St Nicholas Catholic High School

KS3 End of Year Statements

Name of Department: MUSIC

	Year 7	Year 8	Year 9
Autumn	**PROGRAMME MUSIC** • Students will know what Programme Music is. • Students will understand the Musical Elements and will be able to define each element. • Students will understand how the elements can be used to create musical ideas. • Students will use Musescore software to notate and develop musical ideas which represent different animals • Students will study 'Carnival of the Animals'. Saint-Saens • Students will develop their performing skills on the keyboard playing pieces from Carnival of the Animals	**VIDEO GAME MUSIC** • Students will know how to create a Character Theme. • Students will understand how different Character Themes are created using the musical elements. • Students will understand how different Character Themes change due to altering circumstances in a game • Students will listen to and appraise a range of famous Video Game Themes. • Students will know how to use a Pentatonic Scale when composing a melody • Students will know how to provide contrast within that theme using chromaticism • Students will learn how to manipulate musical ideas using both Musescore and Bandlab software. • Students will discover what makes a successful video game theme • Students will develop their performing skills by learning how to play a famous video game theme.	**FILM MUSIC** • Students will understand the purpose of film music and the decisions and challenges a composer of film music faces. • Students will know how music can enhance the visual images and dramatic impact of film and can reflect the emotional and narrative messages of the drama. • Students will know how to create an effective musical narrative for a film scene, using appropriate techniques and Bandlab software to create an intended effect. • Aurally identify a range of different types of film music using musical vocabulary referring to the elements of music to justify their choices. • Students will choose a theme, from a range of film soundtracks, and perform showing accuracy of pitch and rhythm.

Spring	BLUES MUSIC	ROCK N ROLL	POPULAR MUSIC
	• Students will be able to recognise the key features of Blues Music: AAB structure; swung rhythms; improvisation; chord pattern and use of 'blue' notes • Students will be able to compose a melody,using Musescore software, from a given 12 bar blues chord structure • Students will be able to show an understanding of the stylistic qualities of a blues melody • Students will show an understanding of the historical context of the Blues • Students perform a 12 bar blues chord pattern and simple melody • Students will study what improvisation is.	• Students will be able to recognise the key features of Rock n Roll: 12 bar blues chord pattern; walking bass line; short conjunct melodic phrases • Students will compose a piece in a rock n roll style using Musescore software • Students will perform 'Hound Dog' on the keyboard. • Students will have an understanding of popular culture in the 1950's	• Students will understand and use all elements and terms relating to popular song structure through listening and appraising a range of songs. • Students will Identify some common instruments used within popular songs. • Students will create a piece in a pop style, using loops within Bandlab software, which has a clear and identifiable structure. • Students will choose a pop song, from a range of songs, and perform showing accuracy of pitch and rhythm.

Summer	REPEATING PATTERNS	STRUCTURE	FUSION
	• Students will have an understanding of the different types of repeating patterns in music including ground bass, riff and ostinato. • Students will have an understanding of how repeating patterns are used to develop musical ideas. • Students will compose a set of variations, using Musescore software, based on the ground bass from Pachelbel`s Canon • Students will develop their performing skills by playing the bass **riff** and chord pattern from 'Stand by Me'	• Students will understand what Form and Structure are and why it is important in music • Students will recognise the differences between music based on different Forms and Structures. • Students will know how to label or identify different sections within a complete piece of music. • Students will recognise that music with a recurring or repeated section provides familiarity to the listener. • Students will understand Variation Form as a type of musical Form and Structure. • Students will develop a knowledge and understanding of how the Elements of Music can be used and manipulated as a basic form of musical variation to an existing theme or melody. • Students will develop their performing skills by playing the main melody of Fur Elise • Students will recognise the structure used in Fur Elise.	• Students will study the music of Latin America-in particular the rhythmic/ harmonic and melodic features of this genre • Students will create a piece using Bandlab software which combines Latin American genre with current genres of popular music • Students will listen to and appraise a variety of pieces which combine two different genres **DANCE MUSIC** • Students will understand how different dance music genres use different time signatures and metres and how these relate to the dance. • Students will understand how different dances use characteristic dance rhythms within their music. • Students will be able to describe the different accompaniment patterns and textures in dance music from different times and places. • Students will develop their performing skills by performing pieces of Dance Music from a range of genres including an Allemande. Waltz, Tango and Club Dance Music