

Key Stage 3: Music Curriculum Map 2023-24

Prior Learning:

At KS1 and 2 the aim was for students to:

- Play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression
- Improvise and compose music for a range of purposes using the interrelated dimensions of music
- Listen with attention to detail and recall sounds with increasing aural memory
- Use and understand staff and other musical notations
- Appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians develop an understanding of the history of music

Curriculum Intent:

Music should encourage a love of learning by performing, composing & listening to music. It should give opportunities regardless of ability and backgrounds. Through lessons and extra curricular activities, students should develop personal, emotional and intellectual skills preparing them for the wider world and enable them to seek social justice. Through development of knowledge and skills, students will develop their creativity. Music instils confidence and belief in a student through performance and the sharing of ideas. Resilience is built through regular practice and performance. Music is a universal language that has the power to break down barriers and brings people together through shared interests and ideals.

Year 7

	Autumn Term 1 7 weeks	Autumn Term 2 7 weeks	Spring Term 1 6 weeks	Spring Term 2 6 weeks	Summer Term 1 6 weeks	Summer Term 2 7 weeks
Module Title	Musical Building Blocks		Vocal Melodies		Bands & Loops	
Learning Focus	Students learn about rhythm, how it is created and how it is written. They produce rhythm in lots of ways from body percussion to african drums and learn about the elements of music. We then look at how music is composed using melody & rhythm through a stimulus.		Students learn about how the voice works and they learn different songs which they perform in groups. This then leads onto learning how to play the keyboard (LH melodies).		Students learn how pop bands are put together through learning different instruments and learning a cover version of the popular song. We finish the year looking at how music is composed using loops within a DAW.	
Careers Focus	How musicians work in the community with different groups using body percussion as a stimulus.		How popular musicians both vocal & keyboard practice and perform.		Looking at how bands are organised with different instrumental parts and how music technology is used in composition.	
Assessment	1		2		3	
	Baseline Test		Vocal group performance & Keyboard Performance		Loop based composition	
Assessment criteria	A secure student can recognise how melody & rhythm in African music & Western Classical music combine to create music. They can create and combine rhythms together. Using melody & rhythm, they		A secure student can sing with confidence using projection, diction and pitching. They can sing with others and be understand how they impact others in a group. They can play a simple melody on the keyboard using notation.		A secure student can combine skills learnt in year 7 – rhythmic drumming, singing, playing the keyboard and other instrumental skills to perform in a band playing different instruments and singing. They will build on composition work in term 1 by using technology to compose to a	

	should be able to compose music to a stimulus.		stimulus. This will include a simple melody with other parts such as rhythm and chords.
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Year 8						
	Autumn Term 1 7 weeks	Autumn Term 2 7 weeks	Spring Term 1 6 weeks	Spring Term 2 6 weeks	Summer Term 1 6 weeks	Summer Term 2 7 weeks
Module Title	At the Movies		Classical Theatre		Pentatonic Covers	
Learning Focus	Students continue learning the keyboard (development of Rhythm & Melody in year 7) by adding chords. This leads onto the study of Film Music - in particular the Horror genre and use of the chromatic scale.		Students learn about Classical music through the study of the BBC 10 Pieces project. They learn about the history, instruments and different genres of classical music. We then move onto looking at musical theatre through the study of 'Hamilton'.		Students build on their music tech skills by composing a piece of music using the Pentatonic scale. They then continue in bands to produce a cover version of a popular song.	
Careers Focus	Study of composers of film music		Session musicians/working as an ensemble		Session musicians/music technology careers	
Assessment	1		2		3	
	Performance - solo keyboard		Listening test		Writing a Pentatonic composition & Band performance	
Assessment criteria	A secure student will build on skills learnt in year 7 by adding chords in the left hand when playing the keyboard. They should be able to use the chromatic scale to effectively write music for a Horror film.		A secure student can use the elements of music and apply them to listening questions. They should be able to build on vocal skills from year 7 by singing/rapping in harmony with others.		A secure student can use their instrumental/performance/compositional skills to both write and perform their own material as well as cover versions of their favourite musicians.	

Year 9						
	Autumn Term 1 7 weeks	Autumn Term 2 7 weeks	Spring Term 1 6 weeks	Spring Term 2 6 weeks	Summer Term 1 6 weeks	Summer Term 2 7 weeks
Module Title	Improvising the Americas		Chords, Melody & Rhythm		Pentatonic Covers	
Learning Focus	Students look at the birth of the Blues through to Samba & Reggae. The focus is on chords and how melodies/riffs are improvised over the top.		Students continue developing their keyboard skills to include playing melodies with chords and rhythms. They use this knowledge to look at songwriting again (building on from year 8).		Students look at the Pentatonic scale and how it is used in different genres of music. They then compose a piece of music using the scale before moving onto working in bands producing different covers of popular songs.	
Careers Focus	Working with a live band and learning about different roles within a band		Study of film composers and how music is produced		Study of solo and ensemble musicians in live performance	
Assessment	1		2		3	
	Baseline Assessment		Writing a song		ICT Composition/Performance	
Assessment Criteria	A secure student can distinguish between different popular styles of music focussing on improvisation. They can describe how the elements of music are used in different styles of music and demonstrate basic note reading skills.		A secure student can write a song using riffs, chords, melodies and beats. They can describe how popular musicians use these elements within different songs and know how to combine them within a group.		A secure student can use the pentatonic scale to create a piece of music electronically. They continue to build on ensemble skills by performing with others producing cover versions of popular songs.	