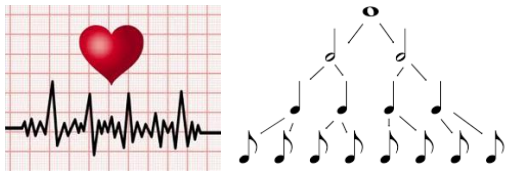


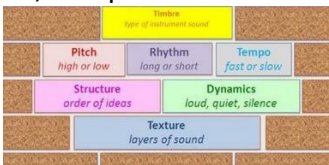




KS3 MUSIC CURRICULUM MAP

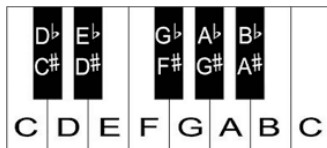
	Yr.7	Yr.8	Yr.9
Autumn 1	Rhythm & Pulse Exploring Rhythm and Note Values <ul style="list-style-type: none"> - Rhythm, Pulse, Beat, Tempo - Note Values – crotchet, minim, quaver, pair of quavers, semibreve - Rhythm Grid Notation 	Hooks and Riffs Exploring Repeated Musical Patterns <ul style="list-style-type: none"> - Hooks – Verbal, Melodic, Rhythmic - Riffs - Ostinato - Bass Line - Melody - Treble Clef - Bass Clef 	Jazz Improvisation Exploring Improvisation and The Blues <ul style="list-style-type: none"> - 12 Bar Blues - Chords (inc. 7ths), Blues Scale, Walking Bass Line - Chord Vamps - Jazz and Blues Songs - Scat singing - Swing rhythm - Lyric writing 
Autumn 2	Building Bricks Exploring The Elements of Music <ul style="list-style-type: none"> - Introduction to MAD T SHIRT - Melody (Pitch), Articulation, Dynamics, Texture, Structure, Harmony & Tonality, Instrumentation & Sonority (Timbre), Rhythm (Duration) & Metre, Tempo. 	Theme & Variations Exploring Ways to Develop Musical Ideas <ul style="list-style-type: none"> - The Elements of Music - Varying Melodies - Ground Bass - Major/Minor - Sequence - Ornamentation 	Musical Theatre Exploring Shows and Songs from the Stage <ul style="list-style-type: none"> - Performance and Analysis of songs and music from “Chicago” - Chords & Chord Vamps - Jazz (cont.) - Tango - Part-Singing - Composition of a scene from a Musical 

Spring 1

Keyboard Skills

Exploring the keyboard and basic fingering

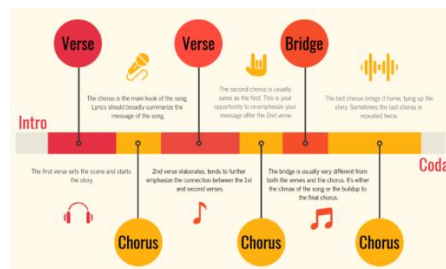
- Basic keyboard functions (voices and 'styles')
- Finger positioning at the keyboard
- Notes of the treble clef and their positions at the keyboard
- Scales, Chords



Popular Song

Exploring Songs & Arrangements

- Musical Arrangements
- Cover Songs
- Popular Songs
- Song Structure
- Textures & Layers
- Recording a Song
- Music Technology
- Digital Effects



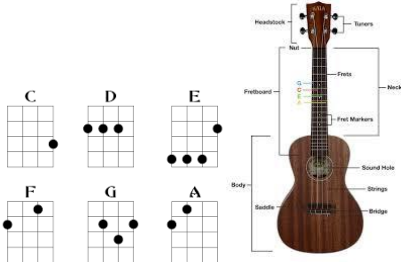
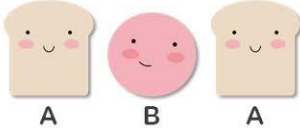
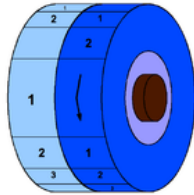


Film Music

Exploring Film Music

Through listening to and performing examples of film music, pupils will study how:

- composers use musical elements appropriately to respond to a specific commission
- composers use leitmotifs and thematic transformation to develop thematic material
- to respond to a given stimulus or commission such as words or pictures
- musical features are adopted by composers to create a mood in descriptive music
- instrumental and/or vocal timbres are used to create colour/mood
- dynamics and contrast are used for the creation of special effects
- music technology may be used to further enhance sonority
- minimalistic techniques are used in film music



<p>Spring 2</p>	<p>Ukulele Introduction to the ukulele</p> <ul style="list-style-type: none"> - Chords, Strumming - Harmonic rhythm - Singing and playing simultaneously - Vocal melody and harmony 	<p>Form and Structure Exploring Musical Structures and Pitch</p> <ul style="list-style-type: none"> - Notation - Melody Writing - Q & A Phrases - Binary, Ternary, Rondo - Song Structure - Ostinato - Drone - Pentatonic 	<p>Minimalism Exploring motifs, polyrhythms and repetition</p> <ul style="list-style-type: none"> - Cyclic Rhythms - Polyrhythms - Phase Shift - Structure - Rhythmic and Melodic motivic transformation - Textures & Layers - Mood - New directions in music - Links with music and Art 
<p>Summer 1 & 2</p>	<p>Folk Music Exploring Musical Arrangements</p> <ul style="list-style-type: none"> - Sea Shanties, British and World Folk Music - Melody, Chords, Bass Line, Descant - Group Performances 	<p>Samba Exploring Polyrhythms & Improvisation</p> <ul style="list-style-type: none"> - Carnival Music - Latin-American Instruments - Rhythm & Pulse - Ostinato - Call and Response - Percussion Textures & Timbres 	<p>Composition Project</p> <ul style="list-style-type: none"> - Pupils will compose and/or arrange a song and/or an instrumental piece individually and/or as part of a group, drawing upon the knowledge gained/techniques studied throughout the key stage. - Pupils can choose whether to compose using acoustic instruments, music technology, or a combination of both. 