

Key Stage 3 Music

Curriculum Map



On to BTEC/ GCSE

Summer 2
Reggae

Three Little Birds
Origins of reggae and group performing skills

Summer 1
Film Music

Class/ group performances
Using African percussion, techniques and the master drummer

Spring 2
Samba

Compose group pieces
Origins, language, complex rhythms, improvised solos, leader, structure

Spring 1
Ground Bass Variations

Pachelbel Canon
Compare Baroque and modern music and polyphonic textures

Autumn 2
Pop transition

Four chord compositions
Explore pieces using only four chords and create your own

Autumn 1
African Music

Class/group performing
Explore African choirs, gum boot dance and create solos

Year 9

Year 8

Autumn 1
African Drumming

Class/ group performances
Using African percussion, techniques and the master drummer

Autumn 2
Spring 1
The Blues

12 bar blues
Improvise and perform using the blues scale and look at the slave trade

Spring 2
Music in Adverts

Creating Jingles
Explore jingles and adverts for differing audiences

Summer 1
Graphic Classics

Perform Beethoven
Develop keyboard skills and explore graphic notation

Summer 2
Pop Ensemble

Wake me up
develop performing skills, look at mental health in music industry

Summer
Pop Ensemble

Stand by me
Develop group performing skills

Spring 2
Samba

Perform class piece
Use samba percussion, call and response, polyrhythms, be the leader

Spring 1
Chinese Music

Compose and perform in pairs
Use pentatonic scales to improvise and create own pieces.

Autumn 2
Introduction to Keyboard

Perform Jingle Bells
Develop keyboard skills using five finger technique basic chords, staff notation.

Autumn 1
Elements of Music

Compose to picture stimulus
Perform polyrhythmic music and create your own pieces based on a picture

Year 7

Thinking of studying Music?
 BTEC level 3 in music performance, Level 2/ 3
 prof music programme, Level 3 extended diploma
 in Music and Sound Tech, A Level.
 Cronton, LIPA, LMA, Cowley

Key Stage 4 Music

Curriculum Map



On to
 your
 future

Develop 2 ideas and
 complete 1 piece

Use structure, melodic and
 harmonic techniques



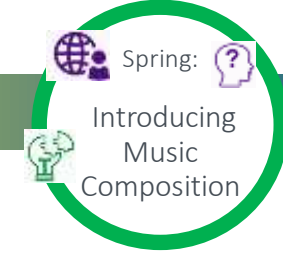
Exam 1 hour

Revision, past papers, quizzes



Create ideas for 4 TV genres

DAW skills, garage band



Final performances
 recorded

Exam
 1 hour
 25%

Prepare two pieces...

Use personal management and performance
 skills in rehearsal, video diary



Organisations in the industry

Venues, h&s, production, unions, promotion,
 service companies, agencies



Past Paper Focus
 Activities, quizzes, past
 papers as approach exam

Year
 11

Develop performing skills

Baseline self assessment, target set and review,
 practice techniques. practice video diary



Actual Concert

Health & safety, analyse strengths,
 improvements



Job roles in the Industry

Performance, creative, management, promotion,
 recording, media, employment patterns

Plan and develop your own concert

Decide roles, venue, target audience,
 promotion, meetings, rehearsals

Year
 10



The Prescot School Subject Overview for

Music Year 7

Number of lessons per fortnight

Key Stage 3: 2

Head of Department

Mrs C Baykal

1 Course/Subject introduction

Throughout the year a series of units are delivered that will develop the skills and progression in Key stage 3. Alongside this, the units cover performing, composing and will provide an insight into the required skills for Key Stage 4 BTEC or GCSE courses. Students will be given regular opportunities to reflect and review on their learning through the use of retrieval activities that develop retention skills and build confidence.

2 Course/Subject structure

Term 1	<p>Students explore the elements of music through a variety of class and group activities. They have opportunities to use classroom percussion, their voices and keyboards.</p> <p>Composing: Students have the opportunity to create and record their own pieces using a picture as a stimulus.</p> <p>Performing: Students will develop their keyboard and performing skills using well known pieces and explore staff notation.</p>
Term 2	<p>Students study music from different cultures through a variety of pair, group and class activities. They have opportunities to use keyboards as other instruments and Samba percussion instruments.</p> <p>Composing: Students have the opportunity to explore Chinese music and culture and to create their own Chinese style pieces.</p> <p>Performing: Students study Samba music and perform and record a Samba piece as a class. They have the opportunity to lead the group and add their own new sections.</p>
Term 3	<p>Students study a variety of popular music through paired, group and class activities. They have opportunities to use keyboards, voices and band instruments that they play.</p> <p>Performing: Students develop their ensemble performing skills working with each other to perform and developing their listening skills.</p>

3 Recommended texts or websites to support home learning

www.bbc.co.uk/bitesize

www.educationquizzes.com/ks3/music/

www.learningmusic.ableton.com/

www.learningsynths.ableton.com/

[Theory Rocks YouTube channel](#)

4 Specialist equipment/materials required if applicable.

Due to the practical nature of music, any instrumental or vocal tuition/groups you could join would be useful.



The Prescot School Subject Overview for

Music Year 8

1 Course/Subject introduction

Throughout the year a series of units are delivered that will develop the skills required for progression in Key stage 3. Alongside this, the units cover performing, composing and recording which will provide an insight into the required skills for Key Stage 4 BTEC or GCSE courses. There are regular opportunities to reflect and review on their learning through the use of retrieval activities that develop retention skills and build confidence.

Number of lessons per fortnight

Key Stage 3: 2

Head of Department

Mrs C Baykal

2 Course/Subject structure

Term 1	<p>Students explore music from other cultures through a variety of class, group and paired activities. They have opportunities to use African percussion, voices and keyboards.</p> <p>Performing and composing: Students study African music and drumming and perform and record an African style piece as a class. They have the opportunity to lead as the master drummer, develop playing techniques and create their own pieces in groups.</p> <p>Students learn about the history and origins of the blues. They play the 12 bar blues chord sequence and improvise riffs over the top.</p>
Term 2	<p>Students continue their exploration of the Blues through a variety of pair, group and class activities. They have the opportunity to create their own pieces including walking bass lines, riffs and lyrics.</p> <p>Composing: Students explore music in adverts and jingles for different audiences and create their own jingle using garage band software or keyboard sequencers.</p>
Term 3	<p>Students explore a variety of classical music through graphic notation and develop their keyboard and ensemble performing skills.</p> <p>Students discuss popular music and have the opportunity to consider mental health in the music industry. They develop their performing skills through paired, group and class activities on keyboards and other typical band instruments they play.</p>

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The Prescott School Subject Overview for

Music Year 9

1 Course/Subject introduction

Throughout the year a series of units are delivered that will develop the skills required for progression in Key stage 3. Alongside this, the units cover performing, composing and critical listening. This will provide an insight into the required skills for Key Stage 4 BTEC or GCSE courses. There will be regular opportunities to reflect and review on their learning through the use of retrieval activities that develop retention skills and build confidence.

Number of lessons per fortnight

For Key Stage 3 2

For Key Stage 4 6

Head of Department

Mrs C Baykal

2 Course/Subject structure

Term 1	Students explore African music and culture through a variety of class, group and paired activities. They have the opportunity to use African percussion and voices and perform an African style piece as a class, to take on the leader role and create their own pieces in groups. Students explore popular music that uses only four chords and have the opportunity to compose their own pieces based on four chords using keyboards, voices and guitar.
Term 2	Students compare Baroque and twentieth century music through ground bass and variation structures. They explore textures and work together to perform pieces as a class and in groups. Students revisit Samba music, exploring language, origins and more complex rhythms. They have the opportunity to create their own pieces in Samba structures and take on the leader role.
Term 3	Students explore film music and how music helps to set mood. They explore themes and leit motifs in different genres and have the opportunity to create their own villain/ hero/ romance themes using keyboard or software sequencers. Students study reggae music, its origins and key features. They develop their performing skills through paired, group and class activities on keyboards and other typical band instruments they play.

3 Recommended texts or websites to support home learning

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The Prescot School Subject Overview for

Music Year 10

Number of lessons per fortnight

Key Stage 4 6

1 Course/Subject introduction

Head of Department

Mrs C Baykal

Throughout the course a series of four units are delivered that will develop the progression in Key stage 4. The units cover performing, composing, job roles, organisations and concert activities which will provide an insight into the music industry and required skills for Key Stage 5 courses. Students will be given regular opportunities to reflect and review on their learning through the use of retrieval activities that develop retention skills and build confidence.

2 Course/Subject structure

<i>Term 1</i>	Students learn about managing a music product (unit 2). They work together to plan and develop their own concert and learn about promotion and health and safety. Students consider type of venue, artistic intention, technical and logistical requirements and constraints while developing their team working and personal management skills.
<i>Term 2</i>	Students deliver their concert to their target audience. They analyse the strengths and areas for improvement through a thorough review of the management process and the event. Students look more closely at the creative, performance, management, promotion, media and recording job roles in the music industry (unit 1) in preparation for the external written exam on this in May/Jan next year.
<i>Term 3</i>	Students develop their performing skills on their chosen instrument individually and in ensembles. They learn about the importance of warm ups, technical exercises and practice techniques. Students regularly self and peer assess, setting and reviewing targets and keep practice logs and video diaries.

Formal assessments will take place throughout the year in the form of portfolios of evidence for Unit 2 and mock examinations for the Music Industry Unit 1 preparation. Students will be given opportunities to develop revision skills and exam techniques in order to help build strategies to develop resilience. Tests and formal assessments will follow the format of the Pearson EDEXCEL specification in order for students to become familiar with the layout and marking criteria at Btec level 2. After each formal assessment students will be given in-depth feedback that celebrates areas of success and helps identify areas for further improvement.

The course is 25% external examination (1 hour written paper) and 75% internally assessed over three units.

3 Recommended texts or websites to support home learning

www.bbc.co.uk/bitesize

www.icancompose.com

www.learningmusic.ableton.com/

www.learningsynths.ableton.com/

www.team-music.com

www.misswardmusic.com

(BTEC Unit 1 – The Music Industry)

qualifications.pearson.com

(BTEC Firsts Music 2013)

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The Prescot School Subject Overview for

Music Year 11

Number of lessons per fortnight

Key Stage 4 6

1 Course/Subject introduction

Head of Department

Mrs C Baykal

Throughout the course a series of four units are delivered that will develop the progression in Key stage 4. The units cover performing, composing, job roles, organisations and concert activities which will provide an insight into the music industry and required skills for Key Stage 5 courses. Students will be given regular opportunities to reflect and review on their learning through the use of retrieval activities that develop retention skills and build confidence.

2 Course/Subject structure

<i>Term 1</i>	Students continue to develop their performing skills on their chosen instrument (unit 5). They work together with their class teacher and instrumental teacher specifically on two or three assessment pieces building a portfolio of evidence and video logs. Students have the opportunity to develop their personal management skills and performance technique and present their work to an audience.
<i>Term 2</i>	Students study the range of organisations in the music industry (unit 1) such as unions, service companies and agencies and production and explore how these and the job roles relate to each other. They have the opportunity to review their learning and practice exam technique in preparation for the external one hour written exam in January/ May.
<i>Term 3</i>	Students develop their composing skills (unit 4) through a variety of stimuli and starting points. They have the opportunity to work with music software and explore different forms of music notation. Students create four short ideas, extend two of them further and complete one into a full composition using structure, melodic and harmonic techniques.

Formal assessments will take place throughout the year in the form of portfolios of evidence for Unit 5 and mock examinations for the Music Industry Unit 1 preparation. Students will be given opportunities to develop revision skills and exam techniques in order to help build strategies to develop resilience. Tests and formal assessments will follow the format of the Pearson EDEXCEL specification in order for students to become familiar with the layout and marking criteria at Btec level 2. After each formal assessment students will be given in-depth feedback that celebrates areas of success and helps identify areas for further improvement.

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