

Music Key Stage 3- Curriculum Map

	AUTUMN 1	AUTUMN 2	SPRING 1	SPRING 2	SUMMER 1	SUMMER 2
KEY TOPIC	Introduction to musical rhythms and notations + what makes a good song	Introduction to musical rhythms and notations + what makes a good song (continued)	Latin Beat	The Folk tradition	Rhythms of the Nile	Ukelele Project
YEAR 7	Riffs Unit 1.1 and Introduction to Staff Notation	Melody Unit 1.4	Music in Latin America Unit 2.1	Folk accompaniments Unit 3.4	Egyptian music looks west. Unit 4.4	Introduction to Ukelele/Ukelele Song
	More staff Notation and practise riff from last lesson	BBC Bitesize Anna Meredith Rhythm & Pulse	Rhythms in Andean music Unit 2.2	Arranging a Folk melody Unit 3.5	Egyptian Composition Units 4..5	Chords of C7 and F
	Practise reading notation through quiz sheets	BBC Bitesize Anna Meredith Rhythm Pieces - Ten Pieces Track	The Music of Brazil Unit 2.3	Arranging a Folk melody Unit 3.6	Egyptian Composition Units 4..5 and 4.6	Learning to play and sing simple Children's songs using two chords
	More notation quiz sheets and play what they have deduced.	Introduction to Musescore 1	The Music of Villa-Lobos	Rhythms of the Nile How are cyclic rhythms used in Egyptian music? Unit 4.1	Medieval Music What was music like in Medieval times? Unit 5.1	Learn Dm7 and G7 and how they fit into Uptown Funk
	Song Structure Unit 1.2	Introduction to Musescore 2	The Folk tradition What is Folk Music Unit 3.1	How are call and response rhythms used in Egyptian Music? Unit 4.2	What is parallel motion? Unit 5.2	Playing Uptown Funk
	Lyrics Unit 1.3	Composing a Melody on Musescore	What are modes? Unit 3.2	Performing Halawaya Unit 4.3	Discovering more Medieval instrument Unit 5.3	
		Composing a Rhythm Pattern on Musescore	Changes and Differences unit 3.3		More on Medieval Church music Unit 5.4	

	AUTUMN 1	AUTUMN 2	SPRING 1	SPRING 2	SUMMER 1	SUMMER 2
YEAR 8	<p>Reggae</p> <p>What is Reggae and where did it come from? Unit 1.1</p> <p>Performing Mango Walk</p> <p>Unit 1.2</p> <p>How are chords used in Reggae music?</p> <p>Using Reggae Chords</p> <p>Don't Rock My Boat - basslines and Bob Marley Unit 1.3</p> <p>How are riffs and syncopation used in Reggae Music? Unit 1.4</p>	<p>Reggae cont</p> <p>Reggae Rhythm 'Toolkit' - Unit 1.5</p> <p>Reggae</p> <p>Performing 'SKA-T!' Unit 1.6</p> <p>Unit 1.6 Continued</p> <p>Making Connections</p> <p>What is improvisation Unit 2.1</p> <p>Improvising: Rhythms of Africa Unit 2.2</p> <p>Pentatonic Improvisation Unit 2.3</p> <p>Improvisation in Indian Classical Music Unit 2.4</p>	<p>Making Connections</p> <p>Improvising with the blues Unit 2.5</p> <p>Making Connections</p> <p>Creating your own improvisations Unit 2.6</p> <p>Going Solo</p> <p>Opportunities for going solo Unit 3.1</p> <p>Percussion ensembles unit 3.2</p> <p>Composing a rock solo Unit 3.3</p> <p>Performing a kwela piece Unit 3.4</p> <p>Rondo Form Unit 3.5/3.6</p>	<p>Jazz Improvisation</p> <p>Improvising: The heart of jazz Unit 4.1</p> <p>It Don't Mean a Thing, If it Ain't Got that Swing' Unit 4.2</p> <p>What is scat? Unit 4.3</p> <p>Improvising melodies Unit 4.4</p> <p>Modal Jazz Unit 4.5/4.6</p> <p>Film Music</p> <p>Introducing Film Music Unit 6.1</p> <p>Setting the scene Unit 6.2</p>	<p>Clarinet/Trumpet Project (Rolling Project)</p> <p>Intro to Instrument</p> <p>Instrument Care</p> <p>Learn BAG/EDC</p> <p>Add other basic notes</p> <p>Playing simple tunes (eg Hot Cross Buns, Au Clair de la Lune) from staff notation.</p> <p>Learn to play more notes.</p> <p>Learn more involved tunes: eg Twinkle Twinkle/Happy Birthday</p> <p>Add harmony parts to the above pieces</p> <p>Practise pieces both individually and as a class.</p> <p>Perform learnt pieces as a class and individually.</p>	

	AUTUMN 1	AUTUMN 2	SPRING 1	SPRING 2	SUMMER 1	SUMMER 2
YEAR 9	<p>Chords into Jazz Feelin' blue in just three chords Unit 1.1</p> <p>Swinging the melody Unit 1.2</p> <p>Performing 'In the Mood' Unit 1.3</p> <p>All that jazz! Unit 1.4</p> <p>Jazzing it up! Unit 1.5</p> <p>Jazzing it up! Unit 1.6</p>	<p>From Transylvania to the Balkans The rhythms of Hungary Unit 2.1</p> <p>Serbian kolo Unit 2.2</p> <p>Tonality in Balkan music unit 2.3</p> <p>Towards the Mediterranean Unit 2.4</p> <p>Balkan composition unit 2.5/2.6</p> <p>Improvisation and Organisation What is a toccata? Unit 3.1</p>	<p>Improvisation and Organisation What makes a toccata? Unit 3.2</p> <p>Toccata in D minor with improvisations Unit 3.3</p> <p>saz\ What is a raga? Unit 3.4</p> <p>Dha Dhin Dhin Dha Unit 3.5</p> <p>East meets West Unit 3.6</p> <p>Polyrhythm into minimalism African Drumming Unit 4.1</p> <p>Rhythms of Africa Unit 4.2</p>	<p>Polyrhythm into minimalism (cont) 'Clapping Music' - but is it music? Unit 4.3</p> <p>'Tubular Bells' Unit 4.4.</p> <p>Composing Minimalist pieces Unit 4.45/6</p> <p>Music for Special Occasions Occasions and Fanfares! Unit 5.1/5.2</p> <p>Music for funerals Unit 5.3</p> <p>Music for weddings Unit 5.4</p> <p>Composing special occasion music Unit 5.5/6</p>	<p>Clarinet/Trumpet Project (Rolling Project) Intro to Instrument</p> <p>Instrument Care</p> <p>Learn BAG/EDC</p> <p>Add other basic notes</p> <p>Playing simple tunes (eg Hot Cross Buns, Au Clair de la Lune) from staff notation.</p> <p>Learn to play more notes.</p> <p>Learn more involved tunes: eg Twinkle Twinkle/Happy Birthday</p> <p>Add harmony parts to the above pieces</p> <p>Practise pieces both individually and as a class.</p> <p>Perform learnt pieces as a class and individually.</p>	

Golden Threads:

Performing & Composing:

- Explore voice and a wide range of instruments, materials and techniques to create music
- Create and compose for specific purposes using vocal, digital, instrumental music resources
- Explore, recognize and use different musical elements and recognize how they can be used together
- Use pictures, symbols, graphic notation and formal notation to support composition and performance.

Listening and Analysing:

- Listen attentively to identify different musical elements, demonstrating musical understanding to analyse how different musical elements are combined
- Explore different genres to appreciate and recognize different origins, contexts and purposes using appropriate musical vocabulary
- Show awareness of contrasting moods and emotions are shown in musical styles and use appropriate vocabulary to describe and compare how the composer achieves these effects in different musical genres