

# KS3 Curriculum Map

## Music

### Skills Descriptors

Performing

Composing

Listening and Appraising

Evaluating

	Unit of work	CORE KNOWLEDGE	KEY SKILLS
Year 7 Autumn Term	Building Blocks/ Ukuleles and Singing	<p><b>Learning Objective:</b></p> <ol style="list-style-type: none"> <li>1) To compose and perform music in response to musical and non-musical stimuli.</li> <li>2) To learn a variety of chords, ranging from easy (1 finger) to harder (4 fingers in stretched positions)</li> <li>3) To learn to read and play music from tablature.</li> <li>4) To sing along with the ukuleles to current pop songs.</li> </ol> <p><b>End of Topic Assessment</b></p>	<p>Performing Composing Evaluating Listening and Appraising</p>
Year 7 Spring Term	Keyboard Skills	<p><b>Learning Objectives:</b></p> <ol style="list-style-type: none"> <li>1) Understand how the classroom keyboard is used and played.</li> <li>2) Practicing pieces of keyboard music to build skills and understanding of reading music and playing an instrument using correct posture, fingering and accuracy of pitch and rhythm.</li> <li>3) Understand the importance of “warming-up” before playing a keyboard or piano and the concept of pianofingering (1-5).</li> <li>4) Explore different keyboard instruments from different times and places.</li> </ol> <p><b>End of Topic Assessment</b></p>	<p>Performing Composing Evaluating Listening and Appraising</p>
Year 7 Summer Term	Be Your own Band 1	<p><b>Learning Objectives:</b></p> <ol style="list-style-type: none"> <li>1) Develop teamwork and communication skills by working collaboratively in a band to rehearse and perform a chosen piece.</li> <li>2) Build independent learning skills by selecting and practicing an instrument of choice (e.g., guitar, bass, drums, keyboard, ukulele, or vocals) with minimal teacher guidance.</li> <li>3) Learn and perform an accessible piece, such as <i>Seven Nation Army</i>, focusing on accuracy, timing, and group coordination across different instruments.</li> <li>4) Prepare and deliver a group performance to the class, using peer and self-assessment to refine skills and build confidence.</li> </ol> <p><b>End of Topic Assessment</b></p>	<p>Performing Composing Evaluating Listening and Appraising</p>

	Unit of work	CORE KNOWLEDGE	KEY SKILLS
Year 8 Autumn Term	Hooks and Riffs	<p><b>Learning Objectives:</b></p> <ol style="list-style-type: none"> <li>1) Understand how music is based on Repeated Musical Patterns.</li> <li>2) Understand and distinguish between Hooks, Riffs and Ostinatos.</li> <li>3) Perform, create and listen to and appraise a range of music from different times and places based on Repeated Musical Patterns.</li> </ol> <p><b>End of topic assessment</b></p>	<p>Performing Composing Evaluating Listening and Appraising</p>
Year 8 Spring Term	Chord Quest	<p><b>Learning Objectives:</b></p> <ol style="list-style-type: none"> <li>1) Students will be able to identify and play the basic major and minor chords (C, G, D, A, E) on the piano, understanding the difference between major and minor tonalities.</li> <li>2) Students will learn how to construct major and minor chords from root notes using the correct interval structure (major: root, major third, perfect fifth; minor: root, minor third, perfect fifth) and apply this knowledge to create chords in different keys.</li> <li>3) Students will be able to recognize and play basic chord progressions (e.g., I-IV-V) in simple songs, demonstrating the ability to accompany themselves or others while singing.</li> <li>4) Students will explore chord variations (such as adding 7ths and inversions) and learn how to apply these variations to enhance their piano playing and create more interesting accompaniments.</li> <li>5) Students will use the chords they have learned to create their own simple melodies, incorporating basic improvisation techniques and demonstrating how to structure a short musical piece using chords.</li> </ol> <p><b>End of topic assessment</b></p>	<p>Performing Composing Evaluating Listening and Appraising</p>
Year 8 Summer Term	Be Your own Band 2	<p><b>Learning Objectives:</b></p> <ol style="list-style-type: none"> <li>1) Develop leadership and decision-making skills by taking on specific roles within the band (e.g., band leader, arranger, or instrumental section leader) to enhance rehearsal efficiency and musical outcomes.</li> <li>2) Improve technical proficiency on an instrument of choice by learning and performing graded pieces (up to Grade 2-3) from the Trinity Rock &amp; Pop Syllabus.</li> <li>3) Design a cohesive band logo and presentation style, including stage presence and audience interaction, to prepare for more formal performances.</li> <li>4) Explore and interpret a selection of graded songs, focusing on dynamic contrast, phrasing, and stylistic accuracy across instruments and vocals.</li> <li>5) Prepare for and deliver a polished performance of a graded piece to the class or school audience, emphasizing musical expression, timing, and coordination.</li> </ol> <p><b>End of Term Performance</b></p>	<p>Performing Composing Evaluating Listening and Appraising</p>

	Unit of work	CORE KNOWLEDGE	KEY SKILLS
Year 9 Autumn Term	Jazz And Blues Improvisation	<p><b>Learning Objectives:</b></p> <ol style="list-style-type: none"> <li>1) Understand the origins and evolution of jazz and blues music, exploring key artists, styles, and the socio-cultural context of the genres.</li> <li>2) Develop improvisation techniques using the 12-bar blues structure and blues scales on an instrument of choice or voice.</li> <li>3) Perform jazz and blues pieces with attention to swing rhythm, syncopation, and expressive melodic phrasing.</li> <li>4) Work collaboratively in small ensembles to arrange and perform a jazz or blues piece, incorporating improvisation and dynamic contrasts.</li> </ol> <p><b>End of topic assessment</b></p>	<p>Performing Composing Evaluating Listening and Appraising</p>
Year 9 Spring Term	Music in Film and Video Games	<p><b>Learning Objectives:</b></p> <ol style="list-style-type: none"> <li>1) Students will be able to play the main theme from Minecraft on the piano by reading notation and/or playing by ear, demonstrating familiarity with basic rhythm and melody patterns.</li> <li>2) Students will be able to perform the Super Mario Bros. theme, correctly applying dynamics and articulation to enhance their performance while also understanding the historical context of the piece in video gaming.</li> <li>3) Students will learn to play "Circle of Life" from The Lion King, focusing on melody and harmony, and demonstrate their ability to convey the piece's emotional qualities through tempo and dynamics.</li> <li>4) Students will demonstrate the ability to play the main theme from The Legend of Zelda: Ocarina of Time using chords and simple arpeggios, showcasing their skill in creating a fuller sound through harmonic accompaniment.</li> <li>5) Students will be able to perform the iconic theme from Harry Potter, integrating all previously learned skills (melody, dynamics, expression, and chordal accompaniment) while demonstrating their ability to play with confidence and musicality in an ensemble or solo setting.</li> </ol> <p><b>End of topic assessment</b></p>	<p>Performing Composing Evaluating Listening and Appraising</p>
Year 9 Summer Term	Be your own Band 3	<p><b>Learning Objectives:</b></p> <ol style="list-style-type: none"> <li>1) Develop effective rehearsal strategies within a band to prepare and perform pieces from Grade 2 to Grade 5/6 standard with precision and musicality.</li> <li>2) Enhance technical skills and stylistic interpretation on a chosen instrument or voice, focusing on more complex pieces and advanced techniques.</li> <li>3) Understand and execute the roles within a band (e.g., lead, rhythm, and accompaniment), ensuring balance and cohesion in performance.</li> <li>4) Create and adapt arrangements of graded pieces to suit the band's instrumentation and individual skill levels, exploring advanced dynamics, phrasing, and expression.</li> <li>5) Use structured feedback methods to evaluate both personal contributions and overall band performance, setting goals for continuous improvement.</li> </ol> <p><b>End of topic assessment</b></p>	<p>Performing Composing Evaluating Listening and Appraising</p>