



The **Thomas Mills High School & Sixth Form** Music curriculum aims to provide pupils with musical experiences that help them develop technical and expressive skills alongside musical knowledge. The course is designed to cover singing, the playing of various instruments, composing, improvising and critical appraisal of music. Assessment will focus on the following areas:

- 1) Technical knowledge - understanding and applying practical skills and techniques needed to perform, compose and appreciate music, e.g. the mechanics of playing various instruments, singing technique, basic notation skills and using a DAW (Digital Audio Workstation) to compose.
- 2) Constructive knowledge - understanding how melody, harmony, rhythm, texture and structure work so that pupils can construct (compose) music and deconstruct (analyse) music.
- 3) Expressive knowledge – understanding how different historical and social contexts impact music and how to compose and perform with creativity and feeling, using both technical and constructive knowledge.

The focus within KS3 music is firmly on practical music-making with plenty of opportunities to compose, perform, sing and listen to music. Pupils will learn ‘in’ music and not just about music.

Year 8			
Term	Topic	Knowledge and Skills	Useful Links
1	Improvisation and The Blues	During the first half term, pupils will learn to improvise vocally using scat singing and instrumentally using the Dorian mode, helping them build creativity and confidence in musical expression. As part of their ensemble work, students will perform a blues piece together, developing their keyboard skills and gaining a deeper understanding of the structure and style of the genre. This will enable them to understand how the blues is constructed to aid their compositions next half term.	Blues - Popular music styles - National 5 Music Revision - BBC Bitesize Unit: Band Musicianship 2: The Blues KS3 Music Oak National Academy



		keyboards, guitars, voice and other classroom instruments. Pupils will then develop their own four chord progressions and create catchy melodic riffs. They will also learn about the structure of pop songs and use a verse-chorus form.	
Assessments		<p>Pupils will have two assessments this half term.</p> <p>The first assessment will be of a reggae music performance. They will be supported by verbal feedback as well as modelling. They will be assessed on their ability to perform with accuracy and fluency as well as with a clear sense of rhythm.</p> <p>The second will be a performance assessment of a popular song and their ability to perform stylistic conventions of pop music, such as four-chord progressions and verse-chorus structures. They will be supported by verbal feedback and teacher and pupil models.</p>	
3	Gaming Music	In this unit, pupils will explore how music is used in video games to create mood and atmosphere. They will listen to and analyse game soundtracks, perform some simple video game music and then compose their own music for gaming scenes using a DAW (Digital Audio Workstation), such as GarageBand. Pupils will learn how to use loops, layers and motifs to enhance gameplay and storytelling and structure music for different gaming environments (e.g. action, suspense, victory).	Composing music for video games - KS3 Music - BBC Bitesize
	Fusions	Pupils will learn about fusion music, the blending of two unique styles, and create their own fusion music using a DAW. They will experiment with creating fusion music by blending rhythms, scales and instrumentation from different genres with electronic western popular music (e.g. Afrobeat, Indian fusion). For an Indian fusion piece, pupils will include elements of tala rhythmic cycles, raga scales and Indian instrumentation with western style chord progressions and basic mixing	Unit: Fusions KS3 Music Oak National Academy



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		techniques (volume, panning, EQ). They will also think about how to create a build and drop within their music, elements found in EDM (Electronic Dance Music).	
Assessment		Both assessments will be of pupils' compositional skills. The first will be of their ability to create convincing gaming music ideas that fit with a theme. Modelling with GarageBand is used by the teacher in each lesson as well as pupil and teacher verbal feedback. The second assessment will be of pupils' fusion composition, particularly whether they have managed to successfully combine two different styles of music.	