

KS3 Curriculum Plan 2025-26

	LP1	LP2	LP3	LP4	LP5
Year 7	Foundations in Music	Foundations in Music 1 - Rhythm	Instruments of the Orchestra	Music of the Caribbean	Gamelan of Indonesia
TOPIC	<i>Foundations in Music</i>	<i>Foundations in Music 1 - Rhythm</i>	<i>Instruments of the Orchestra</i>	<i>Music of the Caribbean</i>	<i>Gamelan of Indonesia</i>
Knowledge	All pupils will begin their journey as KS3 musicians. Beginning with a study of the elements of music and western traditional notation with a focus on pitch. Learners will develop their knowledge of treble clef notes through a variety of tasks.	Pupils will develop their knowledge of duration and rhythm within this learning programme focussing on note values and rhythms through the sound of drinks. Learners will use these rhythms to perform and compose ideas for unpitched percussion.	Knowledge of the Western orchestra as a key ensemble taking a journey through each of the families and the instruments within each before performing a piece of music as a keyboard orchestra. Finally we will focus on composing using the sounds of orchestral instruments through programme music.	Exploring music of the Caribbean through Calypso and Reggae understanding key features of the style before performing in the styles through traditional pieces of music.	Exposing pupils to a culture much different to our western traditions to allow them to understand how music can mean different things to different people. We will explore the instruments of Gamelan, perform a traditional piece of music as well as compose our own song demonstrating an understanding of the scales used.
Skills	Within each learning programme pupils will focus on: <ul style="list-style-type: none"> •Speed reading note in the stave •Words in the stave within treble clef •Reading triads – major and minor •Recognising notes within melodies •Using the note trainer in class and for homework •Drawing rhythmic ostinati for single sound/unpitched percussion instruments •Adding together note values and rhythmic patterns. •Composition for small ensemble in rondo/ternary form •Knowledge of keyboard and unpitched percussion. •Understanding and reading more complex musical notation. •Pupils being able to recall the four families and instruments within including aurally recognising them. •An ability to perform a part within an ensemble. •Composing ideas using scales. •Perform off-beat chords. 				
Key Vocab	Pitch, Timbre, Dynamics, notation, clef, stave,	Duration, Tempo, Texture, rhythm, crotchet, quaver, semiquaver, minim, beat, pulse.	Melody, chords, harmony, pulse, string, percussion, brass, woodwind, timbre, sonority.	Mento, Ska, Rocksteady, Reggae, Off-beat, Syncopation, Triadic.	Slendro, Pentatonic, Polyphonic, Percussion, Gong.

	LP1	LP2	LP3	LP4	LP5
Year 8	Samba of Brazil	The Blues	History of Popular Music	Band on the Wall 1:3 chord pop	Music Technology 1
TOPIC	<i>Samba of Brazil</i>	<i>The Blues</i>	<i>History of Popular Music</i>	<i>Band on the Wall 1:3 chord pop</i>	<i>Music Technology 1</i>
Knowledge	The overarching theme/link for LP1 and LP2 is the slave trade which took African people to the Americas and influenced the music of these regions. Key concepts are core to these styles i.e. syncopation and call & response.	The overarching theme/link here linking LP1 and LP2 is the slave trade which took African people to the Americas and influenced the music of these regions. Key concepts are core to these styles i.e. syncopation and call & response.	A journey through popular music of the 20th century and how styles and genres developed and changed through each decade.	Pupils will go through the motions of being in a band; listening and understanding and learning the parts of a song, rehearsing and performing to an audience.	Developing their knowledge of a DAW through a variety of tasks akin to real-world situations.
Skills	Within the learning programmes, pupils focus on: <ul style="list-style-type: none"> •how to play within a polyrhythmic style using syncopation, complex rhythms, call and response and improvisation. •Performing a part within a small ensemble for unpitched percussion •Composing ideas within a structure demonstrating a knowledge of the elements of the style. •Drawing of rhythmic notation using complex rhythmic ideas. •Knowledge of the instruments and key characteristics of blues music including different styles. •Understanding of the 12-bar blues chord progression used throughout the blues •Demonstrate a knowledge of a blues melody including syncopation and call and response •Use a scale to demonstrate improvisation. •Analysing music from 1950-1990 applying key terminology 				
Key Vocab	Polyrhythm, percussion, syncopation, call and response, improvisation, beat.	12-bar, syncopation, call and response, blues scale, 7th chords, swing.	Rock 'n' Roll, rock, punk, dance, hip-hop, heavy metal, Britpop, grunge, instrumentation, reverb, stereo, distortion, strophic.	Structure, verse, chorus, chords, bass line, drum beat, rhythm, strumming, drum fill.	D.A.W, quantise, track, effects i.e. reverb, sample, sequence, tempo, metronome.

	LP1	LP2	LP3	LP4	LP5
Year 9	Film Music	Band on the Wall	The 4-Chord Song	Music Technology 2	Summer Projects
TOPIC	<i>Film Music</i>	<i>Band on the Wall</i>	<i>The 4-Chord Song</i>	<i>Music Technology 2</i>	<i>Summer Projects</i>
Knowledge	Exploring how the use of music in film can enhance the viewer's experience and how the use of motifs and themes are integral to developing a story line/narrative with key characters. We will develop our knowledge of major and minor tonalities and scales to compose film motifs.	Similar to BOTW 1 in Y8, pupils will again through the motions of forming a band and the challenges that come with rehearsals ready for a performance.	We will focus on a standard chord progression that has been used extensively throughout pop music for decades, composing their own version.	Developing their knowledge of a DAW through a variety of tasks akin to real-world situations.	Pupils will be provided with opportunities for their final learning programme to demonstrate their knowledge gained over the 3 years.
Skills	Pupils will demonstrate: <ul style="list-style-type: none"> •Ability to play within an ensemble with a focus on technical control, expression and fluency. •Knowledge on composing using a 4-chord progression adding parts to develop the texture within a pop style. •An understanding of film motifs and themes and how the music supports the video to create an effect/mood •Perform and compose their own film motifs/themes in response to a brief. •Recreate music using a DAW creating, handling and manipulating sound sources. 				
Key Vocab	Motif, DAW, effects i.e. reverb and delay, quantize, movie track, samples.	Structure, verse, chorus, chords, bass line, drum beat, rhythm, strumming, drum fill.	Chords, progression, beat, tempo, verse, chorus, sequence, D.A.W., quantize, strumming, rhythm, bass.	D.A.W, quantise, track, effects i.e. reverb, sample, sequence, tempo, metronome.	