

## Curriculum Map: Music KS3

	<u>Autumn One</u>	<u>Autumn Two</u>	<u>Spring One</u>	<u>Spring Two</u>	<u>Summer One</u>	<u>Summer Two</u>
Year 7	<p><b>Bridging / Elements Of Music</b>  <b>Outcome:</b> Pupils are able to identify and describe the 7 elements of music, forming the basis of all KS3 &amp; KS4 work.  <b>Main assessment:</b> Composition. Describing pictures using the elements of music.</p> <p><b>Rhythm &amp; Pulse / Notation</b>  <b>Outcome:</b> Pupils learn basic staff notation through rhythmic activities.  <b>Main assessment:</b> Composition of short rhythmic pieces.</p>		<p><b>Instruments Of The Orchestra</b>  <b>Outcome:</b> Pupils are able to identify orchestral instruments and understand how the sounds fit together.  <b>Main assessment:</b> Composition. Creating an orchestral accompaniment to scenes from The Tempest.</p> <p><b>Soundtracks</b>  <b>Outcome:</b> Pupils understand why music is used as soundtracks&amp; can identify an effective soundtrack.  <b>Main assessment:</b> Composition. Creating your own soundtrack to a story.</p>		<p><b>Music from the 1960s</b>  <b>Outcome:</b> Pupils understand the musical characteristics of 1960s music, along with their social context.  <b>Main assessment:</b> Performance of Stand By Me.</p> <p><b>Themes &amp; Variations</b>  <b>Outcome:</b> Pupils understand what a musical variation is. They perform their own variations of pieces of music.  <b>Main assessment:</b> Performance of variations on Pachelbel's Canon.</p>	
Year 8	<p><b>Reggae</b>  <b>Outcome:</b> Pupils are able to identify the characteristics of Reggae music through performance and understanding of social context.  <b>Main assessment:</b> Performance of stir it up.</p> <p><b>Musicals</b>  <b>Outcome:</b> Pupils understand what makes an effective musical. They apply their knowledge of musicals to create their own musical  <b>Main assessment:</b> Performance of America, from West Side Story.</p>		<p><b>Indian Music</b>  <b>Outcome:</b> Pupils identify characteristics of Indian music and apply this knowledge to create an effective Indian Rag.  <b>Main assessment:</b> Composition. Create your own Rag.</p> <p><b>Dances From Around The World</b>  <b>Outcome:</b> Pupils recognise how music can affect time and place. They are able to perform authentic dance music from different cultures.  <b>Main assessment:</b> Composition of a waltz.</p>		<p><b>Stories &amp; Cartoons</b>  <b>Outcome:</b> Pupils analyse the use of music in cartoons. They use the elements of music to describe characters and emotions.</p> <p><b>Composition using motifs</b>  <b>Outcome:</b> Pupils understand how composers use small patterns of notes to make larger pieces of music. They are able to identify musical conventions.  <b>Main assessment:</b> Composition using a motif.</p>	
Year 9	<p><b>Blues / Jazz</b>  <b>Outcome:</b> Pupils understand the social context of blues music. They are able to improvise using Blues techniques.  <b>Main assessment:</b> Composition using walking bass and blues scale.</p> <p><b>Choral Music</b>  <b>Outcome:</b> Pupils recognise the significance of religion on music. They identify the conventions of gospel music.  <b>Main assessment:</b> Performance of Oh Happy Day.</p>		<p><b>Minimalism</b>  <b>Outcome:</b> Pupils develop their understanding of how music is made by analysing 20<sup>th</sup> Century Minimalist music, and discussing its influence.  <b>Main assessment:</b> Composition of minimalist piece.</p> <p><b>Electronic Music</b>  <b>Outcome:</b> Pupils identify the relation between minimalist and modern electronic music.  <b>Main assessment:</b> Composition of electronic piece.</p>		<p><b>Songwriting</b>  <b>Outcome:</b> Pupils analyse the conventions of modern popular songwriting. They apply this knowledge to write their own songs.  <b>Main assessment:</b> Song composition.</p> <p><b>Hip Hop</b>  <b>Outcome:</b> Pupils understand the context behind the creation of Hip Hop music. They use their own knowledge to justify it as a credible musical form.  <b>Main assessment:</b> Performance, Hard Knock Life.</p>	