KS3 Curriculum Map – Music:

Topic	Substantive Knowledge This is the specific, factual content for the topic, which should be connected into a careful sequence of learning.	Disciplinary Knowledge (Skills) This is the action taken within a particular topic in order to gain substantive knowledge.	Assessment Opportunities What assessments will be used to measure student progress?
"Don't Worry Be Happy"	• Keyboard Diagram • Treble and Bass Clef Notes • Pentatonic Scale • Rhythm Units • Rests • Time Signatures • Barlines • AABA Form • Ties, Slurs	• Basic Vocal Techniques • Basic Keyboard Techniques • Time Flies Performance • Don't Worry Be Happy Ensemble Performance • Changing Places Solo Performance • Composing in AABA using the Pentatonic Scale • Using Sibelius software for composition	Formative Assessment Strategies: • Assessing learning through observation and verbal feedback; peer and self-assessment strategies; marking of theory work; performance practice and composition progress Summative Assessment: • Theory and Listening Assessment, Performances of Don't Worry Be Happy & Changing Places, Singing and AABA composition
"Tango"	• Accidentals • Tones and Semitones • Key Signatures • The Chromatic Scale • Major scales of C, G D and F • Minor Scales of Am and Dm • Basic Intervals • Syncopation	• The Pink Panther Performance • Tango Argentino Performance • Performance of Major Scales of C, G, D, and F • Performance of Minor Scales of A and D • Major and minor scale improvisation	Formative Assessment Strategies: • Assessing learning through observation and verbal feedback; peer and self-assessment strategies; marking of theory work; performance practice and composition progress

			Summative Assessment:
	• Chords • Melody • Dynamic Markings pp-ff		• Theory and Listening Assessment, Performances of Pink Panther, Tango and Major & Minor Scales
"Eleanor Rigby"	• Consolidation of key, scale and chord work carried out in Year 7. • Triad structures – root, third and fifth • Primary Triads in Major Keys • Naming and recognizing chords in relation to keys already covered using Roman Numerals and Latin Names • Key Vocabulary: Riff/Ostinato; Chord/Triad; Syncopation; Verse/Chorus Structure; Middle-Eight; Off-Beat Accompaniment	• Performing from chord patterns • Performing chords in Eleanor Rigby • Performing as soloist or in a small ensemble in Eleanor Rigby • Performing primary triads and chords in Three Little Birds • Performing as soloist or in a small ensemble in Three Little Birds • Composing a Reggae piece from template	Formative Assessment Strategies: • Assessing learning through observation and verbal feedback; peer and self-assessment strategies; marking of theory work; performance practice and composition progress Summative Assessment: • Theory and Listening Assessment, Performances of Eleanor Rigby & Three Little Birds, Reggae Composition
"The Blues"	• Consolidation and embedding basic notation knowledge thus far • Naming and recognizing primary triads in KS3 keys • Revision of keys • 12-Bars blues – structures and chord sequences • Blues scales • Swing and straight rhythms • Major and minor triads • Instruments and voices used in the Blues • The use of Structure including Verse and Chorus.	• Performing from chord patterns • Performing Blues chord sequence • Performance of Walking Bass • Performing as soloist or in a small ensemble in a Blues Performance (three levels of melody) • Performing primary triads and chords in keys studies thus far • Using the Blues Scale in improvisation • Using scaffolded templates to create a Blues composition	Formative Assessment Strategies: • Assessing learning through observation and verbal feedback; peer and self-assessment strategies; marking of theory and listening work; performance practice and composition progress Summative Assessment: • Theory and Listening Assessment, Performances of one of the Blues pieces, Blues Composition

"Suffolk Morris and Mission Impossible"	- Compound Time - Irregular Time - Drone - Phrase - Motif	- Performing Rhythms in Compound Time - Performing Rhythms in Irregular Time - Performances of Mission Impossible & Take Five - Performances of Suffolk Morris	Formative Assessment Strategies: - Assessing learning through observation and verbal feedback; peer and self-assessment strategies; marking of theory and listening work; performance practice and composition progress Summative Assessment: - Theory and Listening Assessment, Performances of Mission Impossible, Take Five and Suffolk Morris