

MUSIC KEY STAGE 3 BOOKLET

This booklet describes the Music Key Stage 3 units of work that all Y7-9 students follow at Bradfield School. In addition to the considerable amount of practical tasks undertaken, students are also expected, on a regular basis, to evaluate and appraise their own work and that of their fellow students.

YEAR 7	
Unit 1: Rhythm	Focus: Rhythmic Composition & Performance
Content	Assessment
1. Explore rhythm & metre through the following: <ul style="list-style-type: none"> • Rhythmic call & response • Vocalisation of rhythms using common words • Rhythmic staff notation Identifying metre and time signatures 2. Compose: <ul style="list-style-type: none"> • an individual 4 bar rhythm • a multi-layered group piece incorporating two or more of the individual rhythms 3. Perform: <ul style="list-style-type: none"> • The composed rhythm, individually • the group composition using various percussion 	1. Aural test – notating rhythms and identifying metre 2. Individual performance of 4 bar rhythms 3. Group performance of group composition
Unit 2: Melody	Focus: Keyboard Skills & Melodic Composition
Content	Assessment
1. Sing the Bob Marley song: “Get Up Stand Up” as a multi-part vocal piece, focusing on: Melody; Texture; Social Context 2. Improvise a melody over the song’s chord progression 3. Compose a keyboard melody based on their improvisations 4. Record the melodies using the music software <i>cubase</i>	1. Individual performance of melodies 2. Assessment of compositions
Unit 3: Mars 1	Focus: Music Listening & Analysis
Content	Assessment
1. Listen to and analyse “Mars” by Gustav Holst 2. Learn to play instrumental parts in an arrangement of “Mars” 3. Perform , in small groups, the “Mars” arrangement	Small group performance
Unit 4: Mars 2	Focus: Composition
Content	Assessment
1. Individual compose musical material (keyboard melody, percussion rhythms) for a piece similar in mood and style to the “Mars” arrangement 2. Arrange composed musical material for four instruments 3. Record arrangement using Cubase 4. Perform , in small groups, the composed arrangement	1. Cubase arrangement 2. Small group arrangement
Unit 5: West Africa	Focus: Cross Rhythms
Content	Assessment
1. Drumming workshop , using various drums and percussion, that explores:	Group performance and individual improvisations and

<ul style="list-style-type: none"> • Call & response • Master Drumming • Cross-rhythms • Ghanaian Kpanlogo 	pairs call & response work
2. Compose a Kpanlogo cross-rhythm chart	
3. Perform , in small groups, the Kpanlogo charts, including a section featuring individual improvisation	
Unit 6: Carnival	Focus: Syncopation, Guitar Skills, & Melodic Composition
Content	Assessment
1. Learn a Trinidad and Tobago calypso Road Song, focusing on: <ul style="list-style-type: none"> • Singing • Syncopated rhythms • Harmonic progression • Guitar parts 	1. Individual and group guitar performances
2. Compose and perform a keyboard melody that uses a syncopated rhythm and a combination of white and black keys	2. Individual composition and keyboard performance

YEAR 8

Unit 1: India 1	Focus: Composition Devices, Rhythmic Composition & Performance
Content	Assessment
1. Analyse an Indian music performance – Ravi & Anoushka Shankar – focussing on: <ul style="list-style-type: none"> • Indian instruments and roles • Composition devices featured in the sitar improvisations • The 3 main elements of Indian Classical music: Raga; Tala; Drone 	1. Group performances of talas
2. Explore the nature of a Tala (rhythmic cycle) through <ul style="list-style-type: none"> • Listening and identifying accented beats • Individual rhythmic improvisation • Individual composition • Small group performance of a student-composed tala 	2. Aural identification of tala characteristics
Unit 2: India 2	Focus: Keyboard Skills & Melodic Composition
Content	Assessment
1. Learn to play the Bhairav Raga on keyboards	1. Individual performance of Bhairav Raga and melody compositions
2. Compose a keyboard melody based on the notes of the Bhairav Raga	2. Group performance of the group-created piece
3. Create a small group Indian music piece using the talas and melodies composed by individual students	
Unit 3: Hip Hop 1	Focus: Syncopated Rhythms & Vocal Performance
Content	Assessment
1. Explore syncopated Hip Hop drum rhythms though: <ul style="list-style-type: none"> • Listening to Hip Hop examples • Vocalisation of rhythms leading to development of drum-kit and conga skills 	1. Group performance of Hip Hop rhythms on assorted drums and percussion

<ul style="list-style-type: none"> • Learning methods for reading syncopated rhythms • Small group rehearsal and performance of Hip Hop rhythms 	2. Rap performances
2. Compose and perform raps in groups with a Hip Hop beat backing	
Unit 4: Hip Hop 2	Focus: Music Technology, Keyboard Skills
Content	Assessment
<ol style="list-style-type: none"> 1. Develop keyboard skills through the learning of a chord progression using various syncopated rhythms from the previous unit 2. Compose, using Cubase, a backing track for the group raps from the previous unit, including a: <ul style="list-style-type: none"> • Chord progression • Bass part • Drum-kit part • Introductory melody 3. Develop music technology skills as follows: <ul style="list-style-type: none"> • live and step mode recording • using the score, drum, and key editor • looping • audio recording 	<ol style="list-style-type: none"> 1. Individual keyboard chord progression performances 2. Individual Cubase backing tracks 3. Final group raps using the backing tracks
Unit 5: The Sixties	Focus: Guitar Skills
Content	Assessment
<ol style="list-style-type: none"> 1. Learn the Beatles Song “Get Back”, focusing on: <ul style="list-style-type: none"> • singing – multi-part • chord progression • learning the various different guitar parts • the Beatles Roof-top performance 2. Rehearse and perform the song in small groups, incorporating vocals, bass, rhythm, and lead guitars, keyboard, and drums 	<ol style="list-style-type: none"> 1. Visual and aural analysis exercise 2. Individual performance of one of the guitar parts 3. Group performance

YEAR 9

Unit 1: The Blues 1	Focus: Vocal Performance, 12 Bar Blues Harmonic Structure, Guitar & Keyboard Skills
Content	Assessment
<ol style="list-style-type: none"> 1. Sing the Blues : <ul style="list-style-type: none"> • Call & response unaccompanied worksong • Small group vocal composition using call & response structure • explore social context of early Blues 2. Learn the standard 12 Bar chord progression through: <ul style="list-style-type: none"> • study of harmony and keys • listening to Blues songs • playing chords on guitars and keyboards 	<ol style="list-style-type: none"> 1. Individual and group singing performances 2. Guitar performance 3. Keyboard assessment
Unit 2: The Blues 2	Focus: Group Performance
Content	Assessment
Rehearse and perform a small group piece that incorporates:	Small group performance

<ul style="list-style-type: none"> • the vocal composition from the previous unit • 12 Bar Blues guitar parts • 12 Bar Blues keyboard parts 		
Unit 3: Irish Jig	Focus: Compound Time, Keyboard Skills, Melody Composition	
Content		Assessment
<ol style="list-style-type: none"> 1. Study compound time through: <ul style="list-style-type: none"> • listening and dancing to music in 6/8 • composing & performing rhythms in 6/8 2. Develop keyboard skills by learning to play the Irish Jig “The Tenpenny Bit” 3. Compose a melody in the style of an Irish Jig using keyboards and Cubase 4. Record the melody composition (and other parts: bass, drums, guitar) using cubase 		<ul style="list-style-type: none"> • 6/8 rhythm composition • Individual keyboard performance of “The Tenpenny Bit” • Melody composition
Unit 4: Soundtrack	Focus: Musical Analysis, Composition	
Content		Assessment
<ol style="list-style-type: none"> 1. Explore the use of music in film by analysing a short scene from the film “Once Upon A Time In The West”, focussing on: <ul style="list-style-type: none"> • the role and importance of music in films • the ways in which composer Ennio Morricone has created his music to reflect and enhance the mood of the scene in terms of: instrumentation, tonality, dynamics, composition devices, melody, rhythm, tempo, pitch 2. Develop instrumental skills by learning to play one of the parts for another Morricone piece: “For a Few Dollars More” 3. Compose a piece of music to accompany a scene from a film using cubase 		<ol style="list-style-type: none"> 1. Analysis of part of the chosen scene 2. Performance of instrumental part 3. Film music composition