pitching and dynamic contrast.