

Hobart High School Key Stage 3 Curriculum Map – Year 7



Department: Music

	Unit, Topic or Summary of work covered	Knowledge & Skills Developed	Assessment	Personal Development
Autumn 1	Rhythm & Pulse	<ul style="list-style-type: none"> Learn about what beat / pulse is and that music is built around it Distinguish between pulse / beat / rhythm Introduce the elements of music (tempo, dynamics, duration, texture) Read simple grid and rhythm notation Performing simple rhythms as a class and in small groups Writing and performing rhythms using rhythm grids Develop understanding of note values (semibreve, minim, crotchet, quaver) 	DNA assessment (1)	Listening and participation
Autumn 2	Keyboard Skills	<ul style="list-style-type: none"> Learn about how the classroom keyboard is used and its functions Practicing pieces of music which increase in levels of difficulty to build technique Understand how to read some music notation, first hand position (1-5), note values Develop accuracy of pitch and rhythm Perform a solo in front of the class Listening to and performing music from different times and places 	DNA assessment (2) Summative assessment 1: solo keyboard performance	Self-esteem and confidence (performing to an audience) Resilience (persevering learning a new skill)
Spring 1				

Spring 2	Ukulele Skills	<ul style="list-style-type: none"> • Learn about the different parts of the ukulele and their function • Understand what is meant by good posture why it's important • Learn to play a range of major and minor chords • Reading chord boxes and tablature • Developing ensemble skills (playing whole class) • Whole class performance using a current pop song 	DNA assessment (3)	<p>Communication (listening to/awareness of others)</p> <p>Team work (working as a whole class to achieve a class performance)</p>
Summer 1				
Summer 2	Instruments of the Orchestra	<ul style="list-style-type: none"> • Learn about the layout and structure of the symphony orchestra • Develop and understanding of musical instruments and how they are played, the families/sections, different timbres • Use orchestral tones/voices on the keyboards to play with others • Learn about the roles of different parts and textural layers • Develop knowledge of the elements of music 	<p>DNA assessment (4)</p> <p>Summative assessment 2: instruments of the orchestra listening assessment</p>	<p>Careers (musicians in the industry e.g. conductor)</p> <p>Awareness and appreciation of different music genres</p>

Hobart High School Key Stage 3 Curriculum Map – Year 8



Department: Music

	Unit, Topic or Summary of work covered	Knowledge & Skills Developed	Assessment	Personal Development
Autumn 1	Blues Music	<ul style="list-style-type: none"> Understand the history of blues music Recognise different instruments commonly associated with blues and jazz Know primary chords and triads are performed and notated within the 12 bar blues in C Recognise and perform chords I IV and V in different ways e.g. walking bassline Improvise using the blues scale Compose a blues song using common structures (AAB) and blues song lyrics 	DNA assessment (1) Summative assessment 1: Blues performance	History and background of development of blues music (ethical/social responsibility) Confidence and self-esteem (working positively with other and performing to an audience)
Autumn 2				
Spring 1	Chords	<ul style="list-style-type: none"> Build on knowledge of chords from Year 7 Major and minor chords/triads and chord sequences and correct finger positioning Bass lines (using LH) Revisit keyboard and ukulele skills Understand how chords are built (tones and semitones) Understand how chords and melody fit together Develop understanding of music from different genres (Baroque) 	DNA assessment (2) Summative assessment 2: Pachelbel's Canon	Communication Independence (using prior knowledge before seeking teacher support) Willing to participate in different musical activities
Spring 2				

Summer 1	The Beatles	<ul style="list-style-type: none"> • Learn about The Beatles and their influence • Develop ensemble skills • Develop understanding of chord progressions I V vi IV • Understand musical structures of pop songs 	DNA assessment (3)	<p>Awareness of changing styles and social/culture backgrounds in different decades</p> <p>Improved memory/recall of chords due to interleaving through different topics</p>
Summer 2	Reggae	<ul style="list-style-type: none"> • Recognise the stylistic conventions of Reggae music • Understand the key themes and style of Reggae lyrics • Develop understanding of primary chords in C and F major • Recognise key features of a Reggae bass line • Understand syncopation and how it is used in Reggae • Identify different layers (texture) 	DNA assessment (4)	<p>Willing to participate in different musical activities</p> <p>Appreciation of different genres and styles of music from different countries/cultures</p>

Hobart High School Key Stage 3 Curriculum Map – Year 9



Department: Music

	Unit, Topic or Summary of work covered	Knowledge & Skills Developed	Assessment	Personal Development
Autumn 1	Film Music	<ul style="list-style-type: none"> How music can enhance the visual images and dramatic impact of film How music can reflect the mood and emotion in different film genres Understand what a leitmotif is and play some famous ones Learn about concord and discord Understand the use of minimalism techniques in film music Compare diegetic and non-diegetic music in films Listen to and analyse a range of film music Compose own film music using a range of elements and instrumentation 	DNA assessment (1) Summative assessment 1: Film music trailer composition	Refining own work after suitable reflection Prepared to take creative risks in music making
Autumn 2				
Spring 1	Riffs & Basslines	<ul style="list-style-type: none"> Understand how music is based on repeated musical patterns Distinguish between riffs and ostinatos Compose a riff using common features Develop listening skills and identify key features of riffs in rock/pop music Understand the structure of pop/rock songs Play bass lines / riffs / chord progressions together 	DNA assessment (2) Summative assessment 2: Stand By Me	Teamwork Flexibility – rehearsals may change if students from a group are away etc. Organisational skills
Spring 2				
Summer 1	Band Skills	<ul style="list-style-type: none"> Use lead sheets to understand different musical information Understand roles and responsibilities within a band Take part in rehearsals with a group 	DNA assessment (3)	Communication of reflection/views about arts events and experiences
Summer 2				

		<ul style="list-style-type: none">• Develop skills on band instruments using appropriate notation• Develop interests, knowledge and skills through participation in music		Critical thinking and problem solving e.g. when sharing skills with others
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