

OPA KS3 Music Curriculum

	Autumn 1 7 Weeks	Autumn 2 7 Weeks	Spring 1 6 Weeks	Spring 2 5 Weeks	Summer 1 6 Weeks	Summer 2 7 Weeks
Year 7	Music 101 The fundamentals of music teaches students the core skills and understanding of theory needed to access the curriculum. Students will learn about the elements of music, will learn to read and write using rhythmic notation and perform in a rhythmic ensemble piece, and finally they will learn how to read treble clef notation and identify the notes of the keyboard so they are able to figure out how to play melodies independently.		Blues In this unit, students will learn the history and significance of blues music as well as the key features of the blues. They will then learn how to play the 12-bar blues chord progression in C on the keyboard. They will then learn how to play a walking bassline from notation. Before finally learning how to improvise effectively using the notes of the C blues scale. Lastly, students will choose a role for a class performance, they will practice their part before performing as a class ensemble.		Reggae In this unit, students will begin by learning about the key features of reggae music and about the historical significance of the genre. They will then learn how to read ukulele and guitar chord charts and how to play chords and strum in time to the beat on the ukulele and guitar. They will then learn how to read TAB and will learn a riff on the ukulele from TAB. Finally, we will create a whole class performance of a reggae song using ukulele, guitar, bass, percussion and singing.	
	Assessment opportunities Observations Questioning Worksheets Group Performance Solo performance	Key Skills 1 – Playing keyboard & drums 3 – Notation (rhythm and melodic) 6 – Musical Elements	Assessment opportunities: Observations Questioning Worksheets Class performance	Key Skills 1 – Playing keyboard. 2 – Improvising 4 – 12 bar blues, Blues scale 5.- Listening and analyzing blues music 6 – History and context of the blues.	Assessment opportunities: Observations Questioning Worksheets Class performance	Key Skills 1 – Playing ukulele & Guitar 3 – Notation (TAB & Chord charts) 5.- Listening and analyzing reggae music 6 – History and context of reggae.
Year 8	POP In this unit, students will learn the key features of Pop music. They will then learn how to play the 4-chord trick on the keyboard and will learn a variety of playing techniques using both the left and right hand. Following this, students will learn how to form major and minor chords and how to read a lead sheet, before finally learning how to play a song of their choice from a lead sheet.		Rock n' Roll In this unit, students will learn how to create an ensemble performance independently. They will begin by learning the key features of Rock music. They will then be given a rock song to learn. They decide who is performing on which instrument and will individually learn their part. Finally, students will come together in their groups and rehearse a performance of their song. The performance will include drums, bass, guitar, piano and singing.		Protest Songs In this unit, students will learn how to write a successful song. They will begin by analyzing the use of musical elements in a variety of famous protest songs. They will then write their own set of protest song lyrics. Following this they will create a chord progression. They will then decide how their lyrics will be sung/rapped over the top of their chords. Finally, they will rehearse in preparation to perform their song.	

	Assessment opportunities Observations Questioning Worksheets Group performance	Key Skills 1 – Playing keyboard. 4 – Major and Minor Chords & Tonality. 5.- Listening and analyzing POP music. 6 – Development of POP over time.	Assessment opportunities Observations Questioning Group Performance	Key Skills 1 – Playing keyboard/guitar/bass/drums. Ensemble performance skills. 3 – performing from a lead sheet, tab, chord charts. 5.- Listening and analyzing Rock music. 6 – History and context of Rock, development over time.	Assessment opportunities Observations Questioning Written lead sheet Group Performance	Key Skills 1 – Playing keyboard/guitar/bass/drums. Ensemble performance skills. 2 – Composing music using chords, rhythm and vocals (writing lyrics) 3 – performing from a lead sheet, tab, chord charts. 5.- Listening and analyzing famous protest songs. 6 – Historical significance of protest songs.
Year 9	TV & Film In this unit, students will be given a video clip, they will then plan for how they will use musical elements to reflect the image on screen. Students will then learn how to form major and minor scales, they will choose a scale for their composition and will compose a melody. They will then choose chords based on their scale and will use these to accompany their melody. They will take these components of a song and will use their understanding of musical elements to create a performance that is reflective of the given video clip.		Music Technology In the unit, students will learn how to use the bandlab music making software. Students will begin by learning how to input, edit and manipulate loops. They will then learn how to create their own drum loops which will form the base of their song. Students will then recap how to form the notes of major and minor scales, which they will then use to compose a melody. They will then record this into their bandlab project, quantizing for accurate timing. Following this, students will learn how to use the notes of their scale to compose a chord progression which they will also record into their bandlab project.		Rap In this unit, students will begin exploring rap music and the key features of rap music. They will then begin creating their backing track on bandlab for their own rap song. They will create a series of drum loops and a riff which they will then layer on top of each other creating a verse, chorus structure. They will then write their own rap lyrics following this verse chorus structure. Finally, they will rehearse their rap with their instrumental and finally they will perform this to the class.	
	Assessment opportunities Observations Questioning Worksheets Group performance	Key Skills 1 – Playing keyboard. 2 – Composing melodies and chord progressions. 4 – Major and Minor scales and chords. Melodic and rhythmic devices. 5.- Listening and	Assessment opportunities Observations Questioning Worksheets MP3 recording	Key Skills 1 – Use of Music Technology (DAW software) 2 – Composing melodies and chord progressions, developing melodic ideas. 4 – Major and Minor	Assessment opportunities Observations Questioning Lyrics sheet MP3 recording Group Performance	Key Skills 1 – Use of Music Technology (DAW software) 2 – Composing melodies, rhythm, chords and lyrics. 4 – Major and Minor scales and chords. Melodic, harmonic

		analyzing TV & Film music. 6 – Musical Elements		scales and chords. Melodic, harmonic and rhythmic devices. 5.- Listening and analyzing different styles of EDM. 6 – Musical Elements		and rhythmic devices. 5.- Listening and analyzing rap music. 6 – Musical Elements
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Year 10	CA1 Roles & Responsibilities Analogue Tape Recording History of Tape Recording Digital Tape Recording CA2 DAW software Hardware Audio Interfaces Mixing Desks Health & Safety	CA1 Synthesisers Samples Analogue & Digital Instruments Sequencing CA2 Configuring a DAW project MIDI & MIDI Editing DAW Skills Effects Plug Ins EQ	CA1 Keyboard & Hardware effects Consumer Audio Formats Marketing Promotion Selling & Distributing CA2 Filter Effects Distortion Effects Dynamic Processing	CA3 Structure & Form Time Signature & Rhythm Scales Melodic Form Harmony Instruments	CA3 POP Rock & Roll Rock Folk Soul Disco Reggae Funk	CA3 Hip Hop House Drum & Bass CA4 Forms of Media Types of Sound Creation Methods of Sound Creation Arranging Sounds
	Summative Assessment – Test Composition	Summative Assessment – Test Composition	Summative Assessment – Test Composition	Summative Assessment – Test Composition	Summative Assessment – Test Composition	Summative Assessment – Test Composition
Year 11	CA5 Equipment in the recording studio Health & Safety Planning multi-track recording Multi-track recording Mixing Stereo Mixdowns	Mock EA Mock NEA Task 1 – Proposal Task 2 – Plan Task 3 – Project & Log Task 4 – Mixing & Log Task 5 – Evaluation	NEA Task 1 – Proposal Task 2 – Plan Task 3 – Project & Log Task 4 – Mixing & Log Task 5 – Evaluation	CA1 – Revision CA2 – Revision	CA3 – Revision CA4 – Revision CA5 – Revision	EA – Exam
	Summative Assessment – Test	Summative Assessment – Mock NEA Mock EA		Summative Assessment – Test	Summative Assessment – Test	