

The KS3 Music Curriculum Overview

The KS3 'spiral curriculum' of interlinked musical skills:

(So-called 'spiral' because these are constantly revisited and underpin all the concepts and contexts in the learning map, with students acquiring a higher level of proficiency and sophistication with time and experience)

Aural understanding - singing and musical memory

Controlling instrumental sounds

Combining and controlling musical elements as ensemble performers / arrangers

Combining and controlling musical elements as improvisers and composers

Critical engagement – identifying musical devices and understanding their place in context and style

Y7

Y7						
	Term 1 – Rhythm and metre			Term 2 – developing instrumental skills		Term 3 - Storytelling in music
Programme content & context	March and fanfare: Marching cadences e.g. Leningrad March; Fanfare for the Common Man; Star Wars;	Waltz and programme music: Danse Macabre;	Rhythm and metre in time and place Rhythms of west Africa; rhythms of the Caribbean	Songs of unity and liberation: <i>E.g. Nkosi sikelel' iAfrika</i>	Ukelele project	E.g. 2 pentatonic examples from different cultures: the Lark Ascending; the Chinese Dragon. Peter and the Wolf
Pitch	Triadic; tonic – dominant ('do – so')	Pentatonic; tonic – dominant ('do – so')		2-part harmony; stepwise melody	Chords Semi-tones	Pentatonic
Rhythm & metre	4 beats in a bar - 4/4 Crotchets, quavers, minims, dotted notes, triplets, semi-quavers	3 beats in a bar 3/4;	Syncopation; Polyrhythms	Consolidation	Consolidation	Consolidation
Timbre	Brass instruments and orchestral percussion	Instruments of the Orchestra	Djembe drums and percussion from other traditions	Instrumental ensemble project		Chinese instruments: Guzheng, bamboo flute. Western orchestral instruments.
Texture	Canon and Ostinato 2-part	Melody plus accompaniment ("oom-cha-cha")	Polyphony in rhythm pieces	2-part homophony	Melody plus accompaniment	Ositnati

Structure	Canon Beginning, middle and end.	Using a descriptive programme to structure a piece		Verse and chorus	Verse and chorus	Structuring a piece to tell a story
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Y8

	Term 1 – exploring scales	Term 2a – scales around the world	Term 2b – Theme and variations	Term 3 – Film Music
Programme and context	Pentatonic scale in Blues and Jazz; Dorian mode in Folk music; Minor scales – Mahler Symphony no. 1;	Klezmer Music; Gamelan	Theme and variations	film music;
Pitch	Minor pentatonic > Dorian > minor > chromatic > whole tone Modal within other cultures / chromatic	Freygish mode (phrygian dominant)	Melodic decoration	Applying scales and register to film scenarios
Timbre	Instruments of folk; Orchestral instruments;	Gamelan orchestra		Using timbre
Texture	Canon and ostinato	More ostinato; heterophony		
Structure	Verse and chorus		Theme and Variations	Structures to depict a story / atmosphere

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Y9

		Term 1 – Roots of popular music		Term 2 and 3a - Repeating chords and bass lines			Term 3a - Cover songs and Song Writing	Term 3b - Culmination project
Programme content & context	Songs of the African-American Slaves;	The 12-bar blues; The 12-bar blues into i) Jazz , ii) Rock'n'roll	Reggae	I VI II V OR I VI IV V	Ground bass in the 18 th and 20 th centuries	Riff	Cover songs and Song Writing	The Y9 Teaching Group Music festival
Pitch	Lyrics > melody	Chords - constructing, extending and functioning within a key. Blues scale; Chords and progressions;		Creating melodic lines from a chord sequence			Consolidation	
Rhythm and metre	Swing	Off beat					Beats on a drum kit	
Timbre	The instruments of Blues and Jazz. Rock and pop				Instruments of the Baroque period			
Texture	Melody, bass and chords				Polyphony		Melody, bass and chords etc.	

Structure	Call-response; verse and chorus; 12- bar blues	Verse, chorus, bridge.	Ground bass	Verse, chorus, pre-chorus bridge.	
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