

**KS3 Curriculum Map**

**Yr: 7**

**Subject: Music**

<b>Term</b>	<b>Content</b>	<b>Skills</b>	<b>Type of Assessment</b>
1	Introduction to Musical Styles <ul style="list-style-type: none"> <li>• Group vocal and ensemble skills</li> <li>• History of the orchestra – group work self study project.</li> </ul>	Vocal Skills – Unison and Harmony Ensemble skills – working towards a common goal, timing, presentation. Research Skills – effective and safe use of the internet, group presentation. Group Skills – All PLTS	Pupil based informal assessment.
2	Musical Marches <ul style="list-style-type: none"> <li>• Basic Keyboard skills – Level 1</li> <li>• Playing in time</li> <li>• Knowledge of the Brass Family</li> <li>• Music for an occasion</li> </ul>	Performance skills – playing in time, layout of the keyboard. Composition task – creating a new ostinato within a 4 bar structure.	Formal teacher performance / assessment
3	Rhythm Workshop – Introduction of Musical Futures. <ul style="list-style-type: none"> <li>• Rhythm recognition</li> <li>• Basic musical symbols</li> <li>• Musical notation</li> </ul>	Group work – establishing and creating a steady beat and various different rhythm cycles in a ternary form composition. Reading notation – recognising symbols and writing rhythms based on the London underground map.	Teacher / pupil informal performance assessment.
4	Vivaldi – The Four Seasons <ul style="list-style-type: none"> <li>• Musical Performance</li> <li>• Keyboard technique – Level 2</li> <li>• Musical history knowledge part 2</li> </ul>	Paired performance work. Performance work – individual keyboard technique for each part. Development of research skills through self study homework task.	Teacher formal performance / assessment.
5	The Blues <ul style="list-style-type: none"> <li>• Musical Performance</li> <li>• Keyboard technique – Level 2</li> </ul>	Paired performance work. Performance work – individual keyboard technique for each part. Introduction and analysis of the 12 bar blues and chords.	Teacher formal performance / assessment.
6	Ukulele Workshop <ul style="list-style-type: none"> <li>• Introduction of the Ukulele</li> <li>• Ukulele technique</li> <li>• Song analysis (linking to musical styles unit – term 1)</li> </ul>	Whole class workshop – all pupils work on the Ukulele and the basic skills needed for the instrument. Pupils specialise on either Ukulele, Bass Guitar, Keys, Vocals or Drums to produce a whole class performance of Teenage Kicks by the Undertones.	No formal assessment – experience based – will lead onto class band assessments in year 8.

**KS3 Curriculum Map**

**Yr: 8**

**Subject: Music**

Term	Content	Skills	Type of Assessment
1	Fanfares <ul style="list-style-type: none"> <li>• Listening and Analysis skills using extensive musical vocabulary.</li> <li>• Composition – composing a fanfare – applying and developing the musical device.</li> </ul>	Listening & Appraising – identifying musical features(elements & devices) and justifying opinions. Composition Skills – Developing musical ideas within a set structure – applying the musical elements and devices.	Formal teacher performance / assessment.
2	Rhythm Workshop –Musical Futures. <ul style="list-style-type: none"> <li>• Ensemble Skills</li> <li>• Composition skills – structuring and performing as a whole band.</li> </ul>	Listening & Appraising – identifying musical features and justifying opinions. Ensemble skills – performing as a whole class ensemble and developing new musical motifs. Reading notation – developing polyrhythms. Improvisation – developing new and innovative musical ideas.	No formal assessment – experience based – will lead onto class band assessments later in the year.
3	Reggae Workshop – Introduction of Musical Futures. <ul style="list-style-type: none"> <li>• Listening &amp; Appraising</li> <li>• Ensemble and Performing Skills</li> </ul>	Listening & Appraising – identifying musical features and justifying opinions. Ensemble Skills – working as a whole class band, performing with purpose and in time with the ensemble. Reading notation – using TAB notation and staff notation.	Teacher / pupil formal performance assessment.
4	The Tango <ul style="list-style-type: none"> <li>• Musical Performance</li> <li>• Keyboard technique – Level 3</li> <li>• Music and Social Understanding</li> </ul>	Paired performance work. Performance work – individual keyboard technique for each part. Composition and performance skills – developing musical ideas within major and minor structures.	Teacher formal performance / assessment.
5	Arriba <ul style="list-style-type: none"> <li>• Musical Performance</li> <li>• Keyboard technique – Level 3</li> </ul>	Paired performance work. Performance work – individual keyboard technique for each part. Introduction and analysis of the musical devices through the performance parts – leading into year 8 Fanfares unit – term 1.	Teacher formal performance / assessment.
6	Brit Pop Workshop –Musical Futures – The Beatles. <ul style="list-style-type: none"> <li>• Listening &amp; Appraising</li> <li>• Ensemble and Performing Skills</li> </ul>	Listening & Appraising – identifying musical features and justifying opinions. Ensemble Skills – working as a whole class band, performing with purpose and in time with the ensemble. Reading notation – using TAB notation and staff notation.	Teacher / pupil informal performance assessment.

**KS3 Curriculum Map**

**Yr: 9**

**Subject: Music**

<b>Term</b>	<b>Content</b>	<b>Skills</b>	<b>Type of Assessment</b>
1	<p>Music for Film - Psycho</p> <ul style="list-style-type: none"> <li>• Performing and composing skills.</li> <li>• Development of musical motifs within the structure of the musical devices.</li> </ul>	<p>Vocal Skills – Unison and Harmony</p> <p>Ensemble skills – working towards a common goal, timing, presentation.</p> <p>Research Skills – effective and safe use of the internet, group presentation.</p> <p>Group Skills – All PLTS</p>	Pupil based informal assessment.
2	<p>Introduction to Band Workshop –Musical Futures.</p> <ul style="list-style-type: none"> <li>• Ensemble Skills</li> <li>• Developing individual performance skills on electric guitar, bass guitar, drums, synthesizer and vocals.</li> </ul>	<p>Independent performance skills – developing instrumental specific techniques.</p> <p>Listening &amp; Appraising – identifying musical features and justifying opinions.</p> <p>Reading notation – developing polyrhythms.</p> <p>Improvisation – developing new and innovative musical ideas.</p>	No formal assessment – experience based – will lead onto class band assessments later in the year.
3	<p>Band Workshop –Musical Futures.</p> <ul style="list-style-type: none"> <li>• Listening &amp; Appraising</li> <li>• Ensemble and Performing Skills</li> </ul>	<p>Listening &amp; Appraising – identifying musical features and justifying opinions.</p> <p>Ensemble Skills – working as a band, performing with purpose and in time with the ensemble.</p> <p>Reading notation – using TAB notation and staff notation.</p>	Teacher / pupil formal performance assessment.
4	<p>Music Technology</p> <ul style="list-style-type: none"> <li>• Music technology project</li> <li>• Learning the basic features of Cubase – sampling and structuring a music technology performance.</li> </ul>	<p>Group work – developing and manipulating a piece of music (Time Lapse) for a set purpose.</p> <p>Development of research skills through self study homework task.</p>	Teacher formal performance / assessment.
5	<p>Band Workshop –Musical Futures – Song Writing.</p> <ul style="list-style-type: none"> <li>• Listening &amp; Appraising</li> <li>• Ensemble and Performing Skills</li> <li>• Composition Skills</li> </ul>	<p>Listening &amp; Appraising – identifying musical features and justifying opinions.</p> <p>Ensemble Skills – working as a band, performing with purpose and in time with the ensemble.</p> <p>Reading notation – using TAB notation and staff notation.</p> <p>Composing a song – lyrics, chords, structure and accompaniment.</p>	Teacher / pupil informal performance assessment.
6	<p>Music Technology 2 – Dance Music</p> <ul style="list-style-type: none"> <li>• Music technology project</li> <li>• Developing your understanding of the complex features of Cubase.</li> </ul>	<p>Group work – developing and manipulating a piece of music (Children) for a set purpose.</p> <p>Application of music technology technique’s.</p>	Teacher formal performance / assessment.

