

## KS3 Music Curriculum Map 2024-25

	Autumn Term	Spring Term			Summer Term
KS3					
<b>Year 7</b>	Core Skill (including Piano and Singing)	STOMP	African Drumming	Form & structure	Music Technology
	<p>The unit builds on aural skills, tuning, Singing techniques, performance skills and ensemble skills. Students will also begin to develop the three core musical skills, Performing, Composing &amp; Analysing through exploring reading musical notation, and rhythmic work.</p> <p>This build student's skills in order to be able to take part in the next SOW STOMP. This also works as a base line unit to assess student's ability in music &amp; ensure all students have an understanding of the core skills. The singing skills should build students confidence in auditioning for the school show</p>	<p>Students will be spending this half term studying the STOMP SOW. Within this SOW they have been learning how they can use everyday objects to create rhythmic compositions. Through this they will explore the ideas of timbre, texture and timing.</p>	<p>Student this half term will be studying African Drumming. Students will learn about the cultural and historical development of African music and most specifically African drumming. They will learn about the different drumming techniques and develop their rhythm skills. They will also learn an African song – developing their performance and ensemble skills. This will culminate in in their own African drumming composition. This will be using all the skills they have learnt so far</p>	<p>Students will learn about how to create structure in a piece of music. They will learn about the different forms that can be used and create their own compositions based on case studies of pieces of music. They will look in detail at, binary, ternary and rondo form and through each develop their own performance, composition and analysis skills. This will build on student's prior knowledge of form and in particular use of Question and Answer within music.</p>	<p>Students will learn about how to use the music software logic. They will learn how music technology can be used to create their own pieces of music and how technology can be used to sequence pre-existing music. This will end with the students creating two pieces of music their won and a sequenced performance.</p>
<b>Year 8</b>	Film Music & Intro to tech	Samba	Blues	Intro to Pop Music - Piano Skills	Film Music & Intro to tech
	<p>Students will learn about how music can be used to portray emotion and mood through looking at the use of music in film. Students will use and develop analysis and listening skills by looking at film music and identifying what features of it portray a certain emotion. Students will also develop their performance and composition skills by learning how to play a number of musical clichés and leitmotifs then going on to compose their own film music composition. For the second half term students will continue</p>	<p>Students will learn about the cultural and historical influences of Samba. They will learn about how to use the different instruments that make up a samba band and how to perform in a samba carnival style. Students will learn a whole class samba piece before creating their own compositions.</p>	<p>Students will learn to compose a piece blues piece music. Within the module they will learn about the culture and history of the blues and musical skills included the use of chord structures, improvisation, writing melodies and performance and ensemble skills.</p>	<p>The unit is split into two half with the final aim being the students writing their own pop song based on what they have learnt. The first half term aims to give the students the skills needed to be able to compose their own pop song. This includes a basic understanding of how pop songs work and also keyboard skills. For some G&amp;T students this may extend to basic drum skills and/or them incorporating their own instrument into the piece. The second half term will then</p>	<p>Students will learn about how music can be used to portray emotion and mood through looking at the use of music in film. Students will use and develop analysis and listening skills by looking at film music and identifying what features of it portray a certain emotion. Students will also develop their performance and composition skills by learning how to play a number of musical clichés and leitmotifs then going on to compose</p>

	<p>developing their understanding of how music can be used to portray emotions but now using technology. They will be expected to apply what they learnt about the different elements in music to compose for a series of film clips. They will be able to use both pre-recorded loops and their own music.</p>			<p>focus on guiding the students through the steps of how to create their own pop song using real pop songs as case studies and examples.</p>	<p>their own film music composition. For the second half term students will continue developing their understanding of how music can be used to portray emotions but now using technology. They will be expected to apply what they learnt about the different elements in music to compose for a series of film clips. They will be able to use both pre-recorded loops and their own music.</p>
<b>Year 9</b>	<p>Pop Music</p>	<p>Band skills</p>		<p>Informal Learning project – Upskilling for KS4</p>	
	<p>The unit is split into two half with the final aim being the students writing their own pop song based on what they have learnt. The first half term aims to give the students the skills needed to be able to compose their own pop song. This includes a basic understanding of how pop songs work and also keyboard skills. For some G&amp;T students this may extend to basic drum skills and/or them incorporating their own instrument into the piece. The second half term will then focus on guiding the students through the steps of how to create their own pop song using real pop songs as case studies and examples.</p>	<p>Students will learn how to play a variety the instruments that make up a band in a carousel format. These will include the guitar, bass, synth and drums. Through this students will develop both ensemble and listening skills. The aim of these lessons is for students to learn about the instrument; how it works and then learn how to play a song working through different difficulty levels. Students through this gain the experience of the learning processes of ‘real’ musicians. Students will then see if they can play the song along with the original track improving their aural skills. Once completed students will put together covers in bands improving their ensemble skills</p>		<p>This SOW builds on all the skills students have learnt through KS3 and prepares students for the skills they will need at KS4. Students will be picking a piece of their choice and their own groups to workshop and put together. They will need to make their own cover thinking about how to adapt music to make it your own. This SOW is based on a SOW by Musical futures and there research into the best way students learn music in the class room.</p>	