

Music	Autumn Term	Spring Term	Summer Term
7	<p style="text-align: center;"><u>What is Music?</u></p> <p>The first term in Music will focus on the musical elements - dynamics, pitch, structure, rhythm, instrumentation, texture and harmony. These serve as the building blocks for music and will ensure that all students are able to listen to music attentively, understand basic musical notation, and above all else start to cultivate a love for music and the arts. In the second half term, students will use their knowledge of the musical elements and music notation to present a solo keyboard performance. Students will gain confidence when performing in front of classmates in a nurtured, supportive environment.</p>	<p style="text-align: center;"><u>Western Classical Music</u></p> <p>Students will use their knowledge of the musical elements and explore how they combine to create a cohesive whole in an orchestra. Students will learn about instrumental families by listening to their unique sounds and learning about their role within an orchestra. Students will study western classical music, with a spotlight on <i>Peter and the Wolf</i> and <i>The Carnival of the Animals</i>, focussing on the musical motif and how this inspired the creation of music between 1750-1820. Ensuring that students are able to identify musical instruments and elements in practice will serve as the bedrock for the rest of the KS3 curriculum.</p>	<p style="text-align: center;"><u>World Music</u></p> <p>Whilst the study of musical elements and western classical music build a vital foundation, World Music will promote a powerful reflection of diverse culture and traditions from around the world, falling perfectly in line with Florence's PACE values. Students will be exposed to new sounds and structures, and be able to understand the different functions that music serves in various global communities. There will be a primary focus on world music from Africa with chosen examples reflecting this. The module will conclude with a class percussion performance, with the use of specific percussion instruments to draw on students' knowledge of world music and its role in human experience.</p>
8	<p style="text-align: center;"><u>Film Music</u></p> <p>Year 8 students will be building on their knowledge of the musical elements and compositional techniques learnt in the previous year. Students will explore how music enhances the visual experience and how music creates mood and drama. They will explore the relationship between music and film through analysis of famous film scores, ranging from the <i>Silly Symphonies</i> by Walt Disney to <i>Star Wars</i> and <i>The Lord of the Rings</i>. There will continue to be a focus on music theory and musical notation, but with a spotlight on how music exists beyond just being 'heard' - its integration with other art forms will continue to be explored in Years 8 and 9.</p>	<p style="text-align: center;"><u>Blues</u></p> <p>Blues music is both historically and culturally significant, and students will explore its impact in great detail. They will study the social commentary that goes alongside blues music, learning of the struggles and resilience of marginalized communities and how they used creative arts to express themselves. Students will be able to identify the blues as a foundational genre for popular music, and explore the 12-bar blues structure in further detail. The module will end with a keyboard duet performance, furthering partnership and listening skills for all students.</p>	<p style="text-align: center;"><u>Video Game Music</u></p> <p>Building on their knowledge of film music, this module will enable students to explore complex musical ideas within a context that is increasingly relevant to them. Students will be introduced to 'Ludomusicology' (the study of music within video games) and listen to key repertoire from the genre, including games such as the <i>Zelda</i> and <i>Super Mario</i> series. Students will be able to analyse video game scores and discuss how motifs represent characters, events or places. The term will conclude with a composition and live performance of their own video game music, where they will match music to screen.</p>
9	<p style="text-align: center;"><u>Music Technology</u></p> <p>Music Technology, as a whole, reflects the evolution of music creation and consumption to what it is today. It is highly relevant to the 21st century and students will be able to understand and appreciate how technology is used successfully to create music. Students will learn to use DAWs (Digital Audio Workstations) such as BandLab to create a short sample of electronic music. They will learn about sound mixing, synthesis, sampling and explore a brief introduction to sound recording.</p>	<p style="text-align: center;"><u>Pop</u></p> <p>Pop music will start to bridge the gap between the academic learning of music and students' everyday musical experiences. Students will learn what makes songs 'catchy' and analyse contemporary pop music. They will explore the 4-chord progression, delve deeper into song structures and what makes a song commercially successful. The latter half of the term will involve students composing and performing their own short piece, inspired by the pop music that they have studied.</p>	<p style="text-align: center;"><u>Musical Theatre</u></p> <p>The Musical Theatre topic will build upon students' previous knowledge in music history, composition and performance. This module will explore the fusion of music, drama and dance, and look into how a narrative can be created through music. Students will learn about the evolution of Musical Theatre as a genre and how musicals often reflect cultural and political climates, such as <i>Les Miserables</i> and <i>Wicked</i>. Different genres of musical, such as jukebox shows, will be woven in to inform students of the creation of the 'musical' and its development.</p>