Key Stage 3 Curriculum Map Music

Year

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					
•Building Bricks/Inter-related dimensions of music (IRDs) •singing	•Rhythm & Pulse •Singing	•Keyboard skills Part 1- Basics •Major scale •Singing	•Keyboard skills Part 2- Chords •Singing	•Form and Structure •Orchestra of the Swan •Singing	•Ukulele skills •Orchestra of the Swan •Singing

Skills acquired

- **Building bricks/inter-related dimensions of music IRDs**: Pulse, Pitch, duration, texture, silence, sonority/timbre, tempo, dynamics
- **Rhythm & Pulse:** note duration, pulse, and beat, including names of notes and how they may be represented on a page or aurally
- **Keyboard skills Part 1**: brief history of the instrument, basic notes with the right hand, sharps and flats, correct fingering
- **Major scale**: building up music vocabulary for songs
- **Keyboard skills Part 2**: chords and more complex rhythms, introducing left hand technique
- **Form & Structure:** why it's important, exploring four different musical structures: Question and Answer Phrases, Binary form, Ternary form, and Rondo form
- **Ukulele skills**: basic open strings, leading to holding down the frets, and eventually chords
- **Orchestra of the Swan**: Guests to come in and run composing workshops with a performance at the end of the year
- **General rhythm and call & response throughout the year**
- **Music to build/progress using repetition and re-enforcement:** To include elements of singing, composition, appraising, and instrument playing,
- **Confidence building**

Digital Literacy Skills Acquired:

By using Mac computers to support piano learning, pupils will develop a range of digital literacy skills, including:

- Using educational software and music-learning applications confidently and independently.
- Navigating digital interfaces, menus, tools, and settings effectively.
- Typing, saving, opening and organising digital files and music resources.
- Using headphones, keyboards, MIDI devices and other digital peripherals correctly.
- Accessing, interpreting and responding to real-time feedback from music software.
- Developing online research skills to find appropriate tutorials, performances and learning resources safely.
- Understanding how technology can be used creatively to compose, record and edit music.
- Demonstrating responsible and safe use of computers, including digital citizenship and acceptable use practices.

These skills complement piano learning by helping pupils become confident, independent users of technology while developing their musical understanding.

Communication and Oracy Skills

- Learning the basic elements of music helps pupils develop a wider vocabulary to describe and discuss what they hear, building confidence in speaking and listening.
- Performing on piano and ukulele encourages pupils to communicate clearly with others through musical cues, timing and teamwork.
- Group music-making develops active listening skills, helping pupils respond appropriately to others' ideas and contributions.
- Pupils learn to give and receive constructive feedback, improving their ability to express opinions respectfully and thoughtfully.
- Following instructions and discussing musical techniques strengthens verbal communication and understanding of subject-specific language.
- Sharing performances and explaining their musical choices helps pupils develop confidence when presenting ideas to an audience and speaking in front of others.

Key Assessments taking place

- End of unit assessments
- Quizzes on each unit
- Feedback on each piece of work
- Live assessment and verbal feedback during lessons
- Data tracking kept via Insight

Home Learning Opportunities Music is all around us and provides many opportunities for learning beyond

Year

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					
•Hooks and riffs –part 1 (modern riffs) •Singing	•Hooks and riffs-part 2 (classical ostinatos) •Singing	•Back in Time to the Popular Music Part 1 (50s and 60s) *Singing	•Back in Time to the Popular Music Part 2 (60s and 70s) •Singing	•What makes a good song? Part 1 •Orchestra of the Swan •Singing	•What makes a good song? Part 2 •Orchestra of the Swan •Singing
Skills acquired					
• **Hooks and riffs –part 1 (modern riffs):** melodic, rhythmic and verbal,					

- Looking further into texture through the hooks and riffs module: melody, chords, and bassline
- Looking further into repetition and **riff** through the hooks and riffs module
- To include elements of singing, composition, appraising, and instrument playing,
- Acquiring historical knowledge about pop music
- Keyboard skills -songs **Sweet Dreams, Word Up**
- **Hooks and riffs –part 2 (classical ostinatos):** melodic, rhythmic and verbal,
- Looking further into texture through the hooks and riffs module: melody, chords, and bassline
- Looking further into repetition and **ostinato** through the hooks and riffs module
- To include elements of singing, composition, appraising, and instrument playing,
- Keyboard skills - compositions **Bolero, Habanera**
- **Composing our own Ostinato with Body Percussion- The Chocolate Machine**
- **Back in Time to the Popular Music Part 1 and 2:** In this performance-based unit, pupils 'travel back in time' to visit and explore different periods of popular musical history. Pupils listen with increasing discrimination to a wide range of music from great composers and musicians, different genres and styles and from different times and places. Pupils develop a deepening understanding of the popular music that they perform and to which they listen, and its history. They develop effective performance techniques in both solo and ensemble contexts with a deepening awareness of different popular historical musical styles and genres. Pupils develop a knowledge and understanding of the popular musical instruments of the period and how the Elements of Music were used.

- **What makes a good song? (part 1 and 2):** Pupils learn about the importance of hooks and riffs (re-enforcement from term 1), popular song structure and the various different components/sections within, melodic motion (Conjunct and Disjunct Motion), and lyrics within different case studies. The units end with pupils creating their own musical arrangement of a popular song. The concept of 'cover version' is explored by listening and examining a range of different musical arrangements of the same song for stylistic and elemental changes

- **Orchestra of the Swan:** Guests to come in and run composing workshops with a performance at the end of the year

Digital Literacy Skills

Digital Literacy Skills Pupils Will Develop Through Using Mac Computers, GarageBand and Studying Different Musical Styles

- Use Mac computers confidently to access, open, save and organise digital music projects.
- Navigate and use GarageBand's interface, tools and features independently.
- Create, edit and refine digital music compositions using software-based instruments and loops.
- Record and playback musical ideas using digital technology.
- Demonstrate safe and responsible use of technology when working on individual and shared devices.
- Use headphones, audio controls and recording equipment appropriately to monitor and improve their work.
- Select and combine digital sounds, instruments and effects to achieve a desired musical outcome.
- Develop problem-solving skills by troubleshooting technical issues and making edits to improve compositions.
- Compare and analyse musical features in pop music, modern riffs and classical ostinatos using digital resources and audio examples.
- Evaluate and share digital music creations, reflecting on how technology can support creativity, performance and composition.

These skills support pupils in becoming confident digital creators, enabling them to use technology creatively, safely and purposefully to compose, perform and respond to music across a range of genres and styles.

Communication and Oracy Skills

Communication and Oracy Skills Pupils Will Develop Through Using Mac Computers, GarageBand and Studying Different Musical Styles

- Use appropriate musical vocabulary to discuss pop music, modern riffs and classical ostinatos.
- Listen attentively to recordings and performances, responding thoughtfully to the ideas of others.
- Express opinions about music and justify preferences using musical language.
- Develop confidence in sharing compositions and performances with peers and adults.
- Follow verbal instructions and respond appropriately when using GarageBand and music technology.
- Collaborate effectively with others to create, rehearse and refine musical ideas.
- Ask and answer questions about musical features, instruments, structure and style.
- Give and receive constructive feedback to support improvement in performances and compositions.
- Develop presentation skills by explaining creative choices and demonstrating musical work to an audience.
- Build active listening, turn-taking and discussion skills through group music-making and musical analysis activities.

These experiences help pupils become confident communicators who can listen carefully, articulate their ideas, work collaboratively and discuss music using increasingly sophisticated language.

Key Assessments Taking Place

- End of unit assessments
- Quizzes on each unit
- Feedback on each piece of work
- Live assessment and verbal feedback during lessons
- Data tracking kept via Insight

Home Learning Opportunities

Music is all around us and provides many opportunities for learning beyond the classroom. Through their study of music, pupils are encouraged to become more aware of the sounds in their environment, recognise patterns and rhythms in everyday life, and make connections between the music they hear, and the topics studied in lessons. By exploring music independently, learners can develop their listening skills, broaden their musical knowledge and discover new styles, artists and genres that inspire them.

Learners are encouraged to independently explore the wide range of music available to them, discussing their discoveries with family and friends. They might listen to different styles of pop music, identify memorable riffs and ostinatos in songs, explore classical works, attend live performances, or research composers, performers and musical traditions from around the world. Developing curiosity about music outside of school helps pupils deepen their understanding and appreciation of the subject while fostering a lifelong interest in music.

Key Stage 3 Curriculum Map Music (YEAR 8/9 are currently on Year 2 2026-27)

Year 8/9	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					

Year 2	•Offbeat Part 1 (introduction) •Singing	•Offbeat Part 2 •Singing	•Dance Part 1- Exploring the Waltz & Exploring the Baroque Dance Suite) •Singing	•Dance Part 2- Exploring the Baroque Dance Suite continued & Exploring Marches •Singing	•Variations -Part 1 (introduction) •Orchestra of the Swan •Singing	•Variations -Part 1 (Ground bass and canon) •Orchestra of the Swan •Singing
	Skills acquired					
	• **Offbeat Part 1 and 2:** exploring reggae and its history, syncopation, texture, chords, reggae song lyrics, learning to play popular reggae tunes, and creating a reggae arrangement • **Preparation for Christmas performance** • To include elements of singing, composition, appraising, and instrument playing, • Keyboard skills • **Dance Part 1 and 2:** Identifying key features (oom-cha-cha), tracing the history of the three genres of dance, understanding the anacrusis start (starting on a pick up note), looking at rhythm, chords (primary and 7th) and metre (¾ time signatures for waltz), simple time (2/4, ¾, 4/4) and compound time (6/8, 9/8, 12/8), exploring the 5 'standard' movements and their differences and features in the baroque suite, performing a waltz, a baroque suite, and a range of simple marches, as a class • **Variations Part 1:** Exploring basic ways to develop and vary musical ideas through changing and adding to an existing theme using elements of music and simple musical devices in terms of changing: pitch, timbre, articulation, tempo, rhythm, etc. • Developing complex techniques: augmentation, diminuation • Adding counter melody • **Variations Part 2 (ground bass and canon)**: Pupils spend this term learning to put together a performance of Pachelbel's canon • To include elements of singing, composition, appraising, and instrument playing, • Keyboard skills • **Orchestra of the Swan:** Guests to come in and run composing workshops with a performance at the end of the year **<u>Digital Literacy Skills</u>** **Digital Literacy Skills Pupils Will Develop Through Using Mac Computers, GarageBand and Studying Different Musical Styles** • Use Mac computers confidently to access, open, save and organise digital music projects. • Navigate and use GarageBand's interface, tools and features independently. • Create, edit and refine digital music compositions using software-based instruments and loops. • Record and playback musical ideas using digital technology. • Demonstrate safe and responsible use of technology when working on individual and shared devices.					

- Use headphones, audio controls and recording equipment appropriately to monitor and improve their work.
- Select and combine digital sounds, instruments and effects to achieve a desired musical outcome.
- Develop problem-solving skills by troubleshooting technical issues and making edits to improve compositions.
- Compare and analyse musical features in pop, reggae, classical, and baroque using digital resources and audio examples.
- Evaluate and share digital music creations, reflecting on how technology can support creativity, performance and composition.

These skills support pupils in becoming confident digital creators, enabling them to use technology creatively, safely and purposefully to compose, perform and respond to music across a range of genres and styles.

Communication and Oracy Skills

Communication and Oracy Skills Pupils Will Develop Through Using Mac Computers, GarageBand and Studying Different Musical Styles

- Use appropriate musical vocabulary to discuss pop music, reggae, modern riffs and classical and baroque ostinatos.
- Listen attentively to recordings and performances, responding thoughtfully to the ideas of others.
- Express opinions about music and justify preferences using musical language.
- Develop confidence in sharing compositions and performances with peers and adults.
- Follow verbal instructions and respond appropriately when using GarageBand and music technology.
- Collaborate effectively with others to create, rehearse and refine musical ideas.
- Ask and answer questions about musical features, instruments, structure and style.
- Give and receive constructive feedback to support improvement in performances and compositions.
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