

Beths Grammar School KS3 Music Curriculum Map

Term	INTENT	IMPLEMENTATION	IMPACT
	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? Evidence of how well students have learned the intended content.
Autumn Term: General Music 1A Year 7	<p><u>Intent</u> Why is this taught now?</p> <p>Intro to music notation and elements of music related to that, including:</p> <ul style="list-style-type: none"> - Rhythm - Tempo - Dynamics - Basic notation <p>We start from the very beginning of notation so that all students will be able to access them no matter their previous experience.</p> <p>Vocal performance – intro to warm-ups and how to use your voice.</p>	<p>To be able to:</p> <ul style="list-style-type: none"> - Read basic notation, including terms such as Rhythm, time signature, bar, bar line, rest, beat/pulse, crotchet, minim, semibreve, quaver, semiquaver, end bar line, simple, compound, 4/4, 3/4, 2/4, 12/8, 9/8, 6/8, irregular, tempo, - Perform using basic notation - To understand how to write basic notation. - Understand the importance of a vocal warm up - To start to become more comfortable using their voice. 	<ul style="list-style-type: none"> - Students will complete a series of worksheets that will reinforce identifying basic notation and reinforcing how to write basic notation.
Autumn Term: General Music 1B Year 7	<p><u>Intent</u> Why is this taught now?</p> <p>Intro to dynamics and shaping of music.</p> <p>Intro to composition through rhythm. We do this here before adding pitch.</p>	<p>To be able to:</p> <ul style="list-style-type: none"> - Understand and read basic dynamics, such as: fortissimo, forte, mezzo forte, mezzo piano, piano, pianissimo and crescendo - Compose using basic rhythms: compose a 16-bar rhythm with 4 different phrases 	<ul style="list-style-type: none"> - Students will be assessed from a Solo practical performance of a rhythm from the rhythm clock.
	<p><u>Intent</u> Why is this taught now?</p>	<p>Play and perform confidently in solo and ensemble context. Use staff notation.</p>	

Beths Grammar School KS3 Music Curriculum Map

<p>Autumn Term: Band Class 1A Year 7</p>	<p>Intro to music notation and elements of music related to that, including:</p> <ul style="list-style-type: none"> - Rhythm - Tempo - Dynamics - Basic notation - Key Signature <p>We start from the very beginning of notation so that all students will be able to access them no matter their previous experience.</p> <p>Vocal performance – intro to warmups and how to use your voice.</p>	<p>Identified different instrumental tuning, Bb and C instruments.</p> <p>To be able to:</p> <ul style="list-style-type: none"> - Read basic notation, including terms such as Rhythm, time signature, bar, bar line, rest, beat/pulse, crotchet, minim, semibreve, quaver, semiquaver, end bar line, simple, compound, 4/4, 3/4, 2/4, 12/8, 9/8, 6/8, irregular, tempo, dynamics, fortissimo, forte, mezzo forte, mezzo piano, piano, pianissimo and crescendo - Perform using basic notation - To understand how to write basic notation. - Understand the importance of a vocal warm up - To start to become more comfortable using their voice. 	<ul style="list-style-type: none"> - Students will complete a series of worksheets that will reinforce identifying basic notation and reinforcing how to write basic notation. - Students will then be assessed from a Solo practical performance of a rhythm from the rhythm clock.
<p>Autumn Term: Band Class 1B Year 7</p>	<p>Intent Why is this taught now?</p> <p>We take the basics of rhythmic notation and start to add pitch.</p> <p>We will learn starting notes on their instruments (varied depending on the instrument)</p> <p>We will look to start performance ensemble skills.</p> <p>We will gain knowledge on the parts of their instrument.</p> <p>We will continue to develop students own voice through warmups and other songs.</p>	<p>To be able to:</p> <ul style="list-style-type: none"> - Read beginner level pitch and rhythm notation - Play as an ensemble - Have consistently correct technique on instrument learning - Perform for the Christmas showcase - Play at least six notes on their instrument (C-G) - Complete a vocal warm up - To start to become more comfortable using their voice. 	<p>Students will complete various performance tests, including Love Yourself, Musical Fitness 1 and Jingle Bells.</p>
<p>Spring Term 2A: General Music Year 7</p>	<p>Intent Why is this taught now?</p> <p>We start to extend our knowledge by adding pitch to the rhythm already learnt some of the key terms are: pitch, melody, treble clef, bass clef, alto clef, middle C, ledger line, stave,</p>	<p>To use their knowledge of rhythm and phrase to develop at 16 bar melody.</p> <p>To be able to:</p> <ul style="list-style-type: none"> - Read the treble and bass clef - Sing - Combine pitch and rhythm together - Play basic melodies, as well as a harmonic line. 	<p>Students will do a series of quizzes that check knowledge of pitch on the treble and bass clef</p> <p>Students will complete a performance of a Ode to Joy. (16 bar melody)</p>

Beths Grammar School KS3 Music Curriculum Map

	pitch, clef, MuseScore, phrase, bar, beat and tempo	-Listening based upon traditional melodies and phrases in music.	
Spring Term 2B: General Music Year 7	<p>Intent Why is this taught now?</p> <p>We start to extend our knowledge by adding pitch to the rhythm already learnt. Some of the key terms are: pitch, melody, harmony, scale, key, treble clef, bass clef, alto clef, middle C, ledger line, stave, pitch, tone, semitone, clef, key signature, MuseScore, accidentals, sharps, flats, natural, major, minor, octave, phrase, bar, beat, tempo, dynamics, dotted</p>	<p>Continue to develop singing in lessons, with the focus on reading pitch where possible.</p> <p>To be able to:</p> <ul style="list-style-type: none"> -perform basic melodies on the keyboard -Identify major and minor chords - To be able to add harmony to a basic melody -listening based on traditional structures in music. 	Students will submit their composition for an assessment reinforcing their use of pitch and rhythm together.
Spring Term 2A: Band Class Year 7	<p>Intent Why is this taught now?</p> <p>We then continue to develop their range that they can play, as well as playing more complex rhythms. We continue to develop their ensemble skills and tuning. We continue to work on confidence with their own voice. Reinforcement of different key signatures because of the songs that we will play this term will have a key signature change in it.</p>	<p>Play and perform confidently in duet, solo and ensemble context. Use staff notation. Identified different instrumental tuning, Bb and C instruments. Listening to a range of composers from different eras and aural analysis of them. Deeper understanding of Ode to Joy and it's era (time dependent).</p> <p>To be able to:</p> <ul style="list-style-type: none"> - Read beginner level notation up to Grade 1 - Extend range to include a further 2-3 notes. - Perform music in a smaller group. 	Students will have a series of performance-based assessments including Music Fitness and Acapulco Bay.
Spring Term 2B: Band Class Year 7	<p>Intent Why is this taught now?</p> <p>We then continue to develop their range that they can play, as well as playing more complex rhythms. We continue to develop their ensemble skills and tuning in preparation from the Easter Concert series. We continue to work on confidence with their own voice.</p>	<p>To be able to:</p> <ul style="list-style-type: none"> - Read beginner level notation, up to Grade 1 - Extend range to include a further 2-3 notes, pending which instrument. - Perform within the Spring Concert Series - To perform a piece in a duet. - Continue to develop vocal confidence. 	Students will have a series of performance-based assessments including Music Fitness, What Makes Your Beautiful and if times allows Ode to Joy (only some years).
Summer Term:	<p>Intent Why is this taught now?</p>	Students will use the keyboard to compose and perform 16-bar melodies, create triads, and understand major, minor, and	Students will complete a basic quiz on triads and scales and demonstrate their ability to write and play 16-bar

Beths Grammar School KS3 Music Curriculum Map

<p>General Music 3A Year 7</p>	<p>Students will learn the basics of writing a melody, creating triads on the keyboard, and using major, minor, and pentatonic scales.</p> <p>This foundational knowledge is essential for understanding harmony and will prepare them for more advanced composition tasks, including formal thematic structures in melodies.</p>	<p>pentatonic scales. They will also learn about formal thematic structures used in melodies.</p> <p>They should be able to:</p> <ul style="list-style-type: none"> • Perform basic melodies on the keyboard • Identify and create major and minor triads on the keyboard • Understand and use major, minor, and pentatonic scales in compositions • Recognise and apply formal thematic structures in melodies 	<p>melodies on the keyboard using appropriate scales and thematic structures.</p>
<p>Summer Term: General Music 3B Year 7</p>	<p><u>Intent</u> Why is this taught now?</p> <hr/> <p>Students will focus on composing accompaniment parts using notation software MuseScore.</p> <p>They will learn various accompaniment techniques to enhance their compositions.</p>	<p>Students will notate a preexisting theme into MuseScore, applying various accompaniment techniques. They will compose a contrasting or complementary melody and structure their arrangement into a traditional form.</p> <p>They should be able to:</p> <ul style="list-style-type: none"> • Notate music using MuseScore • Apply various accompaniment techniques (pedals, drones, rhythmic ostinatos, triadic chordal accompaniment) • Compose complementary or contrasting melodies • Structure their compositions into traditional forms (e.g., Binary, Ternary) 	<p>Students will submit their notated compositions in MuseScore, demonstrating their understanding of accompaniment techniques and compositional structure.</p> <p>They will also be tested for Grade 1 theory knowledge gained.</p>
<p>Summer Term: Band Class 3A Year 7</p>	<p><u>Intent</u> Why is this taught now?</p> <hr/> <p>We then continue to develop their range that they can play, as well as playing more complex rhythms. We continue to develop their ensemble skills and tuning. Tone quality of their sound should see an improvement this term. We continue to work on confidence with their own voice.</p>	<p>To be able to:</p> <ul style="list-style-type: none"> - Read beginner level notation, up to Grade 1 through a variety of different music fitness work. - Extend notes into their repertoire. - Change key in the middle of a song. - Be comfortable playing a key change. 	<p>Students will have performances assessments on Music fitness exercises and God Save the King.</p>

Beths Grammar School KS3 Music Curriculum Map

<p>Summer Term: Band Class 3B Year 7</p>	<p><u>Intent</u> Why is this taught now?</p> <hr/> <p>We then continue to develop their range that they can play, as well as playing more complex rhythms. We continue to develop their ensemble skills and tuning in preparation from the Summer Concert series. We continue to work on confidence with their own voice.</p>	<p>To be able to:</p> <ul style="list-style-type: none"> - Read beginner level notation, up to Grade 1 through a variety of different music fitness work. - Extend notes into their repertoire. - Change key in the middle of a song and be comfortable playing a key change. 	<p>Students will have performances assessments on Music fitness exercises and Ghostbuster's/Seven Nation Army medley.</p>
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Beths Grammar School KS3 Music Curriculum Map

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Autumn Term: General Music 1A Year 8	<p>Intent Why is this taught now?</p> <p>We will be taking our knowledge of pitch and chords and applying them to a new instrument. Students will learn how to play the Ukulele, initially focusing on chords. Some of the key terms covered include chords, ukulele, string, pitch, tune, strum finger, pick tab, chorus verse, fret, fingerboard, head, sound hole, body, neck, tuning pegs, sharp, flat, major, minor, in time beats, rhythm, down and up strokes, strumming.</p> <p>Vocal performance – including warm ups and developing how to use your voice</p>	<p>To be able to:</p> <ul style="list-style-type: none"> - play basic chords on the ukulele - to be able to identify the parts of the uke - to be able to tune their uke - to be able to read tab notation for the uke -to be able to identify the uke strings. -to be able to use correct strumming techniques. -to be able to use correct finger placement -to confidently sing a variety of songs 	<ul style="list-style-type: none"> - Students will complete a short quiz on the ukulele. - Students will also be assessed performing a chord based song on the ukulele.
Autumn Term: General Music 1B Year 8	<p>Intent Why is this taught now?</p> <p>We will be developing our knowledge of pitch and chords on the ukulele. Students will learn how to play melodies on the ukulele. Some of the key terms covered include melody, chords, ukulele, string, pitch, tune, strum finger, pick tab, chorus verse, fret, fingerboard, head, sound hole, body, neck, tuning pegs, sharp, flat, major, minor, in time beats, rhythm, down and up strokes, strumming.</p>	<p>To be able to:</p> <ul style="list-style-type: none"> - play basic melodies on the ukulele - to be able to identify the parts of the uke - to be able to tune their uke - to be able to read tab notation for the uke -to be able to identify the uke strings. -to be able to use correct notes in regard to reading melodies. -to be able to use correct finger placement -to confidently sing a variety of songs 	<ul style="list-style-type: none"> - Students will be assessed playing a short melodies on the ukulele.

Beths Grammar School KS3 Music Curriculum Map

	Vocal performance – including warm ups and developing how to use your voice		
Autumn Term: Band Class 1A Year 8	<p>Intent Why is this taught now?</p> <p>We will be working on our Grade 1 scales as well as continuing our study works (music fitness), technique and our two songs, Joy to the World and Eye of the Tiger. Some of the key terms will include scales, major, minor, sonority, technique, treble clef, bass clef, rhythms, tempo, accuracy</p> <p>Vocal performance – including warm ups and developing how to use your voice</p>	<p>To maintain knowledge of scales, music notation and ensemble playing for next term.</p> <p>To be able to:</p> <ul style="list-style-type: none"> -Play two Grade 1 scales - Read instrument clef to Grade 1 level. - Play required notes for Grade 1. - To start to prepare Joy to the World and Eye of the Tiger fluently for Winter concert. 	<ul style="list-style-type: none"> - Students will submit performances of their scales, music fitness and Joy to the World for an assessment.
Autumn Term: Band Class 1B Year 8	<p>Intent Why is this taught now?</p> <p>We will continue to work on more of our Grade 1 scales as well as continuing our study works (music fitness), technique and our two songs, Joy to the World and Eye of the Tiger. Some of the key terms will include scales, major, minor, sonority, technique, treble clef, bass clef, rhythms, tempo, accuracy</p> <p>Vocal performance – including warm ups and developing how to use your voice</p>	<p>To maintain knowledge of scales, music notation and ensemble playing for next term.</p> <p>To be able to:</p> <ul style="list-style-type: none"> -Play all three Grade 1 scales - Read instrument clef to Grade 1 level. - Play required notes for Grade 1. - To play Joy to the World and Eye of the Tiger fluently for Winter concert. 	<p>Students will submit a performances of scales, music fitness and Eye of the Tiger for an assessment.</p>
Spring Term 2A: General Music Year 8	<p>Intent Why is this taught now?</p> <p>Using our knowledge of the keyboard and ukulele, we start to teach students a topic based around the blues. Students will learn more detailed knowledge based around structure, pitch, rhythm, harmony, texture and performance techniques. They will start to use some of the following terminology: dominant</p>	<p>To be able to:</p> <ul style="list-style-type: none"> - development of their performance fluency - understand the structure of the 12-bar blues. - understand some basic analysis of music - listening to pick out key features of blues music - to be able to identify basic textures in music - Cross curriculum: History: origins of the blues; English: analysis of lyrics -use their voice with confidence to sing the blues. 	<ul style="list-style-type: none"> - ShowMyHomework Quiz 1 (12 bar blues theory related) - Solo performance of the 12-bar blues basic pattern - ShowMyHomework Quiz 2 (identifying dominant 7th chords/ reviewing triads)

Beths Grammar School KS3 Music Curriculum Map

	<p>7th, 12 bar blues, bass line, melody, AAB pattern, chords, inversions, analysis, roman numerals, major, minor, diminished, texture, monophonic, homophonic, polyphonic, bar, beats, tones, semitones, key, bass clef, lyrics, fills, blues scale, key, spirituals, blues, in time playing and analysis.</p> <p>Vocal performance – including warm ups and developing how to use your voice</p>		
<p>Spring Term 2B: General Music Year 8</p>	<p>Intent Why is this taught now?</p> <p>Using our knowledge of the keyboard and ukulele, we start to teach students a topic based around the blues. Students will learn more detailed knowledge based around structure, pitch, rhythm, harmony, texture and performance techniques. They will start to use some of the following terminology: dominant 7th, 12 bar blues, bass line, melody, AAB pattern, chords, inversions, analysis, roman numerals, major, minor, diminished, texture, monophonic, homophonic, polyphonic, bar, beats, tones, semitones, key, bass clef, lyrics, fills, blues scale, key, spirituals, blues, in time playing and analysis. Students will use all of this knowledge from previous performance tasks to create a blues band.</p> <p>Vocal performance – including warm ups and developing how to use your voice</p>	<p>To be able to:</p> <ul style="list-style-type: none"> - development of their performance fluency - working in a group to perform a piece in time (composing in a group to create a blues song, where needed) - understand the structure of the 12-bar blues. - understand some basic analysis of music - listening to pick out key features of blues music - to be able to identify basic textures in music - Cross curriculum: English: analysis of the lyrics of the blues, following by creating their own lyrics -use their voice with confidence to sing the blues. 	<p>Students will submit a performance of their group performing their own 12 bar blues song.</p>
<p>Spring Term 2A: Band Class Year 8</p>	<p>Intent Why is this taught now?</p> <p>We then continue to develop their range that they can play, as well as playing more complex rhythms. We continue to develop their</p>	<p>Play and perform confidently in duet, solo and ensemble context. Use staff notation. Identified different instrumental tuning, Bb and C instruments.</p> <p>To be able to:</p> <ul style="list-style-type: none"> - Play three Grade 1 level scales with confidence. 	<p>Students will have a series of performance-based assessments including Music Fitness and scales.</p>

Beths Grammar School KS3 Music Curriculum Map

	ensemble skills and tuning. We continue to work on confidence with their own voice. Students will continue to practice their grade one scales. They will learn a new song with more complicated rhythms. Some of the key terms covered will include, syncopation, scales, treble clef, bass clef, solo, major, minor, natural minor, natural major, dotted rhythms.	<ul style="list-style-type: none"> - Practice Hit the Road Jack for the Spring music concert. - Sing various melodies. 	
Spring Term 2B: Band Class Year 8	Intent Why is this taught now? We then continue to develop their range that they can play, as well as playing more complex rhythms. We continue to develop their ensemble skills and tuning in preparation from the Easter Concert series. We continue to work on confidence with their own voice.	Play and perform confidently in duet, solo and ensemble context. Use staff notation. Identified different instrumental tuning, Bb and C instruments. To be able to: <ul style="list-style-type: none"> - Play three Grade 1 level scales with confidence. - Start to practice grade 2 exercises. - Practice Hit the Road Jack to performance standard for the Spring music concert. - Sing various melodies. 	Students will have a series of performance-based assessments including Music Fitness, scales and Hit the Road Jack.
	Intent Why is this taught now? Students will learn how to use Cubase. They will use their keyboard skills and knowledge of melody, pitch, texture, structure, rhythm, dynamics and tempo to help them to create an EDM track. Some of the key terms they will come across include DAW, rhythm and various rhythmic notation names, chords, chords types, major, minor, inversions, treble clef, bass clef, sample, loop, play, stop, MP3, WAV, melody, drumkit, snare, hi-hat, bass drum, 4-to-the-floor, genre, metronome, tempo Vocal performance – developing the use of the changing voice and how to build confidence.	We would like students to compose music and develop ideas within a DAW through the genre of EDM. Students should develop an understanding of EDM and its genres. To be able to: <ul style="list-style-type: none"> - understand the role of a DAW in music creation to create and displace drum patterns - understand how chords are created, analyze chords and create their own chord patterns - understand what a bass line, bass riff and melodic riff are - to understand and use samples - understand the structure of EDM - identify typical features of EDM - Sing a variety of different songs 	Students will complete a quiz on the basic features of EDM. Students will be assessed on their interim EDM track, focusing on their chords and four to the floor rhythm.
Summer Term: General Music 3A Year 8			

Beths Grammar School KS3 Music Curriculum Map

<p>Summer Term: General Music 3B Year 8</p>	<p>Intent Why is this taught now?</p> <p>Students will continue to learn how to use Cubase. They will use their keyboard skills and knowledge of melody, pitch, texture, structure, rhythm, dynamics and tempo to help them to create an EDM track. Some of the key terms they will come across include DAW, rhythm and various rhythmic notation names, chords, chords types, major, minor, inversions, treble clef, bass clef, sample, loop, play, stop, MP3, WAV, melody, drumkit, snare, hi-hat, bass drum, 4-to-the-floor, genre, metronome, tempo</p> <p>Students will also continue to work on their developing voice.</p>	<p>We would like students to compose music and develop ideas within a DAW through the genre of EDM. Students should develop an understanding of EDM and its genres.</p> <p>To be able to:</p> <ul style="list-style-type: none"> - to create and use a variety of drum patterns - to create and use chord patterns for different sections of a EDM track. - understand what a bass line, bass riff and melodic riff are - to understand and use samples - understand the structure of EDM - understand how balance, FX, panning and dynamics can musically enhance a dance track - identify typical features of EDM - to sing a variety of songs 	<p>Final submission of their EDM track with a clear thought of how the structure works. Each key element of music should be addressed within the track.</p>
<p>Summer Term: Band Class 3A Year 8</p>	<p>Intent Why is this taught now?</p> <p>We then continue to develop their range that they can play, as well as playing more complex rhythms. We continue to develop their ensemble skills and tuning. Tone quality of their sound should see an improvement this term. We continue to work on confidence with their own voice. We will begin learning the Kinks medley, which includes a variety of different tunes and rhythms from previous learning.</p> <p>Vocal performance – developing the use of the changing voice and how to build confidence.</p>	<p>Play and perform confidently in a range of solo and ensemble contexts playing instruments fluently and with accuracy and expression.</p> <p>Use staff and other relevant notations appropriately and accurately in a range of musical styles, genres and traditions.</p> <p>Identify and use the inter-related dimensions of music expressively and with increasing sophistication, including use of tonalities, different types of scales and other musical devices.</p> <p>To be able to:</p> <ul style="list-style-type: none"> - Play all scales required for Grade 1 with ease. - Start to learn the grade 2 music fitness and scales. - Practice the Kinks Medley to performance standard for summer concert. - Sing a variety of different songs. 	<p>Students will have performances assessments on Music fitness exercises and scales.</p>
	<p>Intent Why is this taught now?</p>		

Beths Grammar School KS3 Music Curriculum Map

<p>Summer Term: Band Class 3B Year 8</p>	<p>We then continue to develop their range that they can play, as well as playing more complex rhythms. We continue to develop their ensemble skills and tuning. Tone quality of their sound should see an improvement this term. We continue to work on confidence with their own voice. Perform the Kinks medley, which includes a variety of different tunes and rhythms from previous terms learning.</p> <p>Vocal performance – developing the use of the changing voice and how to build confidence.</p>	<p>Play and perform confidently in a range of solo and ensemble contexts playing instruments fluently and with accuracy and expression.</p> <p>Use staff and other relevant notations appropriately and accurately in a range of musical styles, genres and traditions.</p> <p>Identify and use the inter-related dimensions of music expressively and with increasing sophistication, including use of tonalities, different types of scales and other musical devices.</p> <p>To be able to:</p> <ul style="list-style-type: none">- Continue to learn the grade 2 music fitness and scales.- Play the Kinks Medley to performance standard for summer concert. <p>Sing a variety of different songs.</p>	<p>Students will have performances assessments on Music fitness exercises and The Kinks Melody.</p>
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Beths Grammar School KS3 Music Curriculum Map

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Autumn Term: General Music 1A Year 9	<p><u>Intent</u> Why is this taught now?</p> <p>We will be developing students' understanding of the cultural and historical contexts of 1950s Rhythm and Blues/Rock n Roll, 1970s Disco, and 1990-2010s Hip Hop to enhance their ability to analyse music and perform in ensembles.</p> <p>Some of the key terms they will use will include instruments like drum kits, synthesisers, and turntables, as well as concepts such as syncopation, pentatonic scales, and 12-bar blues structures.</p>	<p>We want students to be able to understand and appreciate the cultural and historical significance of different music genres, including 1950s Rhythm n Blues/Rock n Roll, 1970s Disco, and 1990-2010s Hip Hop.</p> <p>Students should develop their listening skills to identify key musical elements such as instruments, structure, melody, and rhythms, and enhance their ability to perform in an ensemble setting.</p> <p>They should be able to:</p> <ul style="list-style-type: none"> • Identify key features and instruments in songs from different genres. • Break down the structure and elements of pre-existing songs. • Perform confidently in small groups using various instruments and vocal techniques. 	<p>Students will prepare and perform a segment of 'Hound Dog' to demonstrate their understanding of the key features and instruments in 1950s Rhythm and Blues/Rock n Roll.</p> <p>Students will showcase their ability to identify and replicate the musical elements of Disco by performing 'Come and Get Your Love' in small groups.</p> <p>Students will prepare and present their own rap verses to demonstrate their understanding of Hip Hop's cultural context and rhythmic structures.</p>
Autumn Term: General Music 1B Year 9	<p><u>Intent</u> Why is this taught now?</p> <p>We will be developing students' performance skills within a group by building on their previous knowledge of music analysis.</p>	<p>We want students to be able to apply their knowledge of musical elements to refine and perfect their group performances of pre-existing songs.</p> <p>Students should develop their rehearsal and ensemble skills, focusing on timing, coordination, and group dynamics.</p> <p>They should be able to:</p>	<p>Students will prepare and perform a selected section of their chosen song to demonstrate their understanding of pitch, rhythm, structure, harmony, and texture.</p> <p>Students will showcase their ability to work collaboratively by rehearsing and</p>

Beths Grammar School KS3 Music Curriculum Map

	<p>Some of the key terms they will use will include pitch, rhythm, structure, harmony, and texture as they refine and perform a pre-existing song.</p> <p>Ensemble Performance is a key focus of this term's work, enabling students to perform their chosen piece confidently in a band setting.</p>	<ul style="list-style-type: none"> • Work collaboratively to improve their chosen piece. • Apply analytical skills to enhance their performance. • Perform their chosen song confidently as a group to the class. 	<p>refining their chosen piece, focusing on timing and coordination within the group.</p> <p>Students will be assessed on their final group performance, highlighting their overall progress in ensemble performance a</p>
<p>Autumn Term: Band Class 1A Year</p>	<p>Intent Why is this taught now?</p>	<p>We want students to be able to play and perform confidently in a range of solo and ensemble contexts playing instruments fluently and with accuracy and expression.</p> <p>Use staff and other relevant notations appropriately and accurately in a range of musical styles, genres and traditions.</p> <p>Identify and use the inter-related dimensions of music expressively and with increasing sophistication, including use of tonalities, different types of scales and other musical devices.</p> <p>They should be able to: Play all scales required for Grade 1 and some grade 2 scales and Music Fitness.</p> <p>Practice the 'A Journey Through Time' arrangement to performance standard for concert.</p>	<p>Students will have performance assessments based on the scales and music fitness work.</p>
	<p>We will start off by reviewing our Grade 1 scales, followed by introducing a grade 2 music fitness, scale and arpeggio.</p> <p>Learn solo performance pieces for graded exams. (as a development task for more able players)</p> <p>Play music based on music from the Baroque, Classical and Romantic eras called, A Journey Through Time.</p> <p>Vocal performance – developing the use of the changing voice and how to build confidence.</p>		
<p>Autumn Term: Band Class 1B Year 9</p>	<p>Intent Why is this taught now?</p>	<p>We want students to be able to play and perform confidently in a range of solo and ensemble contexts playing instruments fluently and with accuracy and expression.</p> <p>Use staff and other relevant notations appropriately and accurately in a range of musical styles, genres and traditions.</p>	<p>Students will have performance assessments-based sections of a Journey Through Time.</p>
	<p>We will review our grade 2 scales, arpeggios and music fitness. We may begin to look at grade 3 exercises with some students.</p> <p>We will play A Journey Through Time.</p>		

Beths Grammar School KS3 Music Curriculum Map

	<p>Vocal performance – developing the use of the changing voice and how to build confidence.</p>	<p>Identify and use the inter-related dimensions of music expressively and with increasing sophistication, including use of tonalities, different types of scales and other musical devices.</p> <p>They should be able to: Play some of the scales and music fitness required grade 2.</p> <p>Practice and then play ‘A Journey Through Time’ arrangement to performance standard for concert.</p> <p>Students will continue to work on being confident with their singing voices.</p>	
<p>Spring Term 2A: General Music Year 9</p>	<p>Intent Why is this taught now?</p> <p>We will be developing fundamental skills in music production and remixing, including reconfiguring audio tracks in a DAW, composing MIDI chord progressions, and sequencing drumbeats, and using audio samples to create new melodic material.</p> <p>Some of the key terms they will use will include DAW, MIDI, samples, sequencer, EQ, reverb, delay, and automation.</p> <p>Music Technology is a key focus of this term’s work.</p>	<p>We want students to be able to use DAWs to compose and develop their musical ideas through remix techniques that can be applied to any pre-existing song or original composition.</p> <p>Students should develop a practical knowledge of the DAW software used throughout modern music production.</p> <p>They should be able to:</p> <ul style="list-style-type: none"> • Set up a BandLab project, import audio into a DAW to be edited and rearranged. • Create a MIDI chord progression using basic and extended chords in any key. • Sequence drum tracks using the Drum Machine Sequencer. 	<p>Students will create a BandLab project and restructure the main vocal track to demonstrate their understanding of audio editing and rearranging.</p> <p>Students will create a MIDI chord progression to showcase their ability to use MIDI sequencing and chord construction.</p> <p>Students will create drum tracks using the Drum Machine Sequencer to exhibit their skills in rhythm and beat creation.</p>
<p>Spring Term 2B: General Music Year 9</p>	<p>Intent Why is this taught now?</p> <p>We will be continuing to develop fundamental skills in music production and remixing, including composing MIDI basslines, using audio samples to create new melodic material and generating a balanced mix using effects and automation.</p>	<p>We want students to enhance their music production skills by utilising intricate software functions within a DAW, leading to a professional final mix.</p> <p>Students should deepen their understanding of advanced DAW functions and music production techniques.</p> <p>They should be able to:</p>	<p>Students will create a dynamic bassline using MIDI to demonstrate their ability to follow harmonic and rhythmic patterns.</p> <p>Students will create new melodic riffs of ‘Vocal Chops’ from the main vocal</p>

Beths Grammar School KS3 Music Curriculum Map

	<p>Some of the key terms they will use will include DAW, MIDI, samples, sequencer, EQ, reverb, delay, and automation. Music Technology is a key focus of this term's work.</p> <p>Students will be expected to draw upon the technological skills built through the previous two years.</p>	<ul style="list-style-type: none"> • Create a dynamic bassline using MIDI. • Sample and rearrange vocal sections to create new melodic material through 'Vocal Chops.' • Finalise their remix with effects, automation, and EQ for a balanced mix. 	<p>track to showcase their skills in sampling and creative rearrangement.</p> <p>Students will submit a final remix with effects, automation, and EQ to exhibit their proficiency in producing a balanced and polished mix.</p>
<p>Spring Term 2A: Band Class Year 9</p>	<p>Intent Why is this taught now?</p>	<p>Play and perform confidently in a range of solo and ensemble contexts playing instruments fluently and with accuracy and expression.</p> <p>Use staff and other relevant notations appropriately and accurately in a range of musical styles, genres and traditions.</p> <p>Identify and use the inter-related dimensions of music expressively and with increasing sophistication, including use of tonalities, different types of scales and other musical devices.</p> <p>Linking to music from a different culture – Latin American.</p> <p>To be able to: Play all scales required for Grade 2 scales and music fitness. Some will have started to play grade 3 scales and music fitness.</p> <p>Practice Girl from Ipanema preparing it for the Spring concert.</p> <p>Link singing to songs from around the world/fusions.</p>	<p>Students will have performance assessments based on the scales and music fitness work.</p>
	<p>We will continue to work on our grade 2 scales, arpeggios and Music Fitness.</p> <p>Practice a Samba based piece, example, Girl from Ipanema which will push reading of rhythms, as there is a heavy use of syncopation.</p> <p>Vocal performance – developing the use of the changing voice and how to build confidence.</p> <p>Some key terms will include: Major, minor, arpeggio, natural major/minor, complex rhythms, tempo, dynamics, musicality, syncopation, samba, clave fusion, swung, harmony, 7th chords (dominant and major), solo and tutti.</p>		
<p>Spring Term 2B: Band Class Year 9</p>	<p>Intent Why is this taught now?</p>	<p>Play and perform confidently in a range of solo and ensemble contexts playing instruments fluently and with accuracy and expression.</p>	<p>Students will have performance assessments based on The Girl from Ipanema.</p>
	<p>We will continue to work on our grade 2 scales, arpeggios and Music Fitness.</p>		

Beths Grammar School KS3 Music Curriculum Map

	<p>Play Samba based piece, example, Girl from Ipanema which will push reading of rhythms, as there is a heavy use of syncopation.</p> <p>Vocal performance – developing the use of the changing voice and how to build confidence. Vocal performance – including warm ups and developing how to use your voice</p>	<p>Use staff and other relevant notations appropriately and accurately in a range of musical styles, genres and traditions.</p> <p>Identify and use the inter-related dimensions of music expressively and with increasing sophistication, including use of tonalities, different types of scales and other musical devices.</p> <p>Linking to music from a different culture – Latin American.</p> <p>Link singing to songs from around the world/fusions.</p> <p>To be able to: Play all scales required for Grade 2 scales and music fitness. Some will have started to play grade 3 scales and music fitness.</p> <p>Play Girl from Ipanema to performance standard for the Spring Concert.</p>	
<p>Summer Term: General Music 3A Year 9</p>	<p>Intent Why is this taught now?</p> <hr/> <p>Students will bring all of their music knowledge together for a final project focused on film music. This will include performing leitmotifs, composing ostinatos, and playing iconic film themes.</p> <p>Key terms include chord, melody, theme, leitmotif, time signature, minimalism, cell, layering, development, character, instrumentation (synth and traditional), performance techniques, and storylines.</p>	<p>Students will perform the leitmotif from The Hobbit, compose an ostinato in the style of Ludovico Einaudi, and perform "Hedwig's Theme" from Harry Potter on the piano. These activities will enhance their understanding of film music and its various components, helping them to appreciate the role of music in storytelling and character development.</p> <p>They should be able to:</p> <ul style="list-style-type: none"> • Perform leitmotifs and themes from film music. • Compose and perform minimalistic ostinatos. • Understand the importance of music in films. 	<p>Students will submit a performance of the leitmotif from The Hobbit and/or 'Hedwig's Theme' from Harry Potter.</p> <p>Students will complete a quiz on the key features of Music in Media.</p>
<p>Summer Term:</p>	<p>Intent Why is this taught now?</p>	<p>Students will compose and notate a hero theme and its accompaniment using BandLab, followed by composing and notating a villain theme and its accompaniment using BandLab.</p>	<p>Students will submit their composed hero and villain themes for assessment.</p>

Beths Grammar School KS3 Music Curriculum Map

<p>General Music 3B Year 9</p>	<p>Students will integrate their music knowledge in a final project focused on composing music for video games. This will include composing and developing themes and accompaniments for different characters within the game.</p> <p>Key terms will include leitmotif, theme, chord, melody, harmony, rhythm, pitch, structure, dynamics, articulation, and timbre.</p>	<p>These tasks will help students understand the different musical elements needed to create distinctive and memorable character themes in video games.</p> <p>They should be able to:</p> <ul style="list-style-type: none"> • Compose and develop music for video game characters. • Apply various accompaniment techniques using BandLab. • Understand and utilise leitmotifs in video game music. 	
<p>Summer Term: Band Class 3A Year 9</p>	<p><u>Intent</u> Why is this taught now?</p> <p>We will be working towards our final assessment songs which will include grade 2 and 3 music fitness, arpeggios and scales. We will be working towards playing a Queen Medley for the Summer Concert.</p> <p>By completing grade 2/3 fitness work and performance work, we hope students will feel prepared for the performance element of GCSE Music (our current board, EDUQAS, look for grade three for the performance element).</p> <p>Some of the key terms we will use will include: Major, minor, arpeggio, natural major/minor, complex rhythms, tempo, dynamics, musicality, composition, phrase, bar, key, instrumentation, structure.</p> <p>Vocal performance – including warm ups and developing how to use your voice</p>	<p>We want students to play and perform confidently in a range of solo and ensemble contexts playing instruments fluently and with accuracy and expression.</p> <p>Use staff and other relevant notations appropriately and accurately in a range of musical styles, genres and traditions.</p> <p>Identify and use the inter-related dimensions of music expressively and with increasing sophistication, including use of tonalities, different types of scales and other musical devices.</p> <p>We will link our performance skills to composition skills.</p> <p>Students should be able to:</p> <p>Play all scales required for Grade 2 and 3.</p> <p>Practice the Queen arrangement to performance standard for concert.</p>	<p>Students will have performance assessments based on the scales and music fitness work.</p> <p>Students will also have to submit performances of parts of the Queen Medley.</p>
	<p><u>Intent</u> Why is this taught now?</p>		<p>Students submit a final performance of the Queen Medley.</p>

Beths Grammar School KS3 Music Curriculum Map

<p>Summer Term: Band Class 3B Year 9</p>	<p>We will be working towards our final assessment songs which will include grade 2 and 3 music fitness, arpeggios and scales. We will be working towards playing a Queen Medley for the Summer Concert.</p> <p>By completing grade 2/3 fitness work and performance work, we hope students will feel prepared for the performance element of GCSE Music (our current board, EDUQAS, look for grade three for the performance element).</p> <p>Some of the key terms we will use will include: Major, minor, arpeggio, natural major/minor, complex rhythms, tempo, dynamics, musicality, composition, phrase, bar, key, instrumentation, structure, Musescore.</p> <p>We will compose music for our instrument.</p> <p>Vocal performance – including warm ups and developing how to use your voice</p>	<p>We want students to play and perform confidently in a range of solo and ensemble contexts playing instruments fluently and with accuracy and expression.</p> <p>Use staff and other relevant notations appropriately and accurately in a range of musical styles, genres and traditions.</p> <p>Identify and use the inter-related dimensions of music expressively and with increasing sophistication, including use of tonalities, different types of scales and other musical devices.</p> <p>We will link our performance skills to composition skills.</p> <p>Students should be able to:</p> <p>Play all scales required for Grade 2 and 3.</p> <p>Play Queen arrangement to performance standard for concert. Using your performance knowledge of music, compose a melody for your instrument, a study piece. Thinking clearly about the structure of the music and other key melodic features needed for a successful piece of music, such as dynamics, articulation, tempo, key, phrasing, etc.</p>	<p>Students will also have to submit a short composition.</p>
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