

# 2024 - 2025 Music Curriculum Map

## KS3 MUSIC

Year Group	Term 1 (Aug – Oct)	Term 1(Oct – Dec)	Term 2 (Jan – Mar)	Term 4 (Apr – July)
Year 7	<p><b>Rudiments</b> Standard staff notation including dynamic, tempo and expression markings, articulation signs, treble and bass clefs and time signatures.</p> <p><b>Rhythm</b> Clap a regular pulse as part of a group/ensemble. Improvise various rhythms over a steady pulse and follow graphic scores. Students create their own rhythm compositions.</p> <p><b>Ukulele</b> Students will be learning how to play the ukulele (notes and chords) through a varied range of pieces.</p> <p><b>Singing</b> Ability to sing and trace the pitch of a musical line. Learn to sing a variety of fun songs,</p>	<p><b>Orchestral Instruments</b> Students learn about the different families of instruments and playing techniques. Students are introduced to composers and musicians from the Romantic and 20<sup>th</sup> Century Era.</p> <p><b>Score Reading</b> Students are introduced to reading a simple Orchestral score.</p> <p><b>Scales</b> Students learn the C major and D major scale and can recognize the scale pattern of: Tone, tone, semitone, tone, tone, tone, semitone.</p> <p><b>Keyboard</b> Students will be learning to play various classical pieces depending on their level of performance as well as C</p>	<p><b>Programme Music</b> Composition and performance project based on 'Carnival of the Animals.' The piece is a humorous musical suite of fourteen movements by French Romantic composer Camille Saint-Saens.</p> <p><b>Performance</b> Students will be performing aspects of the piece in a group setting and creating their own compositions based on an animal from 'Carnival of the Animals.'</p> <p><b>Keyboards</b> Students will be learning the various keyboard pieces of 'Carnival of the Animals' that incorporate both the right and left hand, as well as piano duets.</p>	<p><b>Scales and Tonalties from around the World</b> Children will be learning:</p> <ol style="list-style-type: none"> <li>1. Chinese music – pentatonic scale</li> <li>2. Gamelan music</li> <li>3. Indian music – Raga</li> <li>4. Blues – Blues scale</li> <li>5. Folk music – Dorian</li> </ol> <p><b>Keyboards</b> Students will be learning to play scales from around the World on the keyboard as well as some blues pieces on the keyboard.</p> <p><b>Musical Analysis</b> Students will also be studying the movements, analyzing the scores and learning form structure (i.e. ternary, binary).</p>

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	<p>including the songs sung in PAWS.</p> <p><b>Performance</b> Each student to perform their keyboard and ukulele piece to the class.</p>	<p>major and D major scale on the keyboards.</p>		<p><b>Thai Flute</b> Students follow a curriculum that is designed to teach students how to play the Thai Flute. Students learn how to read treble clef notes, rhythms and utilize this knowledge to play the recorder.</p> <p><b>Instruments</b> Students choose keyboard/piano, guitar, ukulele or singing for their final performance.</p>
Year 8	<p><b>Rudiments</b> Revise the basics of theory rudiments.</p> <p><b>Tuned Percussion</b> Rhythmic and staff notation will be used through a varied range of performances on metallophones and xylophones.</p> <p><b>Ukuleles</b> Students learn a series of chord progressions by performing a variety of pieces.</p>	<p><b>Western Classical Music</b> Students explore the works of the great composers, including Mozart, Haydn and Beethoven.</p> <p><b>Score Reading</b> Students analyse and follow the scores to various pieces.</p> <p><b>Scales/ Chord progressions</b> Major and minor scales and key signatures are studied as well as classical chord progressions.</p>	<p><b>Blues Music</b> The history of the Blues is explored and students learn to play chords and to improvise and compose melodies using the Blues Scale. Students also learn about the various musicians in the Blues Era; including Ella Fitzgerald and Billie Holiday.</p> <p><b>Composition</b> In groups, or individually, students will receive the</p>	<p><b>Song-Writing</b> The '4-Chord' (I,IV,V,I) convention is explored and students write their own song using chords, riffs and stylistic lyrics and melodies.</p> <p><b>4 Chord Progression</b> I ,IV,V, I chord progressions are learned. Students should use the Ukulele or Keyboard as an accompaniment to their songs.</p>

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	<p><b>Performance</b> Each student to perform a piece on the ukulele and tuned percussion.</p> <p><b>Singing</b> Ability to sing and trace the pitch of a musical line. Learn to sing a variety of fun songs, including the songs sung in PAWS.</p>	<p><b>Keyboards</b> Classical melodies from the great composers are learnt on the keyboards. Students also learn typical classical chord progressions such as: I,IV,V,VI, V7, I on the keyboard.</p> <p><b>Performance</b> Each student to perform a classical piece on the keyboard.</p>	<p>correct tools to compose their own scat songs, which will be performed in class. This is based on the study of Ella Fitzgerald's scat songs.</p> <p><b>Rhythms</b> Students work on different rhythmic patterns, and then master the cup song rhythmic pattern, and incorporate those rhythms into a performance of the song.</p>	<p><b>Performance</b> Each student to perform their song to the class.</p> <p><b>Hip-Hop</b> The development of Hip-Hop is explored and students learn to play and compose riffs and suitable lyrics.</p>
Year 9	<p><b>Pop Song</b> Students will be creating the music and lyrics to an original song in any contemporary style. Various songs will be studied in class and will be analysed.</p> <p><b>Musical Analysis</b> The focus will be on structure, chord sequences and bass lines.</p> <p><b>Chord Sequences</b> Four Chord Pop Song Patterns are explored and performed on the Ukuleles.</p> <p><b>Bass lines</b></p>	<p><b>Rhythm skills</b> Performing rhythms and learning different rhythmic patterns, whilst keeping in time. Students incorporate these rhythmic patterns and add them to the song Bones by Imagine Dragons. Students also take ownership by choreographing the performance.</p> <p><b>African Drums - djembe</b> Traditional African music is studied in class. Students analyse the music and focus on rhythms, rhythm patterns,</p>	<p><b>Film Music</b> A unit exploring the importance of music in film. Students will learn how film music serves to establish the atmosphere, time and place, moves the action, adds dramatic impact and often describes the character. Students will do this by examining film scores and analyse film music.</p> <p><b>Leitmotif</b> Students will be composing their own leitmotif pieces -</p>	<p><b>Set Work</b> 'Spring,' 'Summer,' 'Autumn,' and 'Winter' from 'The Four Seasons' by Vivaldi.</p> <p><b>Musical Analysis</b> - structure and terminology - themes and their transformations - key centers and modulations - identifying significant chords - instruments - transposition</p>

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	<p>Various pop song bass lines are explored and performed on the keyboards.</p> <p><b>Keyboards</b> Students will be learning to play various pop pieces depending on their level of performance.</p> <p><b>Singing</b> Ability to sing and trace the pitch of a musical line. Ability to maintain a musical line in a part song by holding their melody line. Learn to sing a variety of fun songs, including the songs sung in PAWS.</p>	<p>ostinato and singing (call and response).</p> <p><b>Rhythms</b> African rhythms will be the focus and students will be learning rhythm notation – i.e. quaver, crotchet, semibreve etc.</p> <p><b>Composition</b> Students in groups compose Rhythmic style pieces, using the inspiration of Africa. Students will use the percussion instruments in class as well as the bucket drums (using drum sticks). Ostinato will be incorporated into the pieces.</p> <p><b>Performance</b> Each group will perform their Rhythmic piece to the class item.</p>	<p>garageband or musescores, and will be based on a scene or character of a film, of the students choice.</p> <p><b>Ukuleles</b> Students learn a series of chord progressions and a variety of pieces, including pop songs and film music.</p> <p><b>Keyboard</b> Students will learn a variety of film songs on the keyboard, incorporating both left and right hand (i.e. Star Wars, Harry Potter)</p> <p><b>Performance</b> Each student to perform a piece on the ukulele or keyboard, of the student's choice.</p> <p><b>Theory</b> Students work on identifying treble and bass clef notes, as well as identifying note/rest names (i.e. crotchets) Students can write simple melodies.</p>	<p>- score markings</p> <p><b>Theory</b> - scales, chords, semitones/tones, treble/bass notes and rests, time signatures, key signatures, note/rest values</p> <p><b>Band</b> Students use the skills that they have learned and create their own band, singing original songs, or songs that they have created. Bands could potentially perform in the school concert.</p> <p><b>Composition</b> Students compose a simple melody along with chords on musescores.</p>
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