Key Stage 3 Curriculum Map Thrive Music (Currently on Year 2 for 2026-27)

Year 1	**Autumn Half Term 1**	**Autumn Half Term 2**	**Spring Half Term 1**	**Spring Half Term 2**	**Summer Half Term 1**	**Summer Half Term 2**
	Knowledge acquired					
	All About me • Unit 1- Introducing Musical Instruments	All About Me • Unit 3-Loud and Quiet/short and long sounds • Preparing for Christmas performance	Castles # Turrets & Tiaras • Unit 17 –Dukas' The sorcerer's apprentice: exploring sound colours • Magical sound effects-the whole tone scale	Castles # Turrets & Tiaras • Composing music for a fairy tale adventure	Nature • Unit 15 Saint-Saens Carnival of the Animals • Orchestra of the Swan	Nature • Saint-Saens continued • Orchestra of the Swan
Year 2	**Autumn Half Term 1**	**Autumn Half Term 2**	**Spring Half Term 1**	**Spring Half Term 2**	**Summer Half Term 1**	**Summer Half Term 2**
	Knowledge acquired					
	Pirates • Listening and Appraising Pirate Music • Creating a soundscape for a Pirate themed ship battle • Unit 23: British folk songs	Pirates • Continue practicing our soundscape music • Unit 2: Christmas pop songs-volume 1	Space #to infinity & beyond • Unit 12: Holst's the planets	Space #to infinity & beyond • Unit 12: Holst's the planets continued	WWII # Dig for Victory • Unit 32: songs from WWII • Orchestra of the Swan	WWII # Dig for Victory • Continuing Unit 32: songs from WWII • Orchestra of the Swan
Yea	**Autumn Half Term 1**	**Autumn Half Term 2**	**Spring Half Term 1**	**Spring Half Term 2**	**Summer Half Term 1**	**Summer Half Term 2**

Knowledge acquired					
Victorians - 10 ways the Victorians changed Britain • Musical Contexts SOW- Victorians • Exploring music from the Musical Oliver • Music in a metre of 3 –omm cha cha	Victorians - 10 ways the Victorians changed Britain • Continuing Musical Contexts • Preparing for the Christmas Performance	Dinosaurs & Volcanos #Walking with Dinosaurs # Journey to the centre of the earth. • Musical contexts SOW-Fireworks- exploring ascending and descending melodies	Dinosaurs & Volcanos #Walking with Dinosaurs # Journey to the centre of the earth. • Creating music to tell the story of a volcano –dynamics • 1812 overture and its use of explosive sounds	Flight #up up and away….. • Exploring Flight of the Bumble Bee • Exploring Flight of the Valkeries • Creating a piece of music about the journey of flight (exploring high and low, and steady gliding) • ORCHESTRA OF THE SWAN	Flight #up up and away….. • Continuing practicing our flight composition • ORCHESTRA OF THE SWAN
Skills acquired					
• **Singing** • **Composing** • **Listening and appraising** • **Inter-related dimensions of music** • **Rhythm and pulse** • **High and Low** • **Loud and soft** • **Fast and slow** • **Whole tone and half tone** • **Call and response** • **enrichment** • **Communication skills** • **Listening, recall, response** • **Working as part of a group**					

Digital Literacy Skills

Through listening, appraising and occasional exploration of sounds on keyboards, pupils develop confidence in using technology for creative and sensory experiences. They learn to interact with electronic equipment, make choices, respond to digital audio, and develop the listening, communication and problem-solving skills that support early digital literacy and independence.

Communication & Oracy Skills

Music provides a rich and accessible way for our pupils to develop communication and interaction skills. Through singing, listening, turn-taking, sound exploration and shared musical experiences, pupils are encouraged to express themselves, respond to others and build confidence in communicating, using speech, vocalisations, gestures, and movement.

- Develop listening and attention skills by responding to music and spoken instructions.
- Build confidence in using their voice, vocalisations, signs or communication systems to participate.
- Practise turn-taking and shared attention during musical activities.
- Increase understanding of simple questions, choices and instructions.
- Learn to express preferences, feelings and opinions about music and sounds.
- Develop social interaction skills through group singing and collaborative music-making.
- Expand vocabulary related to sounds, instruments, emotions and musical experiences.
- Strengthen communication confidence by contributing to discussions and responding to musical prompts.

- Music creates meaningful opportunities for every pupil to communicate at their own level, supporting both expressive and receptive communication development.

Key Assessments taking place
•Assessment is based on continuous AFL and observations by the staff team **•Tracking updated internally on Tapestry, and on Insight**

Home Learning Opportunities

At home, pupils can continue their musical learning by exploring and listening to the sounds around them, discovering new music from different genres and cultures, and sharing musical experiences with their families. Practising simple rhythms through clapping, tapping, singing or using household objects helps to develop listening skills, turn-taking, communication, memory and confidence, while encouraging enjoyment of music in everyday life.