

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

Spring 2	Ukulele Skills	<ul style="list-style-type: none"> <li>• Learn about the different parts of the ukulele and their function</li> <li>• Understand what is meant by good posture why it's important</li> <li>• Learn to play a range of major and minor chords</li> <li>• Reading chord boxes and tablature</li> <li>• Developing ensemble skills (playing whole class)</li> <li>• Whole class performance using a current pop song</li> </ul>	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"> <li>• Learn about the layout and structure of the symphony orchestra</li> <li>• Develop and understanding of musical instruments and how they are played, the families/sections, different timbres</li> <li>• Use orchestral tones/voices on the keyboards to play with others</li> <li>• Learn about the roles of different parts and textural layers</li> <li>• Develop knowledge of the elements of music</li> </ul>	<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
<b>Autumn 1</b>	Blues Music	<ul style="list-style-type: none"> <li>Understand the history of blues music</li> <li>Recognise different instruments commonly associated with blues and jazz</li> <li>Know primary chords and triads are performed and notated within the 12 bar blues in C</li> <li>Recognise and perform chords I IV and V in different ways e.g. walking bassline</li> <li>Improvise using the blues scale</li> <li>Compose a blues song using common structures (AAB) and blues song lyrics</li> </ul>	<b>DNA assessment (1)</b>  <b>Summative assessment 1: Blues performance</b>	History and background of development of blues music (ethical/social responsibility)  Confidence and self-esteem (working positively with other and performing to an audience)
<b>Autumn 2</b>				
<b>Spring 1</b>	Chords	<ul style="list-style-type: none"> <li>Build on knowledge of chords from Year 7</li> <li>Major and minor chords/triads and chord sequences and correct finger positioning</li> <li>Bass lines (using LH)</li> <li>Revisit keyboard and ukulele skills</li> <li>Understand how chords are built (tones and semitones)</li> <li>Understand how chords and melody fit together</li> <li>Develop understanding of music from different genres (Baroque)</li> </ul>	<b>DNA assessment (2)</b>  <b>Summative assessment 2: Pachelbel's Canon</b>	Communication  Independence (using prior knowledge before seeking teacher support)  Willing to participate in different musical activities
<b>Spring 2</b>				

<b>Summer 1</b>	The Beatles	<ul style="list-style-type: none"> <li>• Learn about The Beatles and their influence</li> <li>• Develop ensemble skills</li> <li>• Develop understanding of chord progressions I V vi IV</li> <li>• Understand musical structures of pop songs</li> </ul>	<b>DNA assessment (3)</b>	<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>
<b>Summer 2</b>	Reggae	<ul style="list-style-type: none"> <li>• Recognise the stylistic conventions of Reggae music</li> <li>• Understand the key themes and style of Reggae lyrics</li> <li>• Develop understanding of primary chords in C and F major</li> <li>• Recognise key features of a Reggae bass line</li> <li>• Understand syncopation and how it is used in Reggae</li> <li>• Identify different layers (texture)</li> </ul>	<b>DNA assessment (4)</b>	<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
<b>Autumn 1</b>	Film Music	<ul style="list-style-type: none"> <li>How music can enhance the visual images and dramatic impact of film</li> <li>How music can reflect the mood and emotion in different film genres</li> <li>Understand what a leitmotif is and play some famous ones</li> <li>Learn about concord and discord</li> <li>Understand the use of minimalism techniques in film music</li> <li>Compare diegetic and non-diegetic music in films</li> <li>Listen to and analyse a range of film music</li> <li>Compose own film music using a range of elements and instrumentation</li> </ul>	<b>DNA assessment (1)</b>  <b>Summative assessment 1: Film music trailer composition</b>	Refining own work after suitable reflection  Prepared to take creative risks in music making
<b>Autumn 2</b>				
<b>Spring 1</b>	Riffs & Basslines	<ul style="list-style-type: none"> <li>Understand how music is based on repeated musical patterns</li> <li>Distinguish between riffs and ostinatos</li> <li>Compose a riff using common features</li> <li>Develop listening skills and identify key features of riffs in rock/pop music</li> <li>Understand the structure of pop/rock songs</li> <li>Play bass lines / riffs / chord progressions together</li> </ul>	<b>DNA assessment (2)</b>  <b>Summative assessment 2: Stand By Me</b>	Teamwork  Flexibility – rehearsals may change if students from a group are away etc.  Organisational skills
<b>Spring 2</b>				
<b>Summer 1</b>	Band Skills	<ul style="list-style-type: none"> <li>Use lead sheets to understand different musical information</li> <li>Understand roles and responsibilities within a band</li> <li>Take part in rehearsals with a group</li> </ul>	<b>DNA assessment (3)</b>	Communication of reflection/views about arts events and experiences
<b>Summer 2</b>				

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