

Department Curriculum Map



Department	Music – KS3
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Targeted learning aims for KS4 Music – Tech Award in Music Practice (KS3 Curriculum map to support development towards KS4 aims).

1.A – Develop appreciation of styles and genres of music.
 1.B – Explore techniques used to create music products.
 2.A – Exploring professional and commercial skills for the music industry.
 3.A – Exploring professional and commercial skills for the music industry
 3.B – Applying and developing individual musical skills and techniques.

Year	AUT1	AUT2	SPR1	SPR2	SUM1	SUM2	Secured
9 Skills Covered	Theory and Keyboard Skills	Keyboard Skills	Film Music	Film Music continued	Hip-Hop	Hip-Hop	
Theme/ Focus/ Content	Individual workbooks for every student to complete throughout the half term. Students will continue to learn lesson by lesson, how to read music, starting with a recap of note names and values, time signatures, bar lines, staves, and then the	Individual workbooks for every student to complete throughout the half term. This will support the students in their study of the piece they will be learning for their assessment, by including the sheet music, and their assessment criteria check list.	Students will explore the use of music for film through a variety of different listening activities. We will look at how the music in a scene has an influence on the viewer, and how we can manipulate and change the music to change the scene from one	Continuing on from last half term, we will explore the different types of music used in film in order for us to be able to create and compose our own soundtracks to a minute long clip. The assessment will be based on the work produced throughout the lessons, with a final	During this term of learning, students will be given the opportunity to work in small groups to compose their own Hip-Hop song. As a class, we will begin by looking at the genre of Hip-Hop and what makes a good Hip-Hop song. We will do this by	Moving in to the final half term of Year 9, students will work to create their Hip-Hop songs on Garageband in groups of 2, 3 or 4s. Students will work on this throughout 5 lessons and then we will perform them during the final lesson of Year 9. This will set any BTEC	

	notes of the treble clef staff. Towards the end of this half term students will begin to work on their assessment piece Clocks by Coldplay.	Students will learn Clocks by Coldplay in broken down segments. We will begin by learning the right hand part, followed by the left hand part, and then eventually in lessons 3-4 playing with both hands (rhythm in right, bass in left). Students will have a sequence of 6 lessons to learn this piece before their end of unit assessment in which they will be given a PASS, MERIT or DISTINCTION in line with our BTEC marking criteria. Final submission: keyboard performance	genre to another. This will be recorded and produced using Garage Band, and worked on over the course of a few lessons.	submission at the end of the term. Final submission: Garageband file of their soundtrack and clip.	looking at the history of Hip-Hop and analysing different songs by a range of different artists. Throughout this half term we will look at tasks that will help us moving in to half term 2 where we will create our songs. This will include looking at what sampling is, thinking of ideas for potential lyrics and exploring garageband.	music students up, as they start their BTEC course by looking at Hip-Hop music in more detail. Final submission: performance of song or Garageband file.	
8 Skills Covered	Theory Skills and Keyboard Skills	Keyboard Skills	Rock n Roll 50/60s	Jazz and Blues	Musical Futures and Instrumental Skills	Musical Futures and Instrumental Skills	
Theme/ Focus/ Content	Individual workbooks for every student to complete throughout the half term. Students will continue to learn lesson by lesson, how to read music, starting with a recap of note names and	Individual workbooks for every student to complete throughout the half term. This will support the students in their study of the piece they will be learning for their assessment, by including the sheet music, and their	Students will learn the history and context of 50s and 60s music. This will include research tasks and listening analysis leading in to Rock n Roll Music. Students will then look at the	Linking to Spring 1's learning, we will look at how Rock n Roll drew on influences from Jazz and Blues in more detail. Students will listen and research prominent Jazz and Blues artists and bands.	During this term of learning, students will be given the opportunity to work in small groups to cover a pop song (list of songs to be presented to students to pick from).	Moving in to the final half term of Year 9, students will work in the groups assigned from last half term and decide on a song they would like to learn for their final performance. Students will have the	

	<p>values, time signatures, bar lines, staves, and then the notes of the treble clef stave. Towards the end of this half term students will begin to work on their assessment piece Clocks by Coldplay..</p>	<p>assessment criteria check list.</p> <p>Students will learn Let it Go from Frozen in broken down segments. We will begin by learning the right hand part, followed by the left hand part, and then eventually in lessons 3-4 playing with both hands (rhythm in right, bass in left). Students will have a sequence of 6 lessons to learn this piece before their end of unit assessment in which they will be given a PASS, MERIT or DISTINCTION in line with our BTEC marking criteria.</p> <p>Final submission: keyboard performance</p>	<p>prominent bands and artists from the Rock n Roll era, and what made it such a monumental genre at the time.</p> <p>We will then look in to the different musical elements that made Rock n Roll music, Rock n Roll and learn how to analyse songs of this genre.</p> <p>Students will then work in groups to present all their learning and individual research in groups for their assessment.</p> <p>Instruments included: keyboards and guitars.</p> <p>Final submission: group presentation.</p>	<p>Students will learn about the Blues Scale and how we can use this to improvise in our performances (key feature of genre). Students will learn a walking bass on the keyboard, and how to improve over the top of it, using both their right and left hands on the keyboards.</p> <p>Final submission: keyboard performance</p>	<p>As a class, we will begin by looking at what a cover song is, and how we will go about learning, practicing and performing our own cover songs.</p> <p>Students will begin by learning how to play 4 chords on the Guitar over 2 lessons, in order to help them succeed in the playing of this instrument in preparation for their performance.</p> <p>Students will then be divided in to groups of 4/5, all consisting of a pianist, guitarist and 2-3 singers and work on their first song until the end of the half term, when a performance will be required.</p>	<p>duration of 4-5 lessons to learn their song, ready to perform for their final assessment in the final few weeks. Students will have acquired all of the skills to do this in the previous half term.</p> <p>Final submission: group performance.</p>	
7 Skills Covered	Body Percussion and Theory Skills	Keyboard Skills	STOMP/ Recycled Rhythms	Recycled Rhythms	Music for Media-context	Music for Media-practical	
Theme/ Focus/ Content	<p>Individual workbooks for every student to complete throughout the half term.</p> <p>Students will learn</p>	<p>Individual workbooks for every student to complete throughout the half term. This will support the students in their</p>	<p>Students will watch and learn what STOMP is.</p> <p>Students will experiment with</p>	<p>Students will continue to work on how Recycled Rhythms can make music. They will actively work on their own improvements,</p>	<p>Students will compose a soundtrack for a short clip from Tom and Jerry. They will use the information</p>	<p>Students will have to compose a soundtrack for the entire clip, along with sound effects, and mickey mousing.</p>	

	<p>how to create different sounds with their body, using it as their own musical instrument.</p> <p>Students will learn lesson by lesson, how to read music, starting with the learning of note names and values, time signatures, bar lines, staves, and then the notes of the treble clef stave. This will set them up nicely to then move in to half term 2.</p>	<p>study of the piece they will be learning for their assessment, by including the sheet music, and their assessment criteria check list.</p> <p>Students will learn The Cup Song from Pitch Perfect in broken down segments. We will begin by learning the right hand part, followed by the left hand part, and then eventually in lessons 3-4 playing with both hands (rhythm in right, bass in left). Students will have a sequence of 6 lessons to learn this piece before their end of unit assessment in which they will be given a PASS, MERIT or DISTINCTION in line with our BTEC marking criteria.</p> <p>Final submission: keyboard performance</p>	<p>different equipment that is used in their every day life, learning how to compose and create music.</p> <p>Students will complete a range of listening activities that will help influence them to think of 'instruments' they want to use for their final performance.</p> <p>Students will work in groups to compose a minute long performance with their recycled instruments, including the musical elements looked at and spoken about throughout the topic (dynamics, pitch, tempo, texture, rhythm). At the end of this unit they will assess their own skills learned and give themselves their own improvements to work on in the following half term.</p> <p>Final submission: group performance.</p>	<p>continuing to learn and embed the knowledge of what the musical elements are. Students will explore different ways to create rhythms with everyday objects in preparation for their assessment.</p> <p>Students will be assessed on their final performance at the end of the term. Students will include dynamics, pitch, tempo, texture and varying rhythms in their pieces).</p> <p>Final submission: group performance.</p>	<p>and skills learned from the previous half terms learning, to compose for this piece. Students will be working with Garage Band to input and produce their work. In this half term students will learn the context behind how to compose music for media through a range of different short activities in preparation for the final half term.</p>	<p>This will be worked on over a period of 5 lessons to ensure students have their work fully complete ready to be marked.</p> <p>We will then move on to Ukuleles, where students will learn the basics of how to play a Ukelele, and how to play a chord progression. Students will work in groups to practice and learn a pop song in preparation to play back to the class in the final lesson of the year.</p> <p>Final submission: Garageband file of their soundtrack and clip.</p>	
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