KS3 Music Learning Journey

Your journey may continue in Year 10

BLUES CULMINATION PROJECT: AOS 2

Performing and Creating a jazz or blues song A practical exploration of music impact of blues on jazz and popular music

WHAT MAKES A **GOOD SONG? INTRO TO AOS4**

Performing and Creating 'Hooks and Riffs' A practical and creative exploration of hooks and riffs in Rock and Pop music.

COMPOSITION FOR FILM AOS3

MOZART V STORMZY: INTRO TO AOS1

Composition Skills 1

Developing understanding of chord progressions through performance and composing skills.

A practical and creative exploration of the Classical Era, with a focus on the work of Mozart, contrasting with the complex layers of the music of Stormzy

Your journey continues in **Year 9**



STRUCTURE, RIFFS & COMPOSING: **PROTEST SONGS**

> 'Soundtracks and Leitmotifs' Developing an understanding of film music with specific focus on leitmotifs

CHORDS & IMPROVISATION: BLUES & JAZZ

'Blues to Rock Music' A practical and historical exploration of Blues and Rock 'n' Roll Music

MELODY, **HARMONY** & RHYTHM: **FANFARES**

CHORDS, MELODIES & **RHYTHMS:** REGGAE

TONALITY & CHORDS: **FILM MUSIC**



Ability to perform a fanfare on the keyboard with good fluency and technique

skills learned to compose and

record a protest song

Ability to compose a fanfare using a range of techniques Ability to recognise the key features of a fanfare through listening and also understand cultural importance.

Ability to develop instrumental and singing performance skills (both solo and ensemble)

Your journey continues in Year 8

Ability to compose a bassline for a reggae song using the root notes of the chords

Ability to perform a reggae song on the keyboard Ability to understand the

Ability to improve and refine performance skills on keyboard, ukulele and singing (solo/ensemble)

TEXTURE

HARMONY

Accurate recognition of instruments and instrumental groups Confident understanding of the types of instrumental ensembles Well informed understanding of various textural types in

Confident understanding of how to construct a triad chord Aural ability to recognise major and minor harmonies Creative ability to utilise effective chord progressions Understanding the construction and use of 7th chords Confident performance within a Class ensemble Confident singing a melody and harmony line

RHYTHM & PULSE

MELODY

Rhythmic skills **Basic Notation skills Group performances** Rhythmic compositions Listening skills and understanding the elements of music

Developing skills in singing together, further development of melodic understanding through keyboard skills.

Ability to maintain own part within a class ensemble Developed singing skills - reading from notation. Recognising Melody and harmony parts through focussed listening

Ability to perform fluently, reading

notation from the treble clef.

Improved performance confidence

Your journey begins in Year 7



Development of ukulele techniques including TAB melodies, chord symbols and strumming

KS4 Learning Journey Eduqas GCSE Music



Musical skills are for life-long enjoyment!

Your journey may continue in KS5

Term 3

Appraising Exam - June

Continuing Appraising Skills Revision on all areas of study and set works.

Performing

Performance Refinement and Recording

All solo and ensemble performances should be recorded before the Easter break in order that they can be marked according to the Eduqas criteria.

Composing

Composition Final Work

composition coursework and the accompanying log before the Easter break.

Appraising

Continuing Appraising Skills

Learners complete both pieces of Learners revise both set works via interleaving recall activities. Lessons will focus on exam technique.



Year

11

Performing

Performance Refinement and Recording

Learners prepare their final solo and ensemble Learners explore the Eduqas Set Briefs performances for recording. These recordings can be completed any time in Year 11 - and rerecorded where appropriate.

Composing

Set Brief Composition

for their final composition. Compositional work is ongoing throughout terms 1 & 2

Appraising

Appraising Skills AoS1 and Set Work

Learners revise content from AoS1; Musical forms and devices - Analysis of Bach Badinerie – Set Work for the appraising exam

Performing

Composing

Appraising

Performance Development

Learners decide on final GCSE performance pieces in readiness for recording in Year 11. These are developed during practical lessons with regular feedback from 1:1 teachers and Mrs Watson

Free Composition

Learners begin Free Composition based on a brief of their choice.

Appraising Skills AoS4 and Set Work Learners develop appraising skills based on Popular Music – introduction to Africa by Toto - Set Work for the appraising exam



Performing

Composing

Appraising

Skills Development

Learners continue to develop ensemble performance skills in pairs or small groups

Skills Development

Learners continue to develop compositional skills via portfolio and targeted music theory tasks.

Appraising Skills AoS2 and AoS3

Learners develop appraising skills based on Music for Ensemble and Film Music through listening activities.

Performing

Composing

Appraising

Introduction to GCSE Music

Baseline solo performance assessment completed before ½ term. Learners work during dedicated practical lesson and with their instrumental teachers.

Introduction to Area of Study 1 – Musical Forms and Devices:

Learners develop an understanding of a range of compositional devices, and how they are used within melodic and harmonic composition. Learners complete a portfolio of short compositional tasks based on AoS 1.

