

## Key Stage 3 Curriculum Map - Music

Traditions and where they fit into this curriculum: Form of cultural and human expression.

We look at music from different parts of the world, the traditions of rock and pop through the history of blues and also some of the most famous Western Classical Tradition composers.

KS3 National curriculum for music:

[https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment\\_data/file/239088/SECONDARY\\_national\\_curriculum\\_-\\_Music.pdf](https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/239088/SECONDARY_national_curriculum_-_Music.pdf)

		AUTUMN 1	AUTUMN 2	SPRING 1	SPRING 2	SUMMER 1	SUMMER 2
<b>Year 7</b>	<b>Intent: Our aim in Year 7 music is to equip students with the vocabulary, confidence and skills to listen to and be inspired by a wide range of musical styles. Students will use instruments such as the keyboards and ukuleles to develop their instrumental and ensemble skills, in addition to starting to create their own music. During Year 7 music is to promote and develop a lifelong love for listening to and making music with others.</b>						
	<b>Topic/ themes/ skills covered</b>	<b>Singing and Elements</b>  Group singing, learning elements words and how to apply them when appraising music.	<b>Pitch notation and Gamelan</b>  Pitch notation. Gamelan music. Keyboard skills and ensemble performing.	<b>Rhythm and Chords</b>  Pompeii performance. Stand by me performance. Chords into riffs. Rhythmic notation.	<b>Blues 1</b>  In the Mood performance. Creating a blues song.	<b>Impressionism</b>  Clair de Lune improvisation. Skyscrapers improvisation. Impressionist-style composition.	<b>Bach Toccata and Fugue</b>  Performing motifs from the Toccata. Bach Toccata style composition.
	<b>Theory</b>	Elements words. Forte, piano, cresc, dim, major, minor, unison.	Treble clef notation, consonant, dissonant.	Rhythmic notation, primary and secondary chords, <i>consonant, dissonant</i> .	Semitone, blue notes, pentatonic, triadic, blues scale; swing, syncopation, triplet; 12 bar blues; Italian words for tempo; <i>primary and secondary chords</i> .	Italian words for dynamics; rubato; pedal point; whole tone scale; <i>semitone, blue notes, pentatonic; consonant, dissonant</i> .	Trills; staccato, legato; diminished chords, <i>consonant, dissonant, pedal point; major and minor; Italian words for tempo</i> .
	<b>Assessment</b>	Video of final performances; listening/ theory assessment.	Recording of gamelan-style composition; listening/ theory assessment.	Recording of Stand by Me performance.	Recordings of 'In the Mood' class performance; homework listening task; recordings of blues songs.	Live improvisations. Impressionism composition. Homework listening.	Performances of Toccata motifs and the composition. Homework listening.

	AUTUMN 1	AUTUMN 2	SPRING 1	SPRING 2	SUMMER 1	SUMMER 2	
Year 8	<p><b>Intent: Our aim in Year 8 is to continue to build on the skills and understanding developed during Year 7 to help you to develop a real love of music. We will do this through opportunities to listen to, create and perform with others a range of musical styles. We will embed learning and understanding of key musical terms and devices learnt during Year 7 and increase your musical vocabulary for appraising music. Our music curriculum will help you increase your confidence, creativity, resilience, teamwork skills and give you a sense of achievement.</b></p>						
	<p><b>Topic/ themes/ skills covered</b></p>	<p><b>Ground bass and variations</b></p> <p>Learning to play and perform, as an ensemble, two ground bass pieces (Time Lapse by Nyman and Canon by Pachelbel).</p>	<p><b>Folk music</b></p> <p>Group arrangement and performance of Drunken Sailor.</p>	<p><b>Pop 1 and Songwriting</b></p> <p>Pop song structures. Listening homework quizzes. Sweet Dreams performance OR Viva la Vida (if 2023-4). (Sonority City on Musical Contexts). Composing a pop song. Pop independent study project. Recordings of pop compositions.</p>		<p><b>Classical era music</b></p> <p><b>Symphony orchestra (sonority). Cadences. Composing 8 bar Classical phrases. Composers (homework research).</b></p>	<p><b>Reggae</b></p> <p>Three Little Birds and Seven Nation Army group performances.  Composing own reggae pieces in pairs/ small groups.</p>
	<p><b>Theory</b></p>	<p>Texture phonic words; ground bass; bass clef; Italian words for tempo.</p>	<p>Guitar tab and chord diagrams; ostinato; drone; <i>texture phonic words; Italian words for tempo and texture.</i></p>	<p>Hook, riff; pop structure words; accompaniment; <i>bass clef; texture phonic words; Italian words for tempo and texture; synthesiser, sampler, drum machine.</i></p>		<p>Instruments of the orchestra; binary form; ternary form; Alberti bass; balanced phrasing; perfect and imperfect cadences.</p>	<p>Ska, mento; backbeat; <i>rhythmic notation; syncopation; primary and secondary chords.</i></p>
	<p><b>Assessment</b></p>	<p>In-class recordings of performances. Google forms listening quiz.</p>	<p>Listening assessment. Group performances.</p>	<p>In class listening exercises and performances. Group composition.</p>		<p>Sonority assessment from Musical contexts.</p>	<p>Video of final performances and songs; listening/ theory assessment.</p>
	AUTUMN 1	AUTUMN 2	SPRING 1	SPRING 2	SUMMER 1	SUMMER 2	
Year 9	<p><b>Intent: Our aim in Year 9 is to continue to build on the skills and understanding developed during Years 7 and 8 to help you to continue to develop a real love of music. We will do this through opportunities to listen to, create and perform with others a range of musical styles. We will embed learning and understanding of key musical terms and devices already learnt and increase your musical vocabulary for appraising music. Our music curriculum will help you increase your confidence, creativity, resilience, teamwork skills and give you a sense of</b></p>						

<b>achievement.</b>						
<b>Topic/ themes/ skills covered</b>	<p>2022-23: Rock and pop 2. Revision of 12 bar blues and chords. Performing Viva la Vida as a class. Homeworks: key vocabulary (weekly test).</p> <p>2023-24: Minimalism</p> <p>Performing 'Clapping music' and 'In C'. Minimalism composition. 20th-century American composers independent study project. Notating on Musescore??</p>	<b>Fanfares (melody)</b>	<b>Film music 1</b>	<b>Performing skills and harmony</b>	<b>Western Classical Tradition 2 (2022-23) or Western Classical Tradition 3 (2023-24)</b>	<b>Practical skills</b>
		<p>Learning to play famous fanfares. Composing own marches.</p> <p>Notate on Musescore.</p> <p>Christmas concert piece.</p>	<p>Arranging 'The good, the bad, the ugly'. John Williams homework project.</p>	<p>Solo and ensemble (Eskdale festival) performances. Songwriting (harmonic progressions focus).</p>	<p>2022-23: Classical era music (same as year 8 at this time).</p> <p>2023-24: Romantic era music.</p>	<p>Class concert performance. Free composition.</p>
<b>Theory</b>	Weekly key words.	<p>Rhythmic dictation; dotted rhythms; notation reading; <i>recap of many others.</i> Learning to use Musescore.</p>	<p>Leitmotif, diatonic, non-diatonic; instruments of the orchestra; chromatic, <i>semitone, tridic,</i> interval (2nd, 3rd etc); consonant and dissonant; syncopation, swing, triplet; <i>sfz.</i></p>	<p>Primary and secondary chords; <i>slash/ inverted chords, extended chords, perfect and imperfect cadences;</i> chord progressions.</p>		

	<b>Assessment</b>	In-class performance of 'In C'. Recordings of minimalist compositions.		Videos of 'The Good, The Bad and The Ugly' arrangements; John Williams listening project; listening questions on film.	Formal assessment of performances using GCSE criteria. Recordings/ lead sheets of songs.		Class ensemble performance. Individual composition. Solo performance.
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**Topic** - is the content which will be covered within lessons.

**Assessment** - is the focus of how this work will be primarily assessed; either through formal or informal assessments.

## Key Stage 4 Curriculum Map - Music

Subject aims and learning outcomes:

[https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment\\_data/file/397559/GCSE\\_subject\\_content\\_for\\_music.pdf](https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/397559/GCSE_subject_content_for_music.pdf)

	AUTUMN 1	AUTUMN 2	SPRING 1	SPRING 2	SUMMER 1	SUMMER 2	
Year 10	<p><b>Intent:</b> Our aim in Year 10 is to provide an environment where students feel increasingly confident as performers and composers. They will learn about a wide range of style and genres and have the opportunity to compose in these different styles. They will also have lots of opportunities to further develop their confidence and skills in both solo and ensemble performing. Musical language learnt at Key Stage 3 is embedded and developed further, enabling students to be able to appraise the music that they hear in more detail. The musical language learnt at Key Stage 3 also forms the basis of being able to tackle appraising the first set work, 'Africa' by Toto.</p>						
	<p><b>Topic/ themes/ skills covered</b></p>	<p>Revision of Blues</p> <p>Set work: Toto, 'Africa'</p>	<p>Fusion</p> <p>Christmas ensemble piece</p>	<p>Film music 2</p> <p>Tackling the longer exam question</p>	<p>Ensemble performance (Eskdale festival)</p> <p>WCT</p>	<p>Composition 1 (free) coursework</p> <p>WCT and revision for Y10 trial exam</p>	<p>Composition 1 (free) coursework</p> <p>Revisit 'Africa' and Rock and Pop</p>
	<p><b>Assessment</b></p>	<p>Solo performance</p> <p>Exam-style questions on 'Africa'</p>	<p>Ensemble performance</p> <p>Listening assessments, in and out of class</p>	<p>Solo performance</p> <p>Exam-style and past paper questions on film music</p>	<p>Ensemble performance</p> <p>Western Classical Tradition listening questions</p>	<p>Y10 Trial exam: listening and performances</p> <p>Composition 1 coursework mark</p>	
	AUTUMN 1	AUTUMN 2	SPRING 1	SPRING 2	SUMMER 1	SUMMER 2	
Year 11	<p><b>Intent:</b> Our aim in Year 11 is to give the time and support for students to complete and refine prior performance and composition work so that they all complete the 60% coursework element in these areas to their full potential and submit work that they feel proud to have produced. In addition, students will revisit all areas covered so far to help them prepare for the final listening paper, and use their developed appraising, analysis and theory skills to be able to answer confidently questions on the final set work, 'Badinerie' by JS Bach.</p>						
	<p><b>Topic/ themes/ skills covered</b></p>	<p>Africa revision and focus on each element.</p> <p>Composing coursework (independent study).</p>	<p><i>Christmas ensemble piece</i></p> <p>Set work: Bach</p>	<p>Final 'tweaks' to coursework.</p> <p>Chamber music; jazz and blues; the longer answer question.</p>	<p>Revision.</p>	<p>Revision; listening practise</p>	

	<b>Assessment</b>	Listening questions on elements for each AOS.  Past exam question in week 3.	Trial exam, including a solo performance and composing coursework.	Coursework marks (performing and composing).	Listening assessments and exam-style questions	Exam-style listening questions	
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