Key Stage 3 Curriculum

Music In Year 7 Students will study:

THE WINSFORD ACADEMY

Curriculum Intent

The KS3 Music Curriculum aims to inspire and engage students in the exploration of music, encouraging them to develop both their musical ability and understanding. Through a rich variety of composing, performing, and listening activities, students will explore multiple genres, styles, and musical traditions. This comprehensive approach builds their cultural capital and enhances critical life skills, such as resilience, problem-solving, self-management, teamwork, communication, and a positive mental attitude.

Composite Knowledge

Students will broaden their musical awareness by systematically developing their constructive, expressive, and technical understanding of key musical elements, including dynamics, articulation, tempo, rhythm, pitch (including notation), structure, chords, scales, and specific features of instruments and voices. They will learn how these elements are used effectively and purposefully across a wide repertoire of styles and traditions to achieve specific artistic intentions.

Composite Skills

As they progress, students will improve their ability to apply their growing knowledge of musical concepts and vocabulary in increasingly sophisticated ways. They will perform, compose, and analyse music with greater fluency and confidence, drawing on an expanding understanding of how the inter-related dimensions of music work together. This will enhance their ability to think creatively, express themselves musically, and develop their sense of pulse, accuracy, fluency, and conviction in solo and ensemble contexts, whether through instruments or their voices.

Topic 1
Chinese Music



Students will learn to...

- develop sense of pulse by performing rhythms containing minims, crotchets and double quavers, in time with a backing rhythm
- identify features ostinato, call and response and the pentatonic scale when used in Chinese music
- improvise and compose music using the pentatonic scale, ostinatos, call and response and ternary form, with rhythms inspired by a backing rhythm
- describe general dynamics, articulation and tempo of music using Italian terms
- develop correct technique on keyboards for contrasting staccato or legato articulation, and forte or piano dynamics
- read and perform rhythms, including crotchets, minims and double quavers
- compose and perform rhythms in call and response using notation, including crotchets, minims and quavers
- develop familiarity with the notes C, D, E, G and A in the treble clef (notes of pentatonic scale in C major)
- identify when call and response, ostinato and the pentatonic scale are used in music
- count the total notes and different pitches used in ostinatos, how many times they an ostinato, and count layers of sound
- create non-specific chords by playing more than one note at a time to create consonance
- set up a keyboard to change the voice, style and tempo, and locate the notes C-D-E, G-E on keyboards
- identify piano, guitar, flute, trumpet, violin and a xylophone when they hear them used in music
- develop willingness and confidence in using their voice, by singing songs which include ostinato and call and response

Topic 2
Cartoon Music



Students will learn to...

- develop sense of pulse by performing equal-length notes in time with others playing in the same rhythm, but different pitches, in class ensemble
- identify pizzicato, tremolo strings, fanfares, trills, acciaccaturas and glissandos on different instruments, and the effect they create in cartoons
- improvise and compose descriptive music for cartoon, to illustrate various stories, atmospheres and moods, using specific timbres and features
- use pizzicato, tremolo, semitones and discords to create scary music
- use trumpet, muted trumpet, French horn and fanfares to create a superhero theme tune
- use woodwind timbres, trills, acciaccaturas and glissandos to create music for representing animals
- describe general dynamics, articulation and tempo using Italian words and the effect they create
- use appropriate fingers/technique to play staccato and legato, forte and piano on keyboards to create effect
- read and layer rhythms, including crotchets, minims and quavers
- work out the name of any note, from Middle C to Top F in the treble clef, and correctly interpret ascending and descending scalic patterns in notation
- work out whether a pattern of notes is ascending or descending, and identify correct notated rhythmic patterns
- harmonise in 3rds on keyboards within ensemble and in composition
- use appropriate fingers and technique to play scalic patterns on keyboard, developing dexterity and control
- identify viola, cello, clarinet, oboe, bassoon, French horn and trombone when they heat them used in music
- continue to develop willingness to use voices, singing songs which use Pachelbel's Canon melody/harmony

Topic 3
Romantic Music



Students will learn to...

- develop sense of pulse by changing chords every four beats and performing music with simple but varied rhythms
- identify a stepwise melody, an octave leap, broken chords and glissandos in romantic music in various genres
- improvise, compose and perform romantic music, using romantic timbres, a stepwise melody, an octave leap and broken chords
- describe gradual changes in dynamics and tempo using Italian words, and explain their effect
- use dynamics, articulation and tempo expressively when performing music, following notated markings
- perform the notes of a melody in the correct rhythm from notation, including dotted crotchet and quaver, semibreves and ties
- perform a mostly stepwise melody on keyboard from treble clef notation, following the direction of notes
- count the different chords used in a chord sequence, and work out whether chords are major or minor
- play chords C, Am and F in basic strumming patters on the ukulele in a chord sequence
- play chords C, F and G as simple broken chords on the keyboard in a chord sequence
- strum chords on ukulele, with correct technique and fingers
- use appropriate fingers and correct technique to play legato, and to vary the dynamics on keyboard
- identify whether a ukulele or guitar is being strummed or picked, and identify a harp glissando
- continue to develop willingness and confidence to use voices, singing romantic songs, and ukulele songs

Topic 4
WA Factor



Students will learn to...

- develop sense of pulse by emphasising beats when rapping and beatboxing whilst staying in time with a backing rhythm
- identify techniques and factors used in good singing auditions
- improvise and compose beatbox rhythms
- explain how performances are made more convincing through use of dynamics, articulation and tempo
- use dynamics, articulation and tempo for conviction when singing or rapping, emphasising correct words
- read and perform rhythms, including quaver and crotchet rests
- beatbox and rap following rhythmic notation, including crotchets, quavers and equivalent rests
- interpret a stepwise melody, singing from treble clef notation, following the direction of notes vocally
- describe good vocal performances, using appropriate key terms (e.g. confidence, conviction, expression)
- use rehearsal techniques to improve vocal performance, including warm-ups, scales and exercises
- count the bars in the introduction of a song
- work out the correct notated melody from multiple choice
- accompany, self-accompany, or be accompanied singing, using chords learned so far (C, F, G, Am)
- replicate bass drum, snare drum and closed hi-hat of the drum kit by beatboxing, using correct technique
- identify strings, saxophone and tambourine, and identify vibrato, falsetto and portamento
- improve singing and rapping technique (focusing on diction, breathing, intonation and projection)

Topic 5
Sub-Saharan Music



Students will learn to...

- keep a steady pulse whilst layering different rhythms in ensemble
- identify features used in Sub-Saharan African music and compose/perform music including them
- improvise and compose rhythms within a Sub-Saharan African drumming session
- describe changes in dynamics and tempo, as sudden or gradual, using Italian words
- produce sudden or gradual changes in dynamics or tempo, and accent specific notes within rhythms
- read and perform rhythms, including dotted quaver – semiquaver
- compose/perform and layer a range of durations, including dotted rhythms and basic syncopation
- sing from notation, layering a stepwise melody and chords
- identify features when they are used in different genres (call and response and ostinato)
- improvise rhythms including syncopation, ostinato, call and response, in a group
- whilst performing, count the number of times an ostinato or call and response is played
- create chords C, F and G with voices, from notation
- harmonise with voices, in an ensemble performance
- play a djembe with correct technique, including bass and tone, and alternating hands
- identify djembe, a balafon (or xylophone), and extra vocal techniques used in Sub-Saharan African music
- develop the ability to sing in harmony by performing Sub-Saharan African songs

Homework

Online quizzes, including cultural capital research and comprehension, and checking, retrieving and expanding knowledge acquired in the lessons	Online quizzes, including cultural capital research and comprehension, and checking, retrieving and expanding knowledge acquired in the lessons	Online quizzes, including cultural capital research and comprehension, and checking, retrieving and expanding knowledge acquired in the lessons	Online quizzes, including cultural capital research and comprehension, and checking, retrieving and expanding knowledge acquired in the lessons	Online quizzes, including cultural capital research and comprehension, and checking, retrieving and expanding knowledge acquired in the lessons

Wider Curriculum Offer

Cultural Capital – Students will always learn about the wider context of the music they are studying including the history, geography and culture of parts of the world and the lives of composers.
Cross-Curricular – At various points, students will develop reading and comprehension, fractions and counting, ICT skills, language acquisition, spelling, punctuation and grammar, performance skills, physiology
SMSC – Students will develop confidence, problem-solving skills, interpretation, creativity, teamwork, independence, self-management, patience, resilience and positivity.
Extra Curricular – Students can attend singing groups and a school orchestra, they can create bands, they can join percussion groups, and have opportunities to perform at local festivals, in concerts and assemblies.

Assessment

Students' practical skills are scored out of 50, with the teacher making regular checks of progress. Whatever they are taught to do...
10 = they can do it a bit (**Emerging**) 20 = they can nearly do it (**Developing**) 30 = they can do it (**Secure**)
40 = they can do well, more than is required for secure (**Greater Depth and Breadth**) 50 = they can do exceptionally well much more than is required for secure, and teacher can reward **(Max Score)**
Students' practical score is worth 60% of their overall grade statement.
Students sit two music awareness tests per year (at each assessment point) in which their deconstructive knowledge application is assessed. This is worth 40% of their overall grade statement.
In terms of technical, constructive and expressive knowledge and practical skills, teachers constantly assess in the moment, and give practical guidance accordingly which students act upon immediately, and the teacher can adjust the task in hand to make it more accessible if students struggle or more demanding if students require more challenge.
The percentage they achieve overall equates to Emerging, Developing, Secure or GDB within grade boundaries.

Key Stage 3 Curriculum

Music In Year 8 Students will study:

THE WINSFORD ACADEMY

Curriculum Intent

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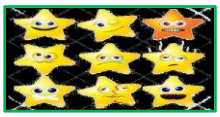
Composite Knowledge

Students will broaden their musical awareness by systematically developing their constructive, expressive, and technical understanding of key musical elements, including dynamics, articulation, tempo, rhythm, pitch (including notation), structure, chords, scales, and specific features of instruments and voices. They will learn how these elements are used effectively and purposefully across a wide repertoire of styles and traditions to achieve specific artistic intentions.

Composite Skills

As they progress, students will improve their ability to apply their growing knowledge of musical concepts and vocabulary in increasingly sophisticated ways. They will perform, compose, and analyse music with greater fluency and confidence, drawing on an expanding understanding of how the inter-related dimensions of music work together. This will enhance their ability to think creatively, express themselves musically, and develop their sense of pulse, accuracy, fluency, and conviction in solo and ensemble contexts, whether through instruments or their voices.

Topic 1
Variations



Students will learn to...

- develop sense of pulse by performing a varied rhythm in time with a backing, and performing a melody in canon whilst keeping in time
- compare use of dynamics, articulation and tempo (using Italian words), features and instruments used in classical theme and variations and in remixes and cover versions of popular songs
- improvise and compose a rhythmic variation by breaking crotchets into a mixture of quavers and semiquavers
- improvise and compose variations of a melody by changing them into a swung, syncopated and/or military rhythmic style
- use dynamics, articulation and tempo appropriately depending on the rhythmic style of variation
- read and perform rhythms from notation, including groups of four semiquavers
- learn to play a simple melody from treble clef notation, across a range of a sixth
- describe a rhythm as military, syncopated or swung
- identify canon when it is used in music
- change the mood from major to minor
- perform a melody in a canon
- work out whether music is in a major or minor key
- use accompaniment function on keyboard to play single-fingered chords (C, F and G7)
- play the chord G7 on ukulele as part of a chord sequence, with fast-changing chords
- sing songs which have had different variations made of them, to continue developing vocal technique and conviction

Topic 2
Blues and Rock 'n' Roll



Students will learn to...

- develop sense of pulse by performing rhythmically different roles together in time with each other
- identify typical features used in blues and rock 'n' roll music by iconic musicians (12-bar blues, syncopated and swung rhythms, stop time, walking bass, and blues scale improvisation and call and response) and compose and perform music using and combining these features
- improvise or compose a melody using +notes of the blues scale combined with other typical rock 'n' roll layers
- describe and compare the use of dynamics, articulation and tempo between original blues and rock 'n' roll songs, using Italian words
- use dynamics, articulation and tempo appropriately to create a sense of blues or rock 'n' roll style
- read and perform rhythms including triplets and swung quavers
- use crotchets, triplets and swung quavers within improvisation
- interpret sharps and flats to work out the blues scale and walking bass
- work out how many bars used in a blues chord sequence (not always 12), and identify a 4/4 time signature
- play chords C, F and G on keyboard or ukulele in a 12 Bar Blues chord sequence (and add 7ths on keyboard)
- combine more roles on keyboard, ukulele, djembe (and singing) and other instruments in group performance/composition
- identify rock 'n' roll instruments (drums, guitar, double bass, bass, saxophone); and identify glissandos and portamentos
- sing rock 'n' roll songs whilst accompanied by the teacher or individual students, to continue developing willingness to sing

Topic 3
Waltz and Irish Jig



Students will learn to...

- develop sense of pulse by performing in time signatures different from 4/4 (Waltzes in ¾ and Irish jigs in 6/8) keeping in time with the beat
- identify oom cha cha when used in Classical waltzes by Strauss, Tchaikovsky and Chopin
- improvise or compose a romantic or scary waltz, using appropriate chords played in an oom cha cha style, and the corresponding major or minor scale, suitable instruments and extra features such as glissandos and acciaccaturas
- explain how dynamics, articulation and tempo are used expressively in examples of waltzes and jigs
- use crescendo & diminuendo, staccato & legato, rallentando & accelerando expressively, when composing and performing waltzes
- read and perform rhythms in 3/4 and 6/8, including dotted crotchets for representing beats in 6/8
- include crotchets, quavers and dotted crotchets in the rhythm when composing a melody in 3/4
- learn a melody from treble clef notation, containing sequences, and bigger intervals (2nds, 3rds and 4ths)
- work out the time signature of music (4/4, 3/4 or 6/8)
- play chords C, Dm, Em, F, G and Am (plus E major) in a ready-made chord sequence, in an oom cha cha style on keyboard or ukulele
- progress dexterity, by playing melodies and chords with appropriate fingers, and improve slickness in swapping chords
- identify romantic timbres (harp, strings, piano) and scary timbres (church organ, pizzicato, glockenspiel)
- sing songs in 3/4 or 6/8 to develop technique and conviction

Topic 4
Electronic Dance Music



Students will learn to...

- develop sense of pulse by performing a 4-to-the-floor bass line and syncopated melody, in time with each other, interlocking rhythms
- identify syncopated rhythms, interlocking rhythms and 4-to-the-floor drum beat when used in electronic dance music or in samba; and compose and perform music which includes these features
- create electronic dance music by performing a 4-to-the-floor bassline in octaves, combined with syncopated melody, using a synthesised timbre
- identify when octaves are used
- choose, loop, split and structure samples to create a club music soundscape, with attention to texture and structure, on a DAW
- improvise or compose syncopated club dance melody or football theme
- explain how dynamics, articulation and tempo are used to make music suitable for dancing (Italian words)
- produce crescendos/diminuendos (fade-in or fade-out) using audio processes on a DAW
- read and perform syncopated rhythms which start on the offbeat
- sequence or perform interlocking rhythms from notation
- count the bars in a 'mix-in' of a song
- identify chords used (I, IV or V)
- play a bassline in octaves
- make up a chord sequence using combinations of C, F and G
- use a DAW to layer and loop audio samples into a soundscape; and write percussion maps on piano roll view with midi on a DAW
- identify synthesised timbres
- identify samba instruments (apito, surdo, agogo, tamborin, shaker)
- sing/rap club dance songs to develop technique and conviction

Topic 5
Rock Music



Students will learn to...

- develop sense of pulse by combining syncopated guitar riffs, rock beat rhythm and melody, and keep them in time with each other
- identify pedals, riffs and fills when used in rock music
- perform a syncopated riff from notation treble clef notation.
- perform drum rhythms on keyboard including riffs and fills, from drum notation
- compose a rock riff using the blues or pentatonic scale, combined with other typical layers of sound
- describe and explain the effect of dynamics, articulation and tempo in rock music examples
- use correct dynamics and articulation to perform rock music with conviction and style
- read and perform rhythms which include combinations of quavers & semiquavers from notation
- identify riffs, pedals, drum fills and the use of the blues/pentatonic scale in examples of rock music
- use riffs, pedals, drum fills, and the pentatonic or blues scale to recreate and compose rock music
- count how many times a syncopated riff is played until it stops
- make up a chord sequences with C, F, G, Dm, Em and Am on keyboard or ukulele
- play chords as part of a band/group performance with syncopated riffs, pedals and drum rhythms
- identify individual parts of the drum kit; and identify the electric guitar role (lead, rhythm or bass)
- sing classic rock songs to continue developing technique and conviction, accompanied by teacher or students

Homework

Online quizzes, including cultural capital research and comprehension, and checking, retrieving and expanding knowledge acquired in the lessons	Online quizzes, including cultural capital research and comprehension, and checking, retrieving and expanding knowledge acquired in the lessons	Online quizzes, including cultural capital research and comprehension, and checking, retrieving and expanding knowledge acquired in the lessons	Online quizzes, including cultural capital research and comprehension, and checking, retrieving and expanding knowledge acquired in the lessons	Online quizzes, including cultural capital research and comprehension, and checking, retrieving and expanding knowledge acquired in the lessons

Wider Curriculum Offer

Cultural Capital – Students will always learn about the wider context of the music they are studying including the history, geography and culture of parts of the world and the lives of composers.
Cross-Curricular – At various points, students will develop reading and comprehension, fractions and counting, ICT skills, language acquisition, spelling, punctuation and grammar, performance skills, physiology
SMSC – Students will develop confidence, problem-solving skills, interpretation, creativity, teamwork, independence, self-management, patience, resilience and positivity.
Extra Curricular – Students can attend singing groups and a school orchestra, they can create bands, they can join percussion groups, and have opportunities to perform at local festivals, in concerts and assemblies.

Assessment

Students' practical skills are scored out of 50, with the teacher making regular checks of progress. Whatever they are taught to do...
10 = they can do it a bit (**Emerging**) 20 = they can nearly do it (**Developing**) 30 = they can do it (**Secure**)
40 = they can do well, more than is required for secure (**Greater Depth and Breadth**) 50 = they can do exceptionally well much more than is required for secure, and teacher can reward **(Full Marks)**
Students' practical score is worth 60% of their overall grade statement.
Students sit two music awareness tests per year (at each assessment point) in which their deconstructive knowledge application is assessed. This is worth 40% of their overall grade statement.
In terms of technical, constructive and expressive knowledge and practical skills, teachers constantly assess in the moment, and give practical guidance accordingly which students act upon immediately, and the teacher can adjust the task in hand to make it more accessible if students struggle or more demanding if students require more challenge.
The percentage they achieve overall equates to Emerging, Developing, Secure or GDB within grade boundaries.

Key Stage 3 Curriculum

Music

In Year 9 Students will study:

THE WINSFORD ACADEMY

Curriculum Intent

The KS3 Music Curriculum aims to inspire and engage students in the exploration of music, encouraging them to develop both their musical ability and understanding. Through a rich variety of composing, performing, and listening activities, students will explore multiple genres, styles, and musical traditions. This comprehensive approach builds their cultural capital and enhances critical life skills, such as resilience, problem-solving, self-management, teamwork, communication, and a positive mental attitude.

Composite Knowledge

Students will broaden their musical awareness by systematically developing their constructive, expressive, and technical understanding of key musical elements, including dynamics, articulation, tempo, rhythm, pitch (including notation), structure, chords, scales, and specific features of instruments and voices. They will learn how these elements are used effectively and purposefully across a wide repertoire of styles and traditions to achieve specific artistic intentions.

Composite Skills

As they progress, students will improve their ability to apply their growing knowledge of musical concepts and vocabulary in increasingly sophisticated ways. They will perform, compose, and analyse music with greater fluency and confidence, drawing on an expanding understanding of how the inter-related dimensions of music work together. This will enhance their ability to think creatively, express themselves musically, and develop their sense of pulse, accuracy, fluency, and conviction in solo and ensemble contexts, whether through instruments or their voices.

Topic 1

Reggae and Ska



Students will learn to...

- develop sense of pulse by performing chords on Beats 2 and 4 (the backbeat) as an accompaniment, keeping in time with the melody
- identify typical features of reggae and ska music, and compose and perform music which includes these features
- convert a non-reggae song into reggae or ska
- improvise or compose a melody or bassline using the pentatonic scale over a backbeat
- describe and compare the use of dynamics, articulation and tempo in reggae and ska songs, using Italian terms
- combine backbeat chords played in a skank staccato style with a legato melody
- read and perform rhythms, including a mixture of quavers and semiquavers, and emphasis on the backbeat
- learn the rhythm of the melody and accompaniment from notation, including syncopation and backbeat
- learn a melody represented in treble clef notation, containing more pitch variation, and simple bass parts using bass clef notation.
- work out when chords happen on Beats 2 and 4 of the bar (the backbeat)
- play chords C, D, E, F, G, and A, on keyboards, and/or on ukulele on the backbeat as an accompaniment
- identify typical instruments used in reggae, in particular trumpet, saxophone and rock organ
- sing reggae songs accompanied by the teacher or students to continue developing willingness, technique and conviction

Topic 2

Magical Music



Students will learn to...

- develop sense of pulse by performing challenging rhythms including syncopation in 6/8, cross rhythms, or a mixture of triplet and regular quavers, anacrusis, and long rests
- identify features used to create excitement and feeling of magic
- compose music creating excitement, trepidation mystery, movement or magic, using suitable timbres, features, scales and rhythms
- explain how dynamics, articulation and tempo create effects and contrast in film music, using Italian terms
- use dynamics and articulation expressively in different music genres
- read and perform rhythms including Scotch snaps and anacrusis
- compose and perform music containing Scotch snaps, dotted rhythms, triplet crotchets and quavers, anacrusis and long rests
- learn melodies from treble clef notation with notes above the stave including naturals, sharps and flats
- identify type of rhythm used and the effect it creates, (cross rhythm, military rhythm and driving rhythm), and identify chromatic patterns
- use minor scales with chromatic notes to create mystery
- use specific types of rhythm to create specific effects in fantasy film music
- work out whether a melody starts with an anacrusis
- create a bassline from the root notes of chords (including more complicated chords and slash chords)
- play chords over driving, military or cross-rhythm to create excitement
- arpeggiate chords to create effect
- identify instruments used in fantasy film music and explain their effect.
- sing songs with a magical sound, and Christmas songs to develop willingness, technique and conviction

Topic 3

Video Game Music



Students will learn to...

- when recording on a DAW, perform music in time with the click, using a developed sense of pulse
- identify features used in various game genres, and compose/perform music including these features
- compose computer game music using typical features, rhythms, and scales appropriate for a chosen genre of music
- describe and explain how dynamics, articulation and tempo are used for effect in computer games.
- manipulate the dynamics, articulation and tempo on a DAW to create a desired effect
- read and perform rhythms including a notated driving rhythm including accented quavers
- represent and edit durations and start times from notation on piano roll view, and quantise them
- input and edit pitches on piano roll view, represented in treble and bass notation
- identify and explain the use of features within different genre of game
- describe the texture as monophonic or polyphonic
- compose chord sequences appropriate to style, including dissonance when appropriate
- play chords in an appropriate style for a chosen genre of game
- use a DAW to choose combinations of appropriate timbres with desired effect for the computer game genre
- identify instruments used in different genres of computer game and explain their effect
- sing motivational songs to continue developing willingness, technique and conviction

Topic 4

World Music Rhythms



Students will learn to...

- develop sense of pulse by performing more challenging rhythms, including intense swing and a shifting beat, combined with other layers
- identify typical features, rhythms and instruments used in bhangra & Afro-Cuban music and compose/perform music which includes these features
- compose music suitable for dancing to, using typical world rhythms (chaal, clave, tresillo, reggaeton)
- describe, compare and explain use of dynamics, articulation and tempo in world fusion pop songs
- use dynamics and articulation with more conviction and sense of style
- read and perform notated rhythms including intense swing and syncopated shifting beats (3-3-2)
- learn melodies from a full range of treble notation, and basslines from simple bass clef notation
- combine chaal patterns, tresillo, reggaeton and clave with melodies and basslines to create world fusion
- identify the part of the world a piece of music is influenced by, and explain it by identifying features
- know the method for working out any major or minor chord on keyboard (or by following chord charts on ukulele)
- play chords in a syncopated shifting beat rhythm as an accompaniment
- combine the use of keyboard, ukulele, djembe (and singing) in ensembles to create music
- identify bhangra instruments (dhol drum and mandolin) and instruments typically used in Afro-Cuban music
- sing songs which include a tresillo or reggaeton accompaniment to continue developing willingness, technique and conviction

Topic 5

Musicals



Students will learn to...

- perform music using a developed sense of pulse, (whilst optionally combining with other disciplines, dance and drama)
- identify typical features used in types of song or scene within a musical and create music using these features
- compose a song or incidental music for a musical, using 4 chord stock chord progression, and appropriate features, scales and rhythms to set a scene, express a character's feelings or move a story on
- explain how dynamics, articulation and tempo are used to create expression and conviction in musicals
- perform songs with attention to intricate details in dynamics and articulation, optionally combining with facial expression/body language
- continue to read and perform rhythms, using a large range of durations including syncopation
- interpret piano tutorial patterns represented also in written notation; or learn the rhythm of melodies directly from notation
- work out the story or scene behind a song or snippet of music, and explain the reason by identifying features
- play stock progressions in various ways within performance or composition, according to style as straight, broken, comping or vamping
- continue to combine the use of keyboard, ukulele, djembe (and singing/rapping) in ensembles
- identify a full range of instruments and explain their effect on the mood or scene within a musical
- sing/rap songs from musicals to continue developing willingness, technique and conviction

Homework

Topic 1	Topic 2	Topic 3	Topic 4	Topic 5
Online quizzes, including cultural capital research and comprehension, and checking, retrieving and expanding knowledge acquired in the lessons	Online quizzes, including cultural capital research and comprehension, and checking, retrieving and expanding knowledge acquired in the lessons	Online quizzes, including cultural capital research and comprehension, and checking, retrieving and expanding knowledge acquired in the lessons	Online quizzes, including cultural capital research and comprehension, and checking, retrieving and expanding knowledge acquired in the lessons	Online quizzes, including cultural capital research and comprehension, and checking, retrieving and expanding knowledge acquired in the lessons

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Assessment

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