

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	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 	<p>DNA assessment (1) <i>Listening assessment on the instruments of the orchestra</i></p>	<p>Careers (musicians in the industry e.g. conductor)</p> <p>Awareness and appreciation of different music genres</p>
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 	<p>DNA assessment (2)</p> <p>Summative assessment 1: solo keyboard performance</p>	<p>Self-esteem and confidence (performing to an audience)</p> <p>Resilience (persevering learning a new skill)</p>
Spring 1				

<p>Spring 2</p>	<p>Ukulele Skills</p>	<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 • Whole class performance using a current pop song 	<p>DNA assessment (3)</p> <p>Summative assessment 2: class/ensemble ukulele performance</p>	<p>Communication (listening to/awareness of others)</p> <p>Team work (working as a whole class to achieve a class performance)</p>
<p>Summer 1</p>				
<p>Summer 2</p>	<p>Whole Class Ensemble</p>	<ul style="list-style-type: none"> • Learn about pop songs including structure and instrumentation • Listen to a range of music styles and genres • Further develop ensemble skills • Refine playing in time with others (accuracy and fluency) 	<p>DNA assessment (4)</p> <p><i>Ensemble performance at the end of the project</i></p>	<p>Team work (working with others/cooperation)</p> <p>Time management</p> <p>Sharing roles & responsibilities</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 	<p>DNA assessment (1)</p> <p>Summative assessment 1: Blues performance</p>	<p>History and background of development of blues music (ethical/social responsibility)</p> <p>Confidence and self-esteem (working positively with other and performing to an audience)</p>
Autumn 2				
Spring 1	Rock n Roll	<ul style="list-style-type: none"> Understand the development of music from blues/jazz to music in 1950's Develop understanding of the 12 bar blues in different keys Explore swing rhythms and triplets Perform chords and melody in a rock n roll style 	DNA assessment (2)	<p>Communication</p> <p>Independence (using prior knowledge before seeking teacher support)</p>
Spring 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 (3)	<p>Willing to participate in different musical activities</p> <p>Appreciation of different genres and styles of music from different countries/cultures</p>

Summer 1	Chords & The Beatles	<ul style="list-style-type: none"> • Build on knowledge of chords from Year 7 • Major and minor chords/triads and chord sequences 	DNA assessment (4)	Awareness of changing styles and social/culture backgrounds in different decades
Summer 2		<ul style="list-style-type: none"> • Revisit keyboard and ukulele skills • Understand how scales are constructed (tones and semitones) • Develop keyboard skills • Develop understanding of music from different decades • Learn about The Beatles and their influence • Develop ensemble skills 	Summative assessment 2: Let It Be group performance	Improved memory/recall of chords due to interleaving through different topics

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 	<p>DNA assessment (1)</p> <p>Summative assessment 1: Film music trailer composition</p>	<p>Refining own work after suitable reflection</p> <p>Prepared to take creative risks in music making</p>
Autumn 2				
Spring 1	Band Skills	<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 Use lead sheets to understand different musical information Understand roles and responsibilities within a band Take part in rehearsals with a group 	<p>DNA assessment (2 & 3)</p> <p>Summative assessment 2: Band performance</p>	<p>Teamwork</p> <p>Flexibility – rehearsals may change if students from a group are away etc.</p> <p>Organisational skills</p>
Spring 2				
Summer 1	Arts Award	<ul style="list-style-type: none"> Develop interests, knowledge and skills through participation in music 	<p>DNA assessment (4)</p>	<p>Communication of reflection/views about</p>

Summer 2		<ul style="list-style-type: none">• Experience an arts event (musical)• Research a musician detailing career, life and work• Share knowledge and skills with others		arts events and experiences Critical thinking and problem solving e.g. when sharing skills with others
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