

# KS3 Music Short Term Plans

Carousel Y7-9

Year 7	Learning intentions (what can a student do at the end of the lesson)	Learning intentions (what can a student do at the end of the lesson)	Learning intentions (what can a student do at the end of the lesson)
<b>Y7_Topic 1 – ELEMENTS OF MUSIC</b>	<b>Lesson 1</b>  <b>Students will be introduced to Music at HFCS. In order for students to be assessed in terms of prior knowledge they will sit a baseline test.</b> <ul style="list-style-type: none"> <li>• Understand what elements of music are</li> <li>• Understand how to record using GarageBand software.</li> </ul>	<b>Lesson 2</b> <ul style="list-style-type: none"> <li>• Describe how elements of music can be used to create different moods.</li> <li>• Compose music to represent an animal, using GarageBand software.</li> </ul>	<b>Lesson 3</b> <ul style="list-style-type: none"> <li>• Refine and perform animal composition.</li> <li>• Describe how the elements of music are used in animal compositions.</li> </ul>
<b>Y7_Topic 2 – RHYTHM NOTATION</b>	<b>Lesson 4</b> <ul style="list-style-type: none"> <li>• Know the difference between beat and rhythm</li> <li>• Understand note and rest values.</li> <li>• Perform rhythms from notation.</li> </ul>	<b>Lesson 5</b> <ul style="list-style-type: none"> <li>• Understand bars and time signatures.</li> <li>• Compose rhythms in a 4/4 time signature.</li> </ul>	<b>Lesson 6</b> <ul style="list-style-type: none"> <li>• Perform a group rhythm composition on percussion instruments.</li> <li>• Stay in time with a steady beat.</li> </ul>

Year 7	Learning intentions (what can a student do at the end of the lesson)	Learning intentions (what can a student do at the end of the lesson)	Learning intentions (what can a student do at the end of the lesson)
Y7_Topic 3 PITCH NOTATION	<b>Lesson 7</b> <ul style="list-style-type: none"> <li>Understand the notes of the stave.</li> <li>Perform a simple melody from notation.</li> </ul>	<b>Lesson 8</b> <ul style="list-style-type: none"> <li>Understand leger lines.</li> <li>Perform a simple melody from notation including leger lines.</li> </ul>	<b>Lesson 9</b> <ul style="list-style-type: none"> <li>Perform a piece from notation to the class.</li> <li>Understand how to peer assess each other's performances.</li> </ul>
Y7_Topic 4 REMIXING	<b>Lesson 10</b> <ul style="list-style-type: none"> <li>Learners will understand the concept of a 'Remix' &amp; be introduced to the 'Garageband' project.</li> <li>Learners will start their 'REMIX' project.</li> <li>can arrange and structure <u>six</u> (audio clips) files into an <i>interesting</i> and <i>successful</i> <b>extended</b> remix arrangement that includes <b>multiple sections</b> (i.e. intro, verses, drop-downs, outro, etc.)</li> </ul>	<b>Lesson 11</b> <ul style="list-style-type: none"> <li>Understand how to build a 'Backing Track Remix' based around an 'Acapella'.</li> <li>can construct an interesting and successful backing track based around an acapella with suitable <b>tempo, melody</b> and <b>multiple sections</b> (i.e. intro, verses, drop-downs, outro, etc.)</li> </ul>	<b>Lesson 12</b> <ul style="list-style-type: none"> <li>Will to develop and finish their 'Remix' task &amp; 'Backing Track Remix Acapella' task.</li> <li>have constructed <b>two</b> interesting and successful <b>extended</b> remix arrangements that include <b>tempo, melody, multiple sections</b> (i.e. intro, verses, drop-downs, outro, etc.) and <b>dynamic variation</b>.</li> </ul>

Year 8	Learning intentions (what can a student do at the end of the lesson)	Learning intentions (what can a student do at the end of the lesson)	Learning intentions (what can a student do at the end of the lesson)
<b>Y8_Topic 1 ELEMENTS OF MUSIC</b>	<b>Lesson 1</b> <ul style="list-style-type: none"> <li>• Know what the main elements of music are</li> <li>• Use the elements of music to compose music that reflects a picture</li> </ul>	<b>Lesson 2</b> <ul style="list-style-type: none"> <li>• Identify the elements of music and explain how they can be used.</li> <li>• Develop elements of music composition.</li> </ul>	<b>Lesson 3</b> <ul style="list-style-type: none"> <li>• Perform elements of music composition.</li> <li>• Describe how the elements of music are used to create the right mood / reflect a picture.</li> </ul>
<b>Y8_Topic 2 BLUES MUSIC</b>	<b>Lesson 4</b> <ul style="list-style-type: none"> <li>• Introduction to 'Blues Music' Composition Project</li> <li>• Will be introduced to 'chords' (block, broken and arpeggios) and the '12bar chord progression'.</li> <li>• Be able to play the 12 bar blues chord progression using both block and broken chords quite confidently.</li> </ul>	<b>Lesson 5</b> <ul style="list-style-type: none"> <li>• Recap on 'Blues' task.</li> <li>• Recap using 'Right hand' chords</li> <li>• Introduce the 'left hand</li> <li>• Will be introduced to Block Chords, Arpeggios and Syncopation</li> </ul>	<b>Lesson 6</b> <ul style="list-style-type: none"> <li>• Recap on 'Blues' task.</li> <li>• Recap using 'Right hand' chords &amp; 'left hand' bass line.</li> <li>• Working as a partner</li> <li>• Have performed their group performance based on a stimulus to the rest of the class.</li> <li>• Understand peer assessment and how to accurately and effectively assess their peers.</li> </ul>

<b>Y8_Topic 3</b> <b>FILM MUSIC</b>	<b>Lesson 7</b> <ul style="list-style-type: none"><li>• Understand how 'sound tracks' are effectively used in film and television.</li><li>• Know and experiment with film music techniques to create music to accompany a film scene.</li></ul>	<b>Lesson 8</b> <ul style="list-style-type: none"><li>• Compose a musical soundtrack that effectively suits the mood of a film scene.</li><li>• Explain how the elements have been used to create the right mood.</li></ul>	<b>Lesson 9</b> <ul style="list-style-type: none"><li>• Understand peer assessment and how to accurately and effectively assess their peers.</li><li>• Perform and review film music soundtrack.</li></ul>
<b>Y8_Topic 4</b> <b>PERFORMING</b>	<b>Lesson 10</b> <ul style="list-style-type: none"><li>• Recall notes of the stave</li><li>• Perform from notation</li></ul>	<b>Lesson 11</b> <ul style="list-style-type: none"><li>• Rehearse a solo or group performance.</li><li>• Perform to the class.</li></ul>	<b>Lesson 12</b> <ul style="list-style-type: none"><li>• Perform to the class.</li><li>• Review and assess performance.</li></ul>

Year 9	Learning intentions (what can a student do at the end of the lesson)	Learning intentions (what can a student do at the end of the lesson)	Learning intentions (what can a student do at the end of the lesson)
<b>Y9_Topic 1</b> <b>ELEMENTS</b> <b>OF MUSIC</b>	<b>Lesson 1</b> <ul style="list-style-type: none"> <li>• Know what the main elements of music are</li> <li>• Use the elements of music to compose music that reflects a picture.</li> </ul>	<b>Lesson 2</b> <ul style="list-style-type: none"> <li>• Identify the elements of music and explain how they can be used.</li> <li>• Develop elements of music composition.</li> </ul>	<b>Lesson 3</b> <ul style="list-style-type: none"> <li>• Perform elements of music composition.</li> <li>• Describe how the elements of music are used to create the right mood / reflect a picture.</li> </ul>
<b>Y9_Topic 2</b> <b>WORLD</b> <b>MUSIC</b>	<b>Lesson 4</b> <ul style="list-style-type: none"> <li>• Know features of African music.</li> <li>• Perform a polyrhythmic piece.</li> </ul>	<b>Lesson 5</b> <ul style="list-style-type: none"> <li>• Know features of Indian music.</li> <li>• Compose an Indian 'Raag' with drone accompaniment.</li> </ul>	<b>Lesson 6</b> <ul style="list-style-type: none"> <li>• Understand peer assessment and how to accurately and effectively assess their peers.</li> <li>• Perform Indian Raag composition.</li> </ul>

<p>Y9_Topic 3 COMPOSING A POP SONG</p>	<p><b>Lesson 7</b></p> <ul style="list-style-type: none"> <li>• Understand standard pop/rock instruments and their roles.</li> <li>• Experiment with 'loops' from pop/rock instruments in GarageBand,</li> </ul>	<p><b>Lesson 8</b></p> <ul style="list-style-type: none"> <li>• Understand how pop songs are structured and the difference between a verse and chorus.</li> <li>• Compose the accompaniment for a verse or chorus using loops.</li> </ul>	<p><b>Lesson 9</b></p> <ul style="list-style-type: none"> <li>• Understand how to write lyrics for a verse and chorus.</li> <li>• Sing or rap the lyrics on top of an accompaniment.</li> </ul>
<p>Y9_Topic 4 PERFORMING A POP COMPOSITION</p>	<p><b>Lesson 10</b></p> <ul style="list-style-type: none"> <li>• Review and refine pop song composition.</li> <li>• Rehearse until fluent.</li> </ul>	<p><b>Lesson 11</b></p> <ul style="list-style-type: none"> <li>• Rehearse pop song composition until fluent.</li> <li>• Perform a pop composition to the class (groups).</li> <li>• Understand peer assessment and how to accurately and effectively assess their peers.</li> </ul>	<p><b>Lesson 12</b></p> <ul style="list-style-type: none"> <li>• Perform a pop composition to the class (groups).</li> <li>• Understand peer assessment and how to accurately and effectively assess their peers.</li> </ul>