

## KS3 MUSIC CURRICULUM MAP (2023-2024)

	AUTUMN 1 (Sep-Oct)	AUTUMN 2 (Nov- Dec)	SPRING 1 & 2 (Jan-Apr)	SUMMER 1 & 2 (May-Jul)
<b>YEAR 7</b>	<p><b>Rhythm Works</b></p> <ul style="list-style-type: none"> <li>- Understanding the basics of rhythmic notation</li> <li>- Body Percussion practical activities</li> <li>- Using samba percussion to perform rhythmic pieces</li> <li>- Composing rhythmic pieces</li> </ul> <p style="color: green;">A WEEK: 4 Lessons B WEEK: 3 Lessons</p>	<p><b>Classroom Orchestra</b></p> <ul style="list-style-type: none"> <li>- Addition of reading pitches on treble and bass clef</li> <li>- Application of notation knowledge to learn a suitable instrumental part of classical piece</li> <li>- Performing within a classroom orchestra</li> <li>- Focus on performing with musicality</li> <li>- Recognising orchestral instruments and their timbres</li> <li>- Introduction to classical musical structures</li> </ul> <p style="color: green;">A WEEK: 3 Lessons B WEEK: 4 Lessons</p>	<p><b>All About Chords</b></p> <ul style="list-style-type: none"> <li>- Whole class singing activities to build confidence in using voice and bring into group performance work</li> <li>- Understanding basic chord theory</li> <li>- Use of chord sequences within popular music genres</li> <li>- Developing good technique on the ukulele to play clear sounding chords and defined strumming patterns</li> <li>- Further development of ensemble skills and building in greater independence away from classroom</li> <li>- Building of different chord shapes on piano – link between chord shape and stave notation</li> <li>- Extension for some onto acoustic guitars</li> <li>- Developing ability to critique own performance and make appropriate improvements</li> </ul> <p style="color: green;">A WEEK: 6 Lessons B WEEK: 6 Lessons</p>	<p><b>Folk Song</b></p> <ul style="list-style-type: none"> <li>- Focus on different forms of Musical Accompaniments to accompany traditional Folk Songs in different ways, showing an awareness of intervals and the Harmony created.</li> <li>- Developing understanding of different textural layers and form and structure of Folk Songs.</li> <li>- Know some of the different instruments, timbres and sonorities often used in the performance of Folk Music.</li> <li>- Bring together notation and chord boxes through use of lead sheets as a medium to learn songs. Students will understand and use the different musical information given on a lead sheet and available musical resources in creating an effective Musical Arrangement of a Folk Song</li> <li>- Learning about and hearing different types of folk music - Folk Song, Work Song, Sea Shanty, Jigs &amp; Reels</li> </ul> <p style="color: green;">A WEEK: 7 Lessons B WEEK: 6 Lessons</p>
<b>SKILLS</b>	<ul style="list-style-type: none"> <li>✓ Co-ordination &amp; Playing</li> <li>✓ Pulse</li> <li>✓ Performance</li> <li>✓ Ensemble Skills</li> <li>✓ Reading notation</li> <li>✓ Listening &amp; Appraising</li> <li>✓ Composing</li> </ul>	<ul style="list-style-type: none"> <li>✓ Co-ordination &amp; Playing</li> <li>✓ Pulse</li> <li>✓ Performance</li> <li>✓ Ensemble Skills</li> <li>✓ Reading notation</li> <li>✓ Listening &amp; Appraising</li> <li>✓ Musicality</li> <li>✓ Critical Engagement</li> <li>✓ Tonality</li> </ul>	<ul style="list-style-type: none"> <li>✓ Co-ordination &amp; Playing</li> <li>✓ Pulse</li> <li>✓ Performance</li> <li>✓ Ensemble Skills</li> <li>✓ Reading notation (Chord Boxes &amp; Stave)</li> <li>✓ Listening &amp; Appraising</li> <li>✓ Musicality</li> <li>✓ Critical Engagement</li> <li>✓ Tonality</li> <li>✓ Independence</li> <li>✓ Confidence in Singing</li> <li>✓ Vocal Technique</li> </ul>	<ul style="list-style-type: none"> <li>✓ Co-ordination &amp; Playing</li> <li>✓ Performance</li> <li>✓ Ensemble Skills</li> <li>✓ Reading notation (Lead Sheets)</li> <li>✓ Listening &amp; Appraising</li> <li>✓ Musicality</li> <li>✓ Critical Engagement</li> <li>✓ Confidence in singing</li> <li>✓ Modal tonality</li> <li>✓ Harmony and Accompaniment</li> </ul>
<b>SONGS &amp; PIECES</b>	<ul style="list-style-type: none"> <li>e We Don't Talk About Bruno – Encanto</li> <li>e Traditional Brazilian Samba (Batuçada)</li> <li>e Body Percussion Play-a-long videos</li> </ul>	<ul style="list-style-type: none"> <li>e Haydn – Trumpet Concerto</li> <li>e Beethoven</li> <li>e Mozart</li> </ul>	<ul style="list-style-type: none"> <li>e Shotgun / Green Green Grass – George Ezra</li> <li>e Watermelon Sugar / As It Was – Harry Styles</li> <li>e Ho Hey! – The Lumineers</li> <li>e Best Day of My Life – American Authors</li> <li>e Bad Habits – Ed Sheeran</li> <li>e Wonderful World – Sam Cooke</li> <li>e I Feel Good – James Brown</li> </ul> <p><i>(Update each year with any current songs that work)</i></p>	<ul style="list-style-type: none"> <li>e The Wellerman</li> <li>e Baby in the Band (MZ Suggestion – need to find artist)</li> <li>e Drunken Sailor</li> <li>e Scarborough Fair</li> <li>e Kooley's Reel &amp; Kesh Jig (Traditional Folk)</li> <li>e Folk fusion artists – Mumford &amp; Sons, Joni Mitchell, Afro Celt Sound System,</li> </ul>

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<b>YEAR 8</b>	<p><b>West African Music</b></p> <ul style="list-style-type: none"> <li>- Recapping of rhythmic notation</li> <li>- Developing ability to read and play more complex &amp; syncopated rhythms</li> <li>- Whole class Djembe drumming workshops</li> <li>- Focus on playing techniques and timbres produced on Djembes</li> <li>- Learning through Oral Tradition</li> <li>- Composing West African inspired rhythmic pieces in groups</li> <li>- Understanding and playing polyrhythms</li> <li>- Use of pentatonic scales in melody and vocals</li> <li>- Introduction to improvisation using pentatonic scale</li> <li>- Listening and appraising of different styles and instruments from across the African continent</li> <li>- Wider influence of African artists and musical features on Western Music</li> </ul> <p>A WEEK: 7 Lessons B WEEK: 7 Lessons</p>	<p><b>Spirituals &amp; The Blues</b></p> <ul style="list-style-type: none"> <li>- History of early Blues music in America</li> <li>- Introduction to spirituals and their influence on 20<sup>th</sup> Century Blues music</li> <li>- Developing singing skills and building in part singing and performing with greater sense of feeling</li> <li>- Basic guitar chords and reading guitar chord boxes</li> <li>- Wider discussion on race/BLM/segregation, civil rights</li> <li>- Group or individual performance using voices and guitar</li> <li>- Improvisation using Blues scale on guitar/piano (extension)</li> </ul> <p>A WEEK: 2/3 Lessons B WEEK: 3 Lessons</p>	<p><b>Rhythm &amp; Blues</b></p> <ul style="list-style-type: none"> <li>- History &amp; context of the development of Blues into R&amp;B and its influence on Rock &amp; Roll</li> <li>- Development of guitar skills – additional chords and playing riffs</li> <li>- Reading of Guitar Tab for individual melody lines as well as chord boxes</li> <li>- Stylistic ways of playing blues chords on piano – addition of 7ths, walking bass line</li> <li>- Further discussion on race/BLM/segregation, appropriation</li> <li>- 12 Bar Blues chord sequence and structure – understanding use of I, IV, V</li> <li>- Further building of confidence to improvise stylistically over 12 Bar Blues chords</li> </ul> <p>A WEEK: 3 Lessons B WEEK: 3 Lessons</p>	<p><b>Some have done Minimalism</b></p> <ul style="list-style-type: none"> <li>• Understanding the importance of ostinatos &amp; cyclical rhythms</li> <li>• Introduction to important 20<sup>th</sup> century composers and development of Western Classical Music</li> <li>• Application of key features in composition</li> <li>• Listening &amp; Appraising of set works to inspire composition work</li> <li>• Instrumental technique and musicality in performance using tuned percussion (whole class)</li> <li>• Understanding and identifying polyphony and layering techniques</li> </ul> <p><b>Some have done some Rock and Roll</b></p> <p>A WEEK: 3 Lessons B WEEK: 3 Lessons</p>	<p><b>Song covers</b></p> <p><b>Quizzes</b></p> <p><b>Planning a Festival</b></p> <p>A WEEK: 4 Lessons B WEEK: 3 Lessons</p>
<b>SKILLS</b>	<ul style="list-style-type: none"> <li>✓ Co-ordination &amp; Playing</li> <li>✓ Pulse</li> <li>✓ Performance</li> <li>✓ Ensemble Skills</li> <li>✓ Critical Engagement</li> <li>✓ Composing</li> <li>✓ Listening &amp; Appraising</li> <li>✓ Musicality</li> <li>✓ Confidence in singing</li> <li>✓ Oral Tradition</li> <li>✓ Musical Structure</li> <li>✓ Pentatonic</li> <li>✓ Syncopation &amp; Polyrhythm</li> <li>✓ Improvisation</li> </ul>	<ul style="list-style-type: none"> <li>✓ Co-ordination &amp; Playing</li> <li>✓ Performance</li> <li>✓ Ensemble Skills</li> <li>✓ Critical Engagement</li> <li>✓ Listening &amp; Appraising</li> <li>✓ Musicality</li> <li>✓ Independence</li> <li>✓ Improvisation</li> <li>✓ Confidence in Singing</li> <li>✓ Expression</li> <li>✓ Reading notation (Chord Boxes)</li> </ul>	<ul style="list-style-type: none"> <li>✓ Co-ordination &amp; Playing</li> <li>✓ Performance</li> <li>✓ Ensemble Skills</li> <li>✓ Critical Engagement</li> <li>✓ Listening &amp; Appraising</li> <li>✓ Musicality</li> <li>✓ Independence</li> <li>✓ Improvisation</li> <li>✓ Confidence in Singing</li> <li>✓ Expression</li> <li>✓ Reading notation (Chord Boxes &amp; TAB)</li> <li>✓ Use of LH Bass Lines</li> </ul>	<ul style="list-style-type: none"> <li>• Co-ordination &amp; Playing</li> <li>• Pulse</li> <li>• Performance</li> <li>• Ensemble Skills</li> <li>• Critical Engagement</li> <li>• Composing</li> <li>• Syncopation &amp; Polyrhythm</li> <li>• Listening &amp; Appraising</li> <li>• Musicality</li> <li>• Polyphony &amp; Layering</li> <li>• Independence</li> </ul>	<ul style="list-style-type: none"> <li>✓ Co-ordination &amp; Playing</li> <li>✓ Performance</li> <li>✓ Ensemble Skills</li> <li>✓ Critical Engagement</li> <li>✓ Listening &amp; Appraising</li> <li>✓ Musicality</li> <li>✓ Independence</li> <li>✓ Confidence in Singing</li> <li>✓ Reading notation (Chord Boxes &amp; TAB)</li> <li>✓ Use of LH Bass Lines</li> <li>✓ Workshop Rehearsals</li> <li>✓ Extended chord theory</li> </ul>
<b>SONGS &amp; PIECES</b>	<ul style="list-style-type: none"> <li>e Live performances of djembe/drumming ensembles from West Africa</li> <li>e Pansa Pansa – Fela Kuti</li> <li>e Oumou Sangaré – Djoukourou</li> <li>e Chamber Music - Ballake Sissoko And Vincent</li> </ul>	<ul style="list-style-type: none"> <li>e Clapping Music – Steve Reich</li> <li>e Three Movements for Orchestra (Part 1) – Steve Reich</li> <li>e Music for 18 Musicians – Steve</li> </ul>	<ul style="list-style-type: none"> <li>e Roll Jordan Roll – Spiritual</li> <li>e Wade in the Water - Spiritual</li> </ul>	<ul style="list-style-type: none"> <li>e Hound Dog – Big Mama Thornton/Elvis Presley</li> <li>e Dust My Broom – Elmore James</li> <li>e Got My Mojo Workin’ – John Lee Hooker</li> </ul>	<ul style="list-style-type: none"> <li>e Get Back</li> <li>e Hey Jude</li> <li>e Come Together</li> <li>e I Saw Her Standing There</li> <li>e Here Comes the Sun</li> </ul>

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<b>YEAR 9</b>	<b>Film Music</b> <ul style="list-style-type: none"> <li>- Understanding use of Leitmotifs in film music</li> <li>- Identifying different types of musical texture</li> <li>- Analysing how composers use different musical elements and techniques to create a sense of mood and occasion – tonality, timbre/orchestration</li> <li>- Use of key intervals (5<sup>th</sup>, 4<sup>th</sup>, Octave) within melodies to represent heroes</li> <li>- Use of key intervals (minor 2<sup>nd</sup>, minor 3<sup>rd</sup>, tritone) within melodies to represent villains</li> <li>- Learn key vocabulary linked to composing for film – underscore, hit points, main theme, etc.</li> <li>- Spotlight on key film composers of 20<sup>th</sup> &amp; 21<sup>st</sup> Century</li> <li>- Keyboard skills – Initially learning to play famous film themes to practically explore and experience key musical elements - (intervals, major/minor chords etc).</li> <li>- Music technology skills – composing music for a chosen film clip using Logic Pro X. Applying understanding of key film music features.</li> </ul> <p>WEEK A: 7 Lessons WEEK B: 7 Lessons</p>	<b>Reggae</b> <ul style="list-style-type: none"> <li>- History and context of Reggae Music against the backdrop of other Popular music styles in the 20<sup>th</sup> Century</li> <li>- Identifying the musical differences between subgenres – Ska &amp; Rocksteady &amp; Dub</li> <li>- Understanding and applying key features of Reggae through listening and practical music – off beat / drumming style, heavy bass line</li> <li>- Development of playing skills on ukulele and guitar with more advanced strumming patterns</li> <li>- Development of ensemble skills to play and perform together with a range of instrumental parts</li> </ul> <p>WEEK A: 3 Lessons WEEK B: 3 Lessons</p>	<b>Protest Songs</b> <ul style="list-style-type: none"> <li>- History and context of protest songs in Popular Music styles – Reggae, Soul, Rock, Folk , Hip HOp</li> <li>- Application of knowledge of chords and harmony to compose own chord sequences</li> <li>- Lyric writing and linking to choice of own topic for protest song</li> <li>- Decision making in how to arrange own song for ensemble</li> <li>- Analysing key features of melody in example protest songs and applying to own compositions</li> </ul> <p>WEEK A: 3 Lessons WEEK B: 3 Lessons</p>	<b>Mario Kart</b> <b>Song covers</b> <b>Quizzes</b> <b>Planning a Festival</b> <p>WEEK A: 4 Lessons WEEK B: 3 Lessons</p>	
<b>SKILLS</b>	<ul style="list-style-type: none"> <li>✓ Co-ordination &amp; Playing</li> <li>✓ Performance</li> <li>✓ Ensemble Skills</li> <li>✓ Critical Engagement</li> <li>✓ Composing</li> <li>✓ Listening &amp; Appraising</li> <li>✓ Melody analysis and writing</li> <li>✓ Extended chord theory</li> <li>✓ Music Technology for Composition</li> </ul>	<ul style="list-style-type: none"> <li>✓ Co-ordination &amp; Playing</li> <li>✓ Performance</li> <li>✓ Ensemble Skills</li> <li>✓ Critical Engagement</li> <li>✓ Listening &amp; Appraising</li> <li>✓ Musicality</li> <li>✓ Independence</li> <li>✓ Reading notation (Chord Boxes &amp; TAB)</li> <li>✓ Syncopation &amp; Offbeat</li> <li>✓ Use of LH Bass Lines</li> <li>✓ Workshop Rehearsals</li> </ul>	<ul style="list-style-type: none"> <li>✓ Co-ordination &amp; Playing</li> <li>✓ Performance</li> <li>✓ Ensemble Skills</li> <li>✓ Critical Engagement</li> <li>✓ Listening &amp; Appraising</li> <li>✓ Musicality</li> <li>✓ Independence</li> <li>✓ Confidence in Singing</li> <li>✓ Composing</li> <li>✓ Extended chord theory</li> <li>✓ Musical Structure</li> </ul>	<ul style="list-style-type: none"> <li>✓ Co-ordination &amp; Playing</li> <li>✓ Performance</li> <li>✓ Ensemble Skills</li> <li>✓ Critical Engagement</li> <li>✓ Listening &amp; Appraising</li> <li>✓ Musicality</li> <li>✓ Independence</li> <li>✓ Research</li> <li>✓ Composing</li> <li>✓ Presenting</li> </ul>	
<b>SONGS &amp; PIECES</b>	<ul style="list-style-type: none"> <li>e Star Wars Episode IV Theme – John Williams</li> <li>e Jurassic Park Theme – John Williams</li> <li>e Indiana Jones Theme – John Williams</li> <li>e Batman Theme – Danny Elfman</li> <li>e Avengers Theme – Alan Silvestri</li> <li>e Wonderwoman Theme – Hans Zimmer</li> <li>e Superman Theme – Hans Zimmer</li> <li>e Joker Theme – Hans Zimmer</li> <li>e Bram Stoker’s Dracula Theme – Wojciech Kilar</li> <li>e Catwoman Transformation – DannyElfman</li> </ul>	<ul style="list-style-type: none"> <li>e Three Little Birds – Bob Marley</li> <li>e I Shot the Sherriff – Bob Marley</li> <li>e Funky Kingston – Toots &amp; the Maytals</li> <li>e Rudy, A Message to You – Dandy Livingstone</li> <li>e I’m Still in Love – Alton Ellis</li> <li>e Uptown - King Tubby Meets Rockers</li> </ul>	<ul style="list-style-type: none"> <li>e Get Up Stand Up – Bob Marley</li> <li>e Wake Up Everybody – Harold Melvin &amp; the Blue Notes</li> <li>e War – Edwin Starr</li> <li>e What’s Goin’ On – Marvin Gaye</li> <li>e Strange Fruit – Billie Holliday</li> <li>e Born in the USA – Bruce Springsteen</li> <li>e The Times They Are a Changing – Bob Dylan</li> <li>e Ghost Town – The Specials</li> <li>e Imagine – John Lennon</li> <li>e Grandmaster Flash – The Message</li> </ul>	<ul style="list-style-type: none"> <li>e Students own choice – weekly class listening guided by students</li> <li>e Weekly performances of works in progress</li> </ul>	