

Curriculum Map: Key Stage 3 Music.

	Pillars of Music Performance and Composition work.	Pillars of Music	Pillars of Music that are embedded as essential elements of sequenced lessons/knowledge organisers: <ul style="list-style-type: none"> • Listening and appraising • Key Vocabulary • Practise and performance • Locate and retrieve • Composition.
	Year 7	Year 8	Year 9
September	Solo Performance Tempo/ Rhythm/ Pitch/ Dynamics Composition Improvisation Appraising	Application of key words Forming and expressing personal opinion Ensemble performance	
	Rhythm work – Rhythm games Introduction of key words Development of performance skills –focussing on accuracy, fluency and playing in time with a beat.	What is a Remix? Bucket drumming. Key piece 1: Performance and remix skills (Pitch based activity) – create a remix of Pachelbels Canon.	The Blues – listen to examples from BB King, Muddy Waters etc Instrumentation Call and Response 12 Bar Blues Improvisation Blues scale Solo performance Ensemble performance Class Band. Rhythm work.
October	Key piece 1: Performance: Selecting appropriate pieces, practising them and performing to the class. Pentatonic composition work. Listen to Pentatonic pieces. How does Music create a scary atmosphere? Key piece 2:Composition: Responding to the brief of composing a piece of Music to create a scary atmosphere.	Remix pop songs. Key piece 2: Performance and remix skills based on popular songs (can also be rhythm based activity) Ringtones -discuss qualities/ characteristics/ remixes.	Key piece 1: Performance: Mastering a performance of 'The Creepy Blues' Key piece 2: Performance and Improvisation – Using a Blues in C , create a piece with a range of different parts –bass or walking bass, chords, melody, improvisation.
November	Key piece 3: Catchy Tunes. Understanding the key features of a Catchy Tune, be able to recognise one. Compose a catchy tune and perform.	Key piece 3: Composition Creation of Music for a new phone.	Music in the Media Cartoons, films. Listen to examples eg Tom and Jerry, Lion King etc. Create their own piece for a scene in a movie.
December	Seasonal Music – Practise and perform important Seasonal music	How does Music work within a horror film? How can Music manipulate emotions and reactions?	Key piece 3: Composition – create music for a story/ scene from a film or cartoon.

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<p>Key piece 4: Composition: Christmas Rap.</p>	<p>Seasonal Music</p> <p>Key piece 4 - Performance of Seasonal Music -develop solo and ensemble performance skills.</p> <p>Composition of own Christmas themed piece. (Instrumental and /or vocal.)</p>	<p>Development of solo and ensemble performance skills.</p> <p>Developing performance skills underpins Music and students may have sessions using steel pans, djembes and whole class band activities to allow practise to allow progression in this area.</p>
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	SPRING TERM	SPRING TERM	SPRING TERM
	Year 7	Year 8	Year 9
January	<ul style="list-style-type: none"> • Programme Music (Music from the Romantic Era). • Carnival of the Animals by Saint Saens. • Pictures at a Museum by Mussorgsky. • The Sorcerers Apprentice by Dukas. 	<p>Revisit Ringtones and understanding their musical characteristics. Compare and contrast different companies/ ringtones qualities.</p> <p>Listen to Apple ringtones and remixes and discuss key features.</p>	<p>Revisit Stomp listening and composition work. Compare with the Blue Man Group and none professional percussive performance groups. Discuss key features. Develop rhythmical and percussive skills using specified techniques.</p>
February	<p>Key piece 1: Composition: Introduction on how to 'paint the picture' of an animal through Music.</p>	<p>Discuss importance of pitch, tempo, repetition, instrumentation, dynamics, sense of style, texture -polyphonic focus.</p>	<p>Key piece 1: Composition: compose an original Stomp style piece incorporating specified musical characteristics.</p>
March	<p>Key piece 2: Composition: Responding to an image using a variety of musical skills to create a suitable composition.</p> <p>Instruments of the Orchestra project.</p> <p>Watch David Garret – Pirates of the Caribbean performance, Orchestral covers of pop songs – Grenade; Bruno Mars. Copland - Fanfare for the Common Man, Appalachian Spring.</p>	<p>Key piece 1: Composition – BTEC STYLE professional career based brief:</p> <p>Compose an original Polyphonic Ringtones for a mobile phone company.</p>	<p>4 Chord song project:</p> <p>Watch and discuss the performance by Axis of Awesome. Revise what a chord is and how they are created.</p>
May/ April	<p>Research project and try different instruments.</p> <p>Key piece 3: Mood composition focussing on instrument choice, pitch, tempo, dynamics.</p>	<p>Key piece 2: Performance- Learn to play a popular piece of music with accuracy, fluency and a sense of style.</p> <p>Developing understanding of chords.</p> <p>Listen to examples of pieces that are homophonic and chord based. Discussion of what a</p>	<p>Key piece 2: performance and arrangement.</p> <p>Performance of a 4 chord repeating pattern with an arrangement of songs layered over – in the style of Axis of Awesome.</p> <p>Development of performance skills using appropriate equipment – keyboard, voice, ukulele, drum-kit, guitar.</p>

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	<p>chord is, how to make one and chord progressions.</p> <p>Key piece 3 : Composition Compose a triad based piece with a given chord structure.</p>	<p>Key piece 3 : perform of a given piece demonstrating accuracy, fluency and a sense of style.</p>
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	SUMMER TERM	SUMMER TERM	SUMMER TERM
	Year 7	Year 8	Year 9
June / May	<p>Music and Film/ Media Listen to and discuss music by John Williams etc</p> <p>Compose music for a range of film genre – visual inspiration given.</p>	<p>Form and Structure in Music – Ternary form. Rondo Form Theme and Variation Ostinato</p>	
July	<p>Key piece 1: Composition and performance of a piece based on a Movie- responding to an image using a variety of musical skills to create a suitable composition.</p> <p>Research of their favourite musical performer/ band.</p> <p>Key piece 2: Written piece of work based upon research task alongside a performance of a piece by their favourite artist/band.</p>	<p>Key piece 1: Composition and performance of a piece in Ternary form.</p> <p>Key piece 2: Composition and performance of a piece in Rondo Form.</p> <p>Careers in Music –Journalism. Research and present work based on a decade of Music.</p> <p>Key piece 3: Presentation of a written piece based on Music from a selected decade alongside a performance of a piece from their chosen decade.</p>	<p>Brit Awards – Music Critic role.</p> <p>Develop performance skills based on the Brit Awards.</p> <p>Key piece 1: Listening and presentation of research and review.</p> <p>Key piece 2: Performance of a piece from the Brit Awards – solo or ensemble.</p> <p>Revisit Reggae topic – key characteristics, listening skills, develop performance skills within Reggae. Develop playing off beat rhythms.</p> <p>Key piece 3: Research journalism on current popular music festivals and written presentation alongside a developing a performance piece for a music festival of their choice.</p>