

- Music Curriculum Map -

Based on 2 lessons a fortnight for KS3

Big Ideas					
Performing			Appraising		Composition
Year	Unit	Title	Journey		What will we cover?
7	1	Music @GA	<p>Students enter with diverse backgrounds. We aim to meet them at their level, fostering enthusiasm and a technical foundation. Using vocal expression, students explore music mechanics, including pulse and rhythmic notation (minims, crotchets, quavers). This unit builds vocal confidence via the Kodály method and Sol-fa for precise pitching. Pupils will perform and sing using formal notation, mastering core components for progression.</p>		<p>The unit cultivates a passion for music while deconstructing its core components. Students will identify and internalize pulse in diverse compositions. Mastering rhythmic notation—minims, crotchets, and quavers—and understanding time signatures provides a structural foundation. We prioritize vocal confidence through song-based practice. To ensure technical accuracy, students learn precise note pitching and interval recognition using the Kodály method and Sol-fa, establishing a secure tonal basis.</p>
7	2	Music Through the Ages	<p>Building on core elements, students enhance cultural capital through a study of the Western classical tradition. The journey spans the Baroque (Bach, Vivaldi), Classical (Mozart, Haydn), and Romantic (Beethoven, Tchaikovsky, Puccini) eras. Students analyze orchestral evolution, observing how instrumentation and ensemble size reflected changing artistic ideals. Engaging with these landmarks refines listening and analytical skills while deepening appreciation for the historical context of musical expression.</p>		<p>This unit advances notation literacy by integrating vocal techniques with keyboard performance. Students deepen their understanding of the Kodály method and Sol-fa by integrating melodic pitch and treble clef reading. The transition to instrumental execution introduces formal orchestration, where pupils analyze the specific timbres and roles of orchestral sections. By studying and performing works from significant composers, pupils reinforce foundational technical skills while developing artistic passion and appreciation for musical evolution.</p>

Big Ideas					
Performing			Appraising		Composition
Year	Unit	Title	Journey		What will we cover?
7	3	The Blues	Transitioning into the 20th century, students study the blues, exploring music's capacity for resilience and storytelling. This unit bridges historical context with performance, examining influential artists. Students explore original composition and melodic improvisation, utilizing the 12-bar blues structure as a framework for expression. By investigating the African-American roots of this tradition, learners broaden their cultural capital, understanding how the blues established the foundation for contemporary popular music.		Students develop keyboard proficiency by incorporating chords, introducing musical harmony. This marks the start of their compositional journey. Using the 12-bar blues as a framework, pupils learn to use a Digital Audio Workstation to develop original ideas. Learners investigate the relationship between left-hand basslines and right-hand chordal accompaniment. By manipulating virtual instruments and sequencing software, students transition from reproduction to creative expression. This hands-on experience allows experimentation with timbre and texture, testing harmonic concepts introduced at the keyboard.
8	1	Rhythms Around the World	This unit reinforces Year 7 principles while revitalizing rhythm study through global perspectives, including India, Jamaica, and Brazil. Fundamental concepts are expanded through syncopation, dotted notes, and the offbeat. Students investigate complex structures like cross-rhythms, polyrhythms, and hemiolas. Instruction focuses on rhythmic precision, utilizing drum performance and notation reading to reinforce core elements.		Foundational rhythmic concepts are expanded through syncopation, dotted notes, the offbeat, and complex structures such as cross-rhythms, polyrhythms, and hemiolas. This module provides a comprehensive exploration of complex rhythmic theory, ensuring students build upon pulse-recognition skills established in Year 7. Instruction focuses on rhythmic precision, utilizing drum performance and the refinement of notation reading skills. This systematic approach empowers students to deconstruct and execute intricate patterns, establishing rhythmic fluency for subsequent modules.
8	2	Contemporary to Pop	This unit guides students through the 20th and 21st centuries, from minimalist works to popular music. The		Building on Year 7 foundations, this unit advances keyboard and vocal proficiency.

Big Ideas				
Performing			Appraising	Composition
Year	Unit	Title	Journey	What will we cover?
			journey traces roots from rock 'n' roll instrumentation to contemporary pop ballads. By highlighting technological innovations, the curriculum deepens pupils' grasp of harmony and form, broadening cultural capital through diverse musical landscapes.	Students engage with a diverse repertoire of contemporary artists to refine technical execution and stylistic interpretation. The curriculum introduces sophisticated musical concepts, focusing on advanced harmonic structures and the complexities of ensemble performance to foster collaborative musicianship.
8	3	Film Music	Pupils synthesize prior learning to cultivate unique musical voices through film music. The unit distinguishes between diegetic and non-diegetic sound. Through analysis of composers like John Williams and Ennio Morricone, students decode techniques used to drive narrative and character development. Masterworks serve as a blueprint, guiding pupils as they experiment with leitmotifs, harmonic tension, and orchestral textures. Students apply these professional conventions to their own compositions.	This module focuses on cinematic composition, investigating instrumentation, harmony, leitmotifs, ostinatos, and pedal notes. Students examine how musical textures manipulate artistic effects. Additionally, learners deepen their proficiency with Digital Audio Workstations, building upon technical skills from Year 7 with a more comprehensive analytical approach.
9	1	Musical Theatre	This final Year 9 unit serves as a critical bridge to GCSE-level study, intentionally transitioning students from foundational KS3 knowledge toward the advanced musical analysis required at Key Stage 4. By deconstructing complex musical theatre compositions, pupils evaluate how composers utilize structural, harmonic, and melodic techniques for emotive goals. The unit explores repertoire from the West End and Broadway, establishing academic discipline for examination success. Students synthesize their understanding of music as	This unit applies musical element comprehension as a transitional stage. Pupils utilize the MAD T-SHIRT acronym (Melody, Articulation, Dynamics, Tempo, Structure, Harmony, Instrumentation, Rhythm, and Texture) as a framework to sharpen appraisal and analytical thinking. This approach helps interpret complex compositional techniques in musical theatre, understanding the composer's intentions. This analytical rigor establishes academic discipline for future units and prepares students for the demands of GCSE-level music.

Big Ideas				
Performing			Appraising	Composition
Year	Unit	Title	Journey	What will we cover?
			storytelling, preparing for the creative and evaluative demands of higher-level studies.	
9	2	RAP	RAP serves as a cornerstone, providing a platform for authentic expression. The curriculum is scaffolded to provide production tools while allowing creative freedom. The journey begins with the genre's history, tracing its evolution and political significance as a vehicle for protest. Deconstructing pioneers like DJ Kool Herc and the Sugarhill Gang, alongside contemporary icons like Dave and Little Simz, builds an analytical foundation. Learners apply complex rhythmic structures, metaphors, and wordplay to develop tracks reflecting their individual stories and cultural perspectives.	This unit synthesizes harmonic, rhythmic, and melodic concepts through the composition of original rap music. Pupils analyze how layers—percussive beats, basslines, and melodic counter-motifs—build sonic texture. Instruction focuses on manipulating drum machines and synthesizers, enabling students to construct sophisticated chord progressions, riffs, and hooks. This project empowers learners to express artistic voices through composition and advances digital literacy as they produce within a Digital Audio Workstation, preparing them for future technical rigor.
9	3	Remix it, Produce it	This final KS3 unit offers students the opportunity to reimagine existing musical structures. Taking a foundational chord progression from Year 7 and 8, pupils transform it into Reggae and EDM. This cumulative synthesis requires rigorous appraisal and sophisticated manipulation of musical ideas via digital composition. By bridging technical production skills with genre-specific stylistic conventions, the unit provides a definitive roundup of the three-year curriculum, showcasing artistic growth and technical proficiency.	Students will apply high-level creative thinking to transform a foundational chord progression into Reggae and EDM. Pupils investigate genre-specific production techniques, rhythmic feels, and instrumentation, adapting core harmonic material. The unit emphasizes advanced digital composition, building on prior DAW experience to perform sophisticated musical manipulations. Students engage in rigorous appraisal of their work and contemporary artists, ensuring creative choices align with professional standards. This final unit synthesizes all technical proficiency and artistic growth developed during Key Stage 3.

