



Why study Music? Music is a universal language that embodies one of the highest forms of creativity. A high-quality music education should engage and inspire pupils to develop a love of music and their talent as musicians, and so increase their self-confidence, creativity and sense of achievement. As pupils progress, they should develop a critical engagement with music, allowing them to compose, and to listen with discrimination to the best in the musical canon.

Music instils many transferable skills in students; teamwork, time management, independence, discipline, public speaking/performing and resilience through listening, composing and performing with and for others. This benefits students greatly in music and beyond.

Aims The aim of our music curriculum is to engage with great composers and musicians through performance, evaluation and critically listening to a range of styles and traditions. Students will learn to sing and to use their voices, to create and compose music on their own and with others, have the opportunity to learn a musical instrument, use technology appropriately and have the opportunity to progress to the next level of musical excellence.

Students will understand and explore how music is created, produced and communicated, including through the inter-related dimensions: pitch, duration, dynamics, tempo, timbre, texture, structure and appropriate musical notations which is at the heart of our curriculum.

Rationale for how the curriculum has been sequenced in Music.

This music curriculum provides a foundation, development and mastery of rhythm, notation performance and composition skills through a variety of styles and instruments including music ICT. Children have opportunities to;

- Play and perform confidently in a range of solo and ensemble contexts using their voice, playing instruments musically, fluently and with accuracy and expression
- Improvise and compose; and extend and develop musical ideas by drawing on a range of musical structures, styles, genres and traditions
- Use staff and other relevant notations appropriately and accurately in a range of musical styles, genres and traditions
- Identify and use the inter-related dimensions of music expressively and with increasing sophistication, including use of tonalities, different types of scales and other musical devices
- Listen with increasing discrimination to a wide range of music from great composers and musicians
- Develop a deepening understanding of the music that they perform and to which they listen, and its history.

Students begin their musical journey in year 7 by identifying and recognising the basic elements of music (instruments, rhythm, melody, harmony, dynamics, tempo, texture, structure and mood) and how to use them in appraising. They will develop a basic understanding of notation, rhythm, keyboard and ensemble skills through performing composing and appraising individually and part of whole class and small groups and develop basic music ICT skills including looping, working to a click track and choosing effective timbres.

In year 8 students build on these skills further creating more complex compositions through development skills, working with different musical scores like leadsheets, understanding the basics of harmony through chords and basslines, different time signatures and syncopated rhythms. They will learn how to use this knowledge to create ideas with certain moods or linked to characters. In year 9 students will have a chance to explore music at a deeper level understanding its effect on history and society including British values and how money contributes to the British economy and how music can action global change and the power they hold as musicians to encourage this. They will also further develop their music and mood skills using music as 'mind control' and use their knowledge to make an audience feel a certain way with the choices they make in tonality, timbre and tempo in film music.

This broad balanced curriculum looks and music from a range of angles and styles to push students out of the comfort zone of their personal tastes and look at music in new ways.

KS3 Music Curriculum Map

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
UNIT TITLE	THE ELEMENTS OF MUSIC		KEYBOARD SKILLS	PROGRAMME MUSIC	WORLD RHYTHMS	BAND SKILLS
YEAR 7	Recognise the elements of music in pieces of music and use them in performance and composition. WA		Reading treble notation and develop basic keyboard skills	Conveying a scene through basic composition skills.	Rhythm and ensemble skills from a variety of countries.	Foundation ensemble and instrument skills
KNOWLEDGE	Recognise and verbalise where the elements have been used in a piece of music. Recognise the pulse in a piece of music. Recognise note values. Recognise major and minor chords.		Recognise pitch on the staff. Describe how the pitch changes in a piece of music from the score.	Describe how the elements have been used to create mood or replicate words. Describe how their composition creates a mood and replicates an image or poem.	Describe how rhythms and timbres differ in a range of non-Western countries. Explain how syncopation is used in some styles of music.	Understand the features of a leadsheet and chord chart (guitar) Describe how to create a balanced performance.
SKILLS	Clap simple rhythms from notation. Follow and play a melody as part of a group. Sing in unison as part of a group. Play a chord progression on the keyboard Develop staff reading skills		Perform a melody with the right hand. Play single finger accompaniment using the left hand. Play a melody fluently with the correct rhythm.	Compose with a clear idea of the mood they wish to convey. Select appropriate timbres to link with an image or poem.	Perform syncopated rhythms from notation and by ear. Perform as part of an ensemble. Maintain a rhythm as part of a group	Perform an independent part in a group. Project a performance with confidence and fluency.
UNIT TITLE	MUSICAL THEATRE	PACHELBEL'S CANON	BLUES	DANCE MUSIC	GAME MUSIC	BAND SKILLS
YEAR 8	Vocal and ensemble skills	Theme and variation composition skills	12 bar blues and improvisation	Exploring music for dance	Explore character themes and ICT based composition skills, WA	Development of ensemble and instrument skills
KNOWLEDGE	Describe the impact and effect of various 'opening numbers'.	Describe ground bass and how it functions in 'Pachelbel's Canon' Understand the historical context of Baroque Music. Identify and describe what canon means.	Identify and describe a chord sequence. Describe the 'walking bass' Understand the historical context of Blues music in America.	Exploring music for dance across a range of time periods and styles including the waltz, Irish jig, and club dance. Students will recall the musical features of these styles and what makes the appropriate for dance.	Understand the various ways in which music is used within a range of computer and video games from different times. Describe and use common compositional and performance features used in computer and video game music. Understand how to vary, adapt and change a melody (character theme) for different atmospheres/scenarios.	Communicate effectively as part of an ensemble. Understand the rehearsal process in more detail and explain it.
SKILLS	Rap with confidence	Record a Pachelbel's	Follow a leadsheet.	Perform and compose in	Compose a character motif and perform	Develop independent

	as part of a group. Perform a solo vocal line.	ground bass in time. Compose a melody to put in canon.	Perform an independent line as part of pair on the keyboard. Internalise a tempo and perform to it. Improvise using the blues scale.	different time signatures, understand syncopation and the pentatonic scale through improvisation.	computer game sound effects supporting their work with evaluation points using key terms.	skills working in practice skills. Manage time effectively. Perform with confidence and fluency.
	BRITISH MUSIC		MUSIC IN THE MEDIA		MUSIC WITH A MESSAGE	TIME TO SHOW OFF
YEAR 9	Understanding of British music from classical composers, through the British invasion of the 60s to current grime and drill.		How music is used to manipulate emotions in film and video games. WA		How does music influence politics and effect social change?	Final demonstration of mastery of skills in performance or composition.
KNOWLEDGE	Recall prominent artists from a variety of British genres. Describe musical features of each genre linking to the elements of music.		Describe how music has been used to enhance the mood of a scene. Understand and describe the significance of music in film. Describe the terms leitmotif and foley.		Describe the social and historical significance of music in modern society. Understand the structure of pop songs and chord sequences.	Demonstrate all knowledge of balance, fluency, communication and rehearsal.
SKILLS	Perform and compose in a variety of British styles. Demonstrate the use of technology in music including quantising, compression and panning.		Perform a variety of famous leitmotifs on the keyboard using developed skills. Compose a piece of film music and describe how the composition is effective.		Perform as part of an ensemble. Compose a protest rap based on a topic of students choosing	Demonstrate all instrument skills acquired to the best of their ability.