



KS3 Curriculum Map – Music:

Topic	Knowledge	Skills	Assessment Opportunities
Rhythm and Beat	<p><i>Substantive knowledge:</i> This is the specific, factual content for the topic, which should be connected into a careful sequence of learning.</p> <p>Aims:</p> <ol style="list-style-type: none"> 1) To understand rhythm and beat 2) To learn basic rhythmic notation 3) To learn the basics of texture, dynamics, tempo and metre 4) To be able to use the above elements creatively in performance and composition <ul style="list-style-type: none"> • Rhythmic Notation using: <ul style="list-style-type: none"> - Crotchets - Quavers - Minims - Semi-Quavers - Rests • Metre <ul style="list-style-type: none"> - Time signature 4/4 • Tempo • Texture <ul style="list-style-type: none"> - Monophonic - Polyphonic 	<p><i>Disciplinary knowledge:</i> This is the action taken within a particular topic in order to gain substantive knowledge.</p> <ul style="list-style-type: none"> • Rhythmic Notation Performance and Composition using: <ul style="list-style-type: none"> - Crotchets - Quavers - Minims - Semi-Quavers - Rests • Ensemble Performance Skills <ul style="list-style-type: none"> - Awareness (balance etc.) - Beat (playing in time) - Communication (Expression & Interpretation) 	<p>What assessments will be used to measure student progress?</p> <p>Formative Assessment Strategies:</p> <ul style="list-style-type: none"> • Verbal assessment to check rhythmic notation understanding consolidated with practice style homework • Individual verbal feedback on all performance and composition tasks <p>Summative Assessment:</p> <ul style="list-style-type: none"> • Group performance (4 students) assessing rhythmic accuracy and ensemble skills • Group composition (4 students) assessing rhythmic accuracy, ensemble skills, use of music elements and creativity • All summative assessment is self, peer and teacher assessed

<p>Keyboard Skills and Instruments of the Orchestra</p>	<p>Aims: 1) To understand basic pitch notation 2) To aurally recognise various orchestral Instruments 3) To begin to develop basic keyboard skills</p> <p><i>All knowledge from the 'Rhythm and Beat' scheme plus:</i></p> <ul style="list-style-type: none"> • Pitch Notation – Treble Clef <ul style="list-style-type: none"> - Stave - Space - Line • Instrumentation and Orchestral Families <ul style="list-style-type: none"> - Strings - Woodwind - Brass - Percussion • Roles <ul style="list-style-type: none"> - Melody - Support • Melody <ul style="list-style-type: none"> - Steps - Leaps - Repetition • Texture <ul style="list-style-type: none"> - Homophonic • Eras <ul style="list-style-type: none"> - Baroque - Classical - Romantic 	<p><i>All skills from the Rhythm and Beat scheme plus:</i></p> <ul style="list-style-type: none"> • Aural skills <ul style="list-style-type: none"> - Instrument Recognition • Basic Pitch notation Treble Clef skills <ul style="list-style-type: none"> - F-A-C-E • Keyboard Skills <ul style="list-style-type: none"> - Right hand, 5-finger position • Performance skills <ul style="list-style-type: none"> - Playing with fluency 	<p>Formative Assessment Strategies:</p> <ul style="list-style-type: none"> • Verbal assessment to check treble clef pitch notation understanding consolidated with practice style homework • Individual verbal feedback on all performance tasks <p>Summative Assessment:</p> <ul style="list-style-type: none"> • Pair performance (2 students) assessing RH keyboard performance – accuracy of individual part and ensemble skills • Listening assessment on instrument recognition and musical elements • All summative assessment is self, peer and teacher assessed
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<p>Introduction to Composition and Structure</p>	<p>Aims:</p> <ol style="list-style-type: none"> 1) To further develop keyboard skills 2) To further develop aural skills in relation to musical elements and a given scenario/brief 3) To begin to learn how to compose your own music and how to use musical contrast 4) To learn the basics of structure, melody and develop instrumentation understanding <p><i>All knowledge from the 'Rhythm and Beat' and 'Keyboard Skills and Instruments of the Orchestra' scheme plus:</i></p> <ul style="list-style-type: none"> • Structure <ul style="list-style-type: none"> - Binary Form - Ternary Form • Metre <ul style="list-style-type: none"> - Time signature $\frac{3}{4}$ • Articulation <ul style="list-style-type: none"> - Legato – Smooth - Staccato – Detached • Contrast • Transition • Mood and description 	<p><i>All skills from the 'Rhythm and Beat' and 'Keyboard Skills and Instruments of the Orchestra' scheme plus:</i></p> <ul style="list-style-type: none"> • Keyboard Skills <ul style="list-style-type: none"> - Right hand, 5 finger position - Left hand, 2 notes - Two hands together • Aural skills <ul style="list-style-type: none"> - Film music – how music suits a scenario 	<p>Formative Assessment Strategies:</p> <ul style="list-style-type: none"> • Individual verbal feedback on all performance and composition tasks <p>Summative Assessment:</p> <ul style="list-style-type: none"> • Pair performance (2 students) of Morning music (Grieg) • Pair performance (2 students) of ternary form composition based on Morning music (Grieg) • Listening assessment on instrument recognition, musical elements and suitability of music to a theme/brief • All summative assessment is self, peer and teacher assessed
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<p>Basic Ukulele / Keyboard Chord Skills and Harmony</p>	<p><i>All knowledge from the 'Rhythm and Beat', 'Keyboard Skills and Instruments of the Orchestra' and 'Introduction to Composition and Structure' scheme plus:</i></p> <ul style="list-style-type: none"> • Harmony <ul style="list-style-type: none"> - Chords - Primary Chords • Tonality <ul style="list-style-type: none"> - Major - Minor • Structure <ul style="list-style-type: none"> - Verse/Chorus Form • Compare and Contrast 	<p><i>All skills from the 'Rhythm and Beat', 'Keyboard Skills and Instruments of the Orchestra' and 'Introduction to Composition and Structure' scheme plus:</i></p> <ul style="list-style-type: none"> • Keyboard Skills <ul style="list-style-type: none"> - Left hand, basic chords • Ukulele Skills <ul style="list-style-type: none"> - Basic chord patterns (C, F, G7) - Basic strumming • Aural Skills <ul style="list-style-type: none"> - Compare and Contrast 	<p>Formative Assessment Strategies:</p> <ul style="list-style-type: none"> • Individual verbal feedback on all performance and tasks <p>Summative Assessment:</p> <ul style="list-style-type: none"> • Class performance of Lava • Listening assessment on musical elements and compare and contrast • All summative assessment is self, peer and teacher assessed
<p>Advanced Ensemble Skills</p>	<p>Aims:</p> <ol style="list-style-type: none"> 1) To further develop ensemble performance skills, including instrumental roles 2) To develop keyboard, ukulele, guitar (bass) skills as applicable 3) To develop a more advanced understanding of harmony <ul style="list-style-type: none"> • Rhythm <ul style="list-style-type: none"> - Syncopation • Harmony <ul style="list-style-type: none"> - Tonic - Dominant - Bass line - Chord progression - Roman Numerals • Structure <ul style="list-style-type: none"> - Intro - Outro - Verse - Chorus - Bridge 	<ul style="list-style-type: none"> • Ensemble Performance Skills <ul style="list-style-type: none"> - Awareness (balance etc.) - Beat (playing in time) - Communication (Expression & Interpretation) • Basic pitch notation <ul style="list-style-type: none"> - Bass Clef - Tablature • Basic guitar skills (Bass and Acoustic) • Ukulele skills (continued) • Keyboard Skills <ul style="list-style-type: none"> - Chords - Two hands together 	<p>Formative Assessment Strategies:</p> <ul style="list-style-type: none"> • Verbal assessment to check individual instrument skill and understanding of notation, rhythm and ensemble skills • Individual verbal feedback on all performance tasks <p>Summative Assessment:</p> <ul style="list-style-type: none"> • Group performance (2-6 students) assessing the rhythmical and notation accuracy and ensemble skills • Listening assessment on instrument recognition, musical elements and features of 'Stand By Me' – the piece learnt for performance • All summative assessment is self, peer and teacher assessed

<p>Understanding and Composing Film Music</p>	<p>Aims:</p> <ol style="list-style-type: none"> 1) To understand how music can reflect a brief/scene 2) To develop an understanding of more advanced musical devices 3) To be able to use the above devices and musical elements creatively in a performance and composition 4) To begin to develop extended writing skills in music <ul style="list-style-type: none"> • Tonality <ul style="list-style-type: none"> - Major - Minor - Mediant • Devices <ul style="list-style-type: none"> - Ostinato - Pedal Notes - Dissonance • Melody <ul style="list-style-type: none"> - Conjunct - Disjunct - Sequence - Phrasing - Repetition 	<ul style="list-style-type: none"> • Ensemble Performance Skills <ul style="list-style-type: none"> - Awareness (balance etc.) - Beat (playing in time) - Communication (Expression & Interpretation) • Keyboard Skills <ul style="list-style-type: none"> - Utilising all skills learnt so far to create own composition which is fluent and accurate owing to the correct use of hands and fingers • Written <ul style="list-style-type: none"> - Describing music using the musical elements • Aural skills <ul style="list-style-type: none"> - How music suits a brief using the musical elements • Composition <ul style="list-style-type: none"> - How to create music suited to a brief/theme/scenario 	<p>Formative Assessment Strategies:</p> <ul style="list-style-type: none"> • Verbal assessment to check individual instrument skill and understanding of notation, rhythm and ensemble skills • Individual verbal feedback on all composition tasks <p>Summative Assessment:</p> <ul style="list-style-type: none"> • Group performance (2-4 students) assessing the composing and performing of programmatic music in a group on the idea of a soldier returning from war • Listening assessment on film music focusing on the musical elements with an extended writing question • All summative assessment is self, peer and teacher assessed
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<p>Musical Theatre and Rap</p>	<p>Aims:</p> <ol style="list-style-type: none"> 1) To gain an understanding of Musical Theatre music and its contexts 2) To further develop aural skills in relation to musical elements and a given scenario/brief 3) To develop an understanding of more advanced textures, melody and vocal sonority 4) To begin to develop skills in lyric writing for a group performance <ul style="list-style-type: none"> • Voices <ul style="list-style-type: none"> - Soprano - Alto - Tenor - Bass • Textures <ul style="list-style-type: none"> - Unison - Monophonic - Homophonic - Polyphonic - Call and Response - Duet - Quintet • Melody <ul style="list-style-type: none"> - Imitation - Ascending - Descending - Chromaticism / Chromatic movement 	<ul style="list-style-type: none"> • Singing Skills <ul style="list-style-type: none"> - Musical Theatre and Rap - Stage presence • Musical analysis basics <ul style="list-style-type: none"> - How to approach a new piece of music • Composition <ul style="list-style-type: none"> - Theme / Hook - Lyric writing 	<p>Formative Assessment Strategies:</p> <ul style="list-style-type: none"> • Individual verbal feedback on all composition tasks <p>Summative Assessment:</p> <ul style="list-style-type: none"> • Group performance (2-4 students) assessing the composition of a Rap • All summative assessment is self, peer and teacher assessed
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<p>Britpop</p>	<p>Aims:</p> <ol style="list-style-type: none"> 1) To gain an understanding of Britpop and its contexts 2) To further develop aural skills in relation to musical elements 3) To develop understanding of more advanced ensemble performance skills <ul style="list-style-type: none"> • Context <ul style="list-style-type: none"> - Historical - Cultural • Harmony <ul style="list-style-type: none"> - Tonic - Dominant - Bass line - Chord progression - Roman Numerals • Structure <ul style="list-style-type: none"> - Intro - Outro - Verse - Chorus - Bridge 	<ul style="list-style-type: none"> • Ensemble Performance Skills <ul style="list-style-type: none"> - Awareness (balance etc.) - Beat (playing in time) - Communication (Expression & Interpretation) • Keyboard Skills <ul style="list-style-type: none"> - Right hand chords - Left hand bass line 	<p>Formative Assessment Strategies:</p> <ul style="list-style-type: none"> • Individual verbal feedback on all performance tasks <p>Summative Assessment:</p> <ul style="list-style-type: none"> • Group performance (2-6 students) assessing ensemble skills and accurate, fluent, stylistic performance • GCSE style listening questions utilizing the musical elements • All summative assessment is self, peer and teacher assessed
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