

KS3 Music Curriculum Map

	Topic	Prerequisites	Rationale	Next Steps	End Goals	Assessment
Year 7 Music	Rhythm and Pulse	We expect a wide range of experiences of Music education prior to pupils starting at Castle Donington College. This is dependent not only on the work done in Primary schools, but also the level of instrumental tuition each child has received.	In this topic of work, it is important to introduce the staff and basic note values to the class. These are the building blocks of musical notation and will be used throughout pupils' musical studies. They will use this knowledge to create and perform a basic rhythmic composition.	Pupils will go on to learn about how to introduce structure, dynamics and tempo to a piece of music in order to develop the musicality of their compositions.	Knowledge and Understanding Note Values – Quavers, Crotchets, Minims, Dotted Minims, Semibreves, Crotchet Rests. Notation – Treble Clef, Staff, Time Signature (4/4), Dynamics Skills Writing basic notation Reading basic notation for performance	Composition Personal composition of a four/five part rhythm-based piece. Performance Group performance of their rhythm-based composition
	Danse Macabre	In the first unit pupils learned about basic notation. They will use this to help create a compositions using a wider variety of musical features.	In this topic, pupils will learn how they can use the basic notation and ideas from the first topic to create more interesting compositions. Ideas of ostinato, tempo, chords and structure are introduced to help pupils to achieve this.	In the next topic, pupils will go on to learn about pitch and how to represent this on the staff. They will use what they have learned to compose a piece with a personal theme based on a picture.	Knowledge and Understanding Melodic Development, Cluster Chords, Ostinato, ABA Structure, Dynamics, Tempo, Awareness of orchestral instruments, Musical elements (SMIRTTH) Skills Creating an ostinato, using elements of music to compose and perform, using musical software Garage Band.	Composition Group composition of their 'Danse Macabre' Performance Group performance of their 'Danse Macabre' composition.
	Creative Keys/ Picture Perfect	Pupils have learned about basic notation and the different elements of music that can be combined to make a piece more atmosphere and interesting. They have learned basic structures and the concept of an ostinato and will use all of these skills to develop and progress through this unit	In this topic pupils will begin to learn about changes in pitch in musical notation so that they can start to write their own compositions. They learn how changes in dynamics can be shown on a musical score. These are skills that can then be used in future topics.	Pupils will be able to use the skills that they have learned throughout the year and apply to them to a composition based around world music to show how different musical traditions apply the ideas they have learned about differently.	Knowledge and Understanding Pitch – FACE and EGBDF on a staff Structure: Binary form Dynamics: Piano/Forte, Diminuendo and Crescendo Skills Composing music of different pitches using a staff; performing, composing and listening based on keyboard skills and programmatic music.	Composition Pair/small group composition based on a picture of their choice. Performance Pair/small group performance of their 'Picture Perfect' composition.
	Around the World	Pupils have learned about basic notation and rhythm and how these are displayed on a staff, in a Western musical traditions. This will help them to understand similarities and differences between different world music and the traditions they are used to.	So far, pupils have been learning music as seen from a very Western perspective and the music that they may listen to conforms to this as well. By looking at other musical traditions, it helps to expand pupil's understanding of music and how different cultures use music as a form of expression.	In the topics in Year 8, pupils will continue to look at a range of different world and Western musical traditions – expanding what they have learned about in Year 7. They will also continue to develop their performance, compositional and listening skills.	Knowledge and Understanding World musical styles – Indian Raga, Indonesian Gamelan and Brazilian Samba Musical forms – Raga, Taal, Drone Knowledge of world musical instruments Skills Performing using a wide range of world instruments – Tamborims, Agogo Large ensemble performance	Composition Composition based on one of the world musical styles. Performance Large ensemble performance of one of the world musical styles.

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Year 8 Music	Riffs	From their work in Year 7, pupils will have knowledge of the staff, basic notation and will have done simple composition work. They have started to apply their own ideas around the ideas and musical styles that they have learned about.	This unit helps students to develop their understanding of tonality in music by looking at the difference between major and minor keys and introduces the ideas of improvisation and a descending bassline to improve their composition.	In the next topic, pupils will look at how they can further develop their compositions by adding syncopation and triad chords to support the skills that they have learned so far.	Knowledge and Understanding Famous riffs from popular music, ABA structure, Major and Minor keys, understanding of improvisation, descending bassline Skills Improvisation, Playing in Major and Minor Keys, Using a descending bassline	Composition Paired composition of ABA Structure with improvisation Performance Performance of Riffs composition/arrangement
	Reggae	In the previous topic, pupils developed their use of tonality within compositions and learned about a number of famous riffs. They have learned how improvisation can be used in performance. These ideas will be developed further in this topic.	This unit will revisit some of the ideas– an ostinato for example – and will use the medium of Reggae music to help them understand syncopation and triad chords and how these can be used in their compositions.	Pupils will move on to using what they learned in this unit about Reggae music to learn about British Ska music which grew out of Reggae genre but was itself a precursor to Reggae music in the Caribbean.	Knowledge and Understanding The musical genre of reggae music, syncopation, ostinato, triad chords, off-beat, Beat 2 and 4 focus. Skills Creating an ostinato, adding syncopation and triad chords to performance and composition, playing reggae music	Composition Development of verse/chorus structure and authentic reggae feel. Performance Group performance of 'Angel' by Shaggy.
	Baggy Trousers	In the previous unit, pupils learned about Reggae music which shares many features with British Ska music. They have also learned about simple AB and ABA structures in preparation for developing these in this topic.	This unit continues to use a similar musical style to the last unit in order to introduce a more complex structure more frequently used in popular music and also helps them to develop their lyrics writing and group performance skills.	Pupils will go on to use the ideas that they have developed through Year 8 – chords, lyric writing, structure, melodic writing – in order to write and perform their own pop song.	Knowledge and Understanding The musical genre of British ska music, how to write lyrics for a composition, popular music structure – Intro/Verse/Bridge/Chorus/Middle 8/Outro, Skills Syllabic writing, group performance	Composition Development of new lyrics to Baggy trousers based on CDC. Performance Group performance of CDC Baggy trousers
	Pop Song	The previous units in Year 8 have given pupils the skills and understanding to compose their own pop song – chords, structure, syllabic writing, ostinato, and syncopation. In Year 7 they began using Garage Band in order to help compose their own music.	Pupils will learn how to use new elements within Garage Band and Logic in order to help them create loops and samples. They will use this knowledge and other skills they have learned to create a pop song.	In the next year, pupils will be introduced to a wider range of musical styles that will develop their understanding of musicality and fully prepare them for the GCSE Music course.	Knowledge and Understanding Developing chordal writing, melodic writing, structure and lyrics writing in preparation for creating a pop song. Skills Using music software such as Garage band or Logic in order to introduce the skills of looping and creating samples.	Composition Composition of popular music piece. This will be done using Logic xpro music software Performance Final editing of playing of Sound file from logic xpro

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Year 9 Music	Blues Music	In the previous year group, pupils developed their understanding of different elements of musicality in order to create a range of popular music compositions. Popular music itself has its origins in Blues Music so the elements that pupils have learned so far will be useful in this topic.	The origin of modern pop music, Blues Music, will give pupils a further understanding of key elements within modern music and further develop their musicality. It will also help them to develop improvisation skills for composition and performance.	Pupils will go on to use what they have learned in this unit and from their previous unit in order to create their own version – a cover version – of a popular song.	Knowledge and Understanding The musical genre of Blues Music, a walking bass line, 12 bar chord structure and the blues scale Skills Developing improvisation for composition and performance	Composition Group composition of their Blues piece. Lyrics and music created. Performance Group performance of their Blues composition
	Cover Songs	Previous topics on blues, Reggae, Ska and pop music together with their Year 7 work on World Music have given pupils an understanding of some of the different styles, structures, instruments and other elements used in popular music. They can now use these to develop their own cover versions of popular songs.	An important part of music (not just popular music) is the ability to take one idea and to add an interpretation of that idea. This could be through performance or improvisation, composition, sampling and other techniques and result in a more complex piece music.	Taking on the ideas that pupils have learned throughout Key Stage 3, pupils will go on to use the skills they have learned in a popular, but completely different genre; film music.	Knowledge and Understanding Develop understanding of current popular cover music and its historic origins. Listening for a range of ways this music has been developed and changed using the musical elements knowledge. Skills Using a verse/chorus structure, SMIRTTT tools for listening and analysing.	Composition Group composition of own cover version of a popular piece of music Performance Performance of own cover song
	Film Music	Pupils have been learning about the different elements and fundamentals of music – SMIRTTT. An understanding of these will be important as they continue to develop their compositional skills in a different genre.	Many pupils may see orchestral music as an older and irrelevant form of music – its continued enjoyment and importance cannot be overestimated. It is also fundamental to popular culture through video game and film music. This topic will therefore help to develop pupil performance, compositional and listening skills in a new genre.	Pupils move on to draw together everything that they have learned in KS3 Music lessons to devise their own music project. This will take account of their own interests and musical skills but also make use of cross-curricular links.	Knowledge and Understanding Musical genre of film music – including the work of John Williams and Hans Zimmer. Syncing music and actions on a screen (Mickey Mousing), synchronisation, motifs, cluster chords, glissando. Skills Mickey Mousing, Developing compositional skills on Garageband and/or Logic	Composition Composition of film music piece. This will be done using Logic xpro music software Performance Final editing of playing of Soundfile from logic xpro
	Own Music	Prior to this unit, pupils will have learned about and developed the full range of musical skills including compositional and performance skills and an appreciation of a genre of music that they wish to use as part of their music project.	At the end of the Music course, pupils are ready for KS4 courses. This unit provides an opportunity to use the skills that they have and use them in the context of their option choices. Music students can then do some preparatory work towards their GCSE Music studies.		Knowledge and Understanding Further development of their understanding of different elements of music depending on the genre and option choices that they have chosen. Skills Independent project work, research skills, appreciation of artists work depending on option choices that they have made	Assessment is set to individuals based on their project submission.