Croxley Danes School : Key Stage 3 Curriculum Map

Subject: Music

Key Concepts

Singing	Composing	Playing	SMSC	Improvising	Critical engagement
Developing aural skills through listening and repetition Learning warm ups that develop the voice as an instrument and teach each voice to pitch a note correctly Use the voice in within performance and adapt to the appropriate musical context	Learn the process of creating a composition through the works of composers Compose music using a composers tool kit of ideas Compose music with a sense of style, structure, and purpose in response to a composer brief	Learn to perform music on more than one pitched instrument Learn to perform in solo and ensemble and the required skills for each setting Show a greater awareness of musicality through performance	Engage in purposeful rehearsing techniques Develop resilience through continual practice Develop awareness of how one's own contribution (part) fits with those of other people Take creative risks in music making Encourage others to articulate views on their own affective responses	Improvise basic response through echoing rhythms or melodies Learn about structure and form in music through improvisation Develop aural skills through listening and improvisation	Learn different musical styles, genres, traditions, cultures, and times Discuss and critique own/others music appropriately Communicate effectively with an audience

What is the Croxley vision for this subject at Key Stage 3 ?

Students develop their imagination, originality and musical skills to enable further musical study. The curriculum builds, incrementally, pupils' knowledge of the technical and constructive aspects of music. It has precise end points in performance, composition and listening work, setting out the knowledge and skills pupils need, step by step, to reach these end points. Teachers provide ongoing feedback to pupils that improves the quality of pupils' music making both in terms of technique and expressive quality. Teachers routinely demonstrate to pupils what high-quality musical responses sound like, and the processes for achieving those outcomes. There are opportunities for self and peer assessment planned into all music lessons. There are two formal assessments to complete each year and reflection and improvement time (RIT) activities at the end of each unit. The music curriculum is planned for all year groups and skills are mapped progressively across Key Stages as guided by the National Curriculum. The long term vision for music provision at the school is outlined in the Croxley Danes Music Development Plan.

Links to Key Stage 2 National Curriculum:

The units have been designed using the MMC (Model Music Curriculum 2021) in mind so as to continue on from learning at Key Stage 2. During Key stage 2 students will have been introduced to Singing, Listening, Composing and Performing and these attributes of music are further developed throughout Key Stage 3.

Key Stage 3 / Year Group: 7			
	Autumn Term 1	**Autumn Term 2**	**Spring Term 1**
Key concept/Topic	Elements	Song	Keyboard Skills
Content: (Know what…)	Music is different from noise. Music is made when sound is organised with purpose using the different elements you can see in the Key Vocabulary.	Songs use melodies, which are pitch and rhythm combined together to make a familiar tune such as "Happy Birthday"	You will be learning about the smallest distance between two notes in Western music called… the half-step or semitone and the slightly greater distance… the step or tone. Patterns of tones and semitones form what are known as scales which are the building blocks of melodies and chords.
Skills: (know how…)	Listen to different musical styles, genres, traditions, cultures, and times Sing in tune and follow the contours of a song. Hold a melody line Willingness to participate in corporate music making activity	Listen to different musical styles, genres, traditions, cultures, and times Sing in tune and follow the contours of a song. Hold a melody line Willingness to participate in corporate music making activity	Play the keyboard in C position Play in time with a regular pulse Add an accompaniment Perform showing awareness of musicality Add expression
Key vocabulary (5- 10 words)	Pulse: a steady rhythm. Rhythm: The pattern and space between sounds. Pitch: The highness or lowness of a sound. Melody: Combination of pitch and rhythm to make a tune. Duration: how long or short each sound or note lasts. Tempo: The speed of the music (fast/slow). Texture: The layers of sound (thick/thin/simple/complex). Dynamics: The volume of sounds (loud/quiet). Sonority: The type of sound (also called Timbre). Structure: The framework of the music.	Pulse: a steady rhythm. Rhythm: The pattern and space between sounds. Pitch: The highness or lowness of a sound. Melody: Combination of pitch and rhythm to make a tune. Duration: how long or short each sound or note lasts. Tempo: The speed of the music (fast/slow). Texture: The layers of sound (thick/thin/simple/complex). Dynamics: The volume of sounds (loud/quiet). Sonority: The type of sound (also called Timbre). Structure: The framework of the music.	Middle C: In the middle of the keyboard. Where you place your right hand thumb to play Frere Jaques. Flats: Name given to a black note to the left of a white note. To help remember, think of a bicycle tyre losing air. The tyre goes down when it is flat - and it is the same in music. Sharps: Name given to a black note to the right of a white note. Scale: A series of notes ordered by pitch for example C D E F G A B C. Chord: Two or more notes that are played together at the same time. Triad: A chord consisting of three notes. Major Key: Bright and positive. Minor Key: Dark and moody.

End of Half term assessment	57 mark google form/written test/listening exam for aptitude for music.	Performance Review. Rubric with feedback on classroom linking to levels and skills shown. RIT.	Performance Review. Rubric with feedback on classroom linking to levels and skills shown. RIT.
Planned trips / Clubs / links	Please refer to the music development plan on the music page of the schools website.	Please refer to the music development plan on the music page of the schools website.	Please refer to the music development plan on the music page of the schools website.
Key Stage 3 /	**Year Group: 7**		
	Spring 2	**Summer 1**	**Summer 2**
Key Concept	Major/Minor	Orchestral Instruments and Sound	Intro to Ukulele/Harmony/Chords
Content: **(Know what…)**	The major scale is made from a pattern of tones and semitones.	The orchestra can range from small to large in size, from 40-50 performers to 80-100. Study Piece: The Firebird is an orchestral work by composer Igor Stravinsky that tells a Russian folk story of Prince Ivan going on a journey with a golden feathered firebird to rescue a princess from an evil magician Kashchei.	The Ukulele, a small 4 stringed instrument that can be strummed or plucked. Chords can be labelled major (positive) or minor (moody). If it is a minor chord then the symbol has a small letter m beside the chord name or it says minor e.g Am or A minor. For major chords they are usually labelled just with the letter name such as C. The chords take their name from the musical alphabet A B C D E F G.
Skills: **(Know how…)**	Play the keyboard in C position Play in time with a regular pulse Add an accompaniment Perform showing awareness of musicality Add expression	Listen to orchestral music and learn to recognise the unique sonority of each instrument Recognise the unique sonority of each instrument	Learn how to play chords on the Ukulele Learn to read chord symbols and play chords in the correct order to create a chord sequence
Key vocabulary (5- 10 words)	Middle C: In the middle of the keyboard. Where you place your right hand thumb to play Frere Jaques. Flats: Name given to a black note to the left of a white note. To help remember, think of a bicycle tyre losing air. The tyre goes down when	Instrument Families: Instruments that share a certain characteristic or sound. Woodwind: The reed instruments, (oboes, clarinets and bassoons) are all made of wood.	Chord Box: A diagram showing where to fret the notes on the Ukulele to make a chord. Plucking: Playing one note at a time. Strumming: Playing multiple notes at once by brushing

	it is flat - and it is the same in music. Sharps: Name given to a black note to the right of a white note. Scale: A series of notes ordered by pitch for example C D E F G A B C. Chord: Two or more notes that are played together at the same time. Triad: A chord consisting of three notes. Major Key: Bright and positive. Minor Key: Dark and moody.	Also included is the flute and smaller piccolo which only began being made of metal in the 1900s. Brass: Instruments made of brass that are buzzed. The longer the tube the lower the pitch. Percussion: Hit, scraped or shaken to produce sound. Strings: Played with a bow or plucked. 4 ranges of size from small to large.	the strings downward. Chord: Two or more notes that are played together at the same time. Chord Sequence: A chain of chords that usually repeats within a song.
End of Half term assessment	Performance Review. Rubric with feedback on classroom linking to levels and skills shown. RIT.	42 mark google form/written test/listening exam for aptitude for music.	Performance Review. Rubric with feedback on classroom linking to levels and skills shown. RIT.
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Key Stage 3 / Year Group: 8			
	Autumn Term 1	**Autumn Term 2**	**Spring Term 1**
Key concept/Topic	Keyboard Skills	Texture	Latin American
Content: (Know what…)	Learn music from different musical styles, genres, traditions, cultures, and times. (Western Classical: Ode to Joy and Pop: Maroon 5, Radiohead Know what keeping in time and establishing a good balance between melody and accompaniment sounds like.	Musical texture is used creatively by composers and songwriters to impact the mood, add interest and variety, and support the structure of their music.	Latin American Music is a term for music that originates from the area in the world known as Latin America. Often sung in Spanish or Portuguese, Latin Music includes polyrhythms from Africa and traditional instruments from Europe such as the guitar.
Skills: (know how…)	Play on the keyboards with a C position hand shape in both hands. Engage in purposeful rehearsal techniques. Work on duets for two performers or play solo with the auto-accompaniment function. Perform an appropriately challenging part showing awareness of musicality. Perform fluently. Create a convincing performance	Demonstrate an understanding of the principles of composing as appropriate to the starting point. Composes a piece of music which has a clear sense of style, structure, and purpose Hold own part in solo/ensemble performance Re-join performance after rests (or minor lapses)	Performs an appropriately challenging part showing awareness of musicality. Performs fluently. Creates a convincing performance Play an arrangement of Latin music; Tequila. Clapping a common rhythm of Latin Music is the use of percussion. The Son Clave 3-2 rhythm is a 2 bar pattern that has 3 hits in the 1st bar and 2 hits in the 2nd bar.
Key vocabulary (5- 10 words)	Bass Clef Accompaniment Bar Crotchet Minim Phrase Rhythm: The pattern and space between sounds.	Texture Structure Staggered Entries Ground Bass Loop Minimalism	Syncopation Rests Tied note Accent Call and Response Chromatic Percussion
End of Half term assessment	Performance Review. Rubric with feedback on classroom linking to levels and skills shown. RIT.	**AP 1.** Performance Review. Rubric with feedback on classroom linking to levels and skills shown. RIT.	Performance Review. Rubric with feedback on classroom linking to levels and skills shown. RIT.

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Key Stage 3 /	**Year Group: 8**		
	Spring 2	**Summer 1**	**Summer 2**
Key Concept	Ukulele	Reggae	Folk Music (Different Instruments/Melodies)
Content: **(Know what…)**	You will learn to read chord symbols and play chords and also play single note riffs using Tablature (TAB). TAB is similar to a chord box turned on its side and helps you to find the string and fret numbers you need to play music.	From the Caribbean island of Jamaica. The most famous artist to appear in the Reggae scene of the 1970's was Bob Marley who achieved international fame. Reggae is known for its relaxed tempo and positive lyrics.	Folk music is music passed from one generation to the next. It is often called an aural tradition as music is passed on without being written down. Folk performers need a good memory to remember all the different songs and stories! Universal themes of love, death, happiness, despair, work and society are common.. Each country has its own style of folk music.. Folk music often uses time signatures that are good for dancing such as 3 beats in a bar, 3/4.
Skills: **(Know how…)**	Learn how to play Dominant 7th chords on the Ukulele (building on year 7) Learn to read chord symbols and play chords in the correct order to create a chord sequence. Learn to pluck a riff on Ukulele.	Learn chords on a chordal instrument/provide a backing accompaniment/sing a melody of a reggae song at a slow tempo with a reggae feel.	Learn chords on a chordal instrument/provide a backing accompaniment/sing a melody of a folk song with a folk feel. Learn how to write lyrics that have a sense of metre and rhythm and to compose using the structure of a folk song
Key vocabulary (5- 10 words)	Chord Box Plucking Tablature (TAB) Riff Fret numbers	Backbeat Rhythm Accompaniment Lyrics Tempo Syncopation Offbeat Rhythm	Time Signature Melody Conjunct Disjunct Tonality Drone Unaccompanied Structure

End of Half term assessment	Performance Review. Rubric with feedback on classroom linking to levels and skills shown. RIT.	53 mark google form/written test/listening exam for aptitude for music.	Performance Review. Rubric with feedback on classroom linking to levels and skills shown. RIT.
Planned trips / Clubs / links	Please refer to the music development plan on the music page of the schools website.	Please refer to the music development plan on the music page of the schools website.	Please refer to the music development plan on the music page of the schools website.

Key Stage 3 /	**Year Group: 9**		
	Autumn Term 1	**Autumn Term 2**	**Spring Term 1**
Key concept/Topic	Music for Theatre	Game Music	Pop Music
Content: (Know what…)	Musical Theatre is a combination of music, dance, songs and storytelling/spoken dialogue. Learn how a song from musical is structured: introduction; verse; chorus; bridge and outro	Early Video Game consoles had a unique sound due to being restricted in only playing a limited amount of electronic sounds like you can find on an electric keyboard or synthesizer. In recent times, improved technology has allowed for a greater use of orchestral instruments and choirs like you might find in a film score.	Pop music is a shorter way of saying "popular music" meaning any music that is enjoyed by a wide audience. You will be working in groups to create an ensemble performance of a song which includes rock and pop instruments such as voice, piano/electric keyboard, guitar, bass guitar, and drums.
Skills: (know how…)	Learn how to work in an ensemble to create a performance of a song from a musical which includes rock and pop instruments such as voice, piano/electric keyboard, guitar, bass guitar, and drums.	Compose a piece of descriptive music based on the genre of game music using music software.	Learn how to rehearse an ensemble and create a balanced performance. Create your performance version of a song from pop music which includes rock and pop instruments. Learn about the instrumental techniques associated with rock and pop instruments.
Key vocabulary (5- 10 words)	Ensemble Skill Verse Chorus Melody Accompaniment Structure Theme Leitmotif Bass Line	Variation Synthesizer Orchestral Instruments Chiptune Accelerando Synthesizer Arpeggio Scale Chromatic Scale	Introduction Verse Chorus Lyrics Backbeat Rhythm BPM Call and Response Bass Line
End of Half term assessment	Performance Review. Rubric with feedback on classroom linking to levels and skills shown. RIT.	**AP 1**. Performance Review. Rubric with feedback on classroom linking to levels and skills shown. RIT.	Performance Review. Rubric with feedback on classroom linking to levels and skills shown. RIT.

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Key Stage 3 /	**Year Group: 9**		
	Spring 2	**Summer 1**	**Summer 2**
Key Concept	Hip Hop	Blues and Jazz	Traditional West African Drumming
Content: **(Know what…)**	Hip Hop started in New York, USA, in the 1970s but since has become a style or genre of popular music enjoyed around the world. It features rappers known as Emcees that perform their lyrics over a beat or instrumental music.	Blues Music originated in the USA in the late 1800s as black people were liberated from slavery. The stories told in Blues Music document the time when black people were free from slavery but were still not treated equally by all in American society. Jazz music began in the 1920s, after the blues, and has more improvisation. You will play a riff commonly used in jazz music over the 12 bar blues structure.	In African societies, people gather to play drums in a circle formation. These drum circles play a part in: celebrations; events such as births and deaths; and even resolving conflict. They symbolise unity and togetherness. You will have to use ensemble skills to follow the leader in call and response. Originating during the 12th Century in West Africa. To play it correctly you should sit on the edge of your chair with your ankles crossed and place the djembe between your legs so the bottom of the drum rests behind your heels.
Skills: **(Know how…)**	Learn how to write lyrics that have a sense of metre and rhythm and to compose using the structure of a pop song with the aid of music technology/music software.	Know the form of the 12 bar Blues and the associated harmonic structure. Know the cultural context from which the blues emerged. Be able to demonstrate a blues melody and chord progression.	Know the cultural context of West African Drumming. Know the main components that feature in the structure of an African drumming composition. Work in groups to create a percussion based performance.
Key vocabulary (5- 10 words)	Samples Layering Changing tempo Time Stretching Pitch Shifting Reversing Hook	Ensemble Skill Improvisation Syncopation Shuffle Feel Riff 12 Bar Blues Structure Call and Response Bass Line	Ensemble Skill Syncopation Call and Response Ostinato Polyrhythm Improvisation Unison

End of Half term assessment	Performance Review. Rubric with feedback on classroom linking to levels and skills shown. RIT.	52 mark google form/written test/listening exam for aptitude for music.	Performance Review. Rubric with feedback on classroom linking to levels and skills shown. RIT.
Planned trips / Clubs / links	Please refer to the music development plan on the music page of the schools website.	Please refer to the music development plan on the music page of the schools website.	GCSE Music Students trip