Key Stage 3 curriculum vision

Music is intrinsically intertwined in all our lives and can have great benefits on both academic success and a young person's wellbeing. We believe that all pupils should have the opportunity to enjoy learning a musical instrument and to explore a variety of musical genres.

Our KS3 Music curriculum seeks to develop unique and meaningful values including ambition, creativity, responsibility, team work, resilience, confidence and perseverance, all whilst broadening pupils' cultural capital. Alongside our curriculum time we also offer instrumental/vocal lessons through the North Yorkshire Music Hub (www.northyorkshiremusichub.co.uk) and a variety of extra-curricular musical activities such as Pop Choir, Jam Clubs, Concert Band and Big Band.

Pupils join us with a variety of prior knowledge from KS2. Year 7 is intended to equip pupils with the foundations they require to succeed. We also endeavour to provide appropriate personalised challenge to those with preexisting musical learning. Our KS3 curriculum is designed to allow pupils to focus on depth of learning; we revisit similar topics each year, consolidate previous learning and develop and extend skills in these areas.

It is also important for pupils to experience a wide variety of music and to be able to talk about what they can hear with increasing confidence and use of musical terminology. We do this through our 'Composer of the Week' - a short listening activity at the beginning of each KS3 lesson whereby pupils hear a piece of music from a wide range of musical styles and time periods. This activity not only broadens musical listening but also focuses on use of key musical vocabulary in preparation for GCSE Music.

Our KS3 Music curriculum is inclusive and intentionally sequenced. It balances performance, composition, and listening while exposing pupils to a wide variety of music. It is designed for both future GCSE musicians and those who may not pursue Music further, ensuring all leave KS3 with transferable skills and a positive experience of Music.

Across KS3, pupils will:

- **Perform** confidently as soloists and ensemble members, developing instrumental and vocal skills.
- **Compose** music creatively, using notation and digital tools.
- **Listen** to and analyse a wide range of repertoire including: classical, jazz, world, popular, and musical theatre traditions.
- **Learn** the inter-related dimensions of music (pitch, dynamics, tempo, texture, timbre, structure, harmony, rhythm) and apply them in their own work.
- **Reflect** critically on their own and others' work, building ambition, resilience, respect, and responsibility.
- **Experience** and enjoy Music!

Year 7 overview

Topic Title	Ukulele 1
Pupils will know	• Names of key parts of the ukulele • The chords C, Am, F, Dm and G • Numbers of fingers for reading chord diagrams
Pupils will know how to (procedural knowledge)	• Hold a ukulele • Hold a pick and strum a ukulele • Recognise if their ukulele is out of tune • Read a chord diagram • Play a grade 1 ukulele piece
Core knowledge to know and remember to progress to later learning (foundational knowledge)	• How to hold and play a ukulele • How to play chords • The chords C, Am and F
Prior knowledge	• Pupils have varied KS2 musical experience. This topic starts by covering the basics of ukulele playing before allowing pupils to progress at their own pace.
Future knowledge	• Pupils will develop their foundation ukulele skills in Ukulele 2 and 3 in years 8 and 9. • Pupils may choose to bring their ukulele skills into Band Project 1.
Key vocabulary	• Ukulele, string, strum, pick, tuning

Topic Title	Christmas Sing
Pupils will know	• Vocal warm ups • Correct posture for singing
Pupils will know how to (procedural knowledge)	• Sing with increasing confidence • Listen and sing as part of an ensemble
Core knowledge to know and remember to progress to later learning (foundational knowledge)	• How to warm up their voices • How to sing with others
Prior knowledge	• Pupils have varied KS2 musical experience but all should have done some singing in Key Stages 1 and 2.
Future knowledge	• Pupils will go on to use vocal skills in Band Projects • Pop choir is available for pupils to join that wish to
Key vocabulary	• Tuning • Diction

Topic Title	Composition 1 - Gaming
Pupils will know	• The basic functions of using a Digital Audio Workstation (DAW)
Pupils will know how to (procedural knowledge)	• Search and select appropriate loops that work together - timbre • Loop and layer sounds - texture • Use automation to change volume - dynamics • Follow a given brief (storyboard) - structure

Core knowledge to know and remember to progress to later learning (foundational knowledge)	• Basic DAW skills:
	  ○ Start and save a project
	  ○ Navigate around a DAW using the transport functions
	  ○ Finding and importing samples from library.
	  ○ Moving regions.
	  ○ Looping regions.
	• Key steps to planning a digital composition project.

Prior knowledge	• Pupils will have basic Chromebook understanding but are likely to have extremely limited understanding of digital musical products.
Future knowledge	• Composition 2, 3 and 4 in years 8 and 9 build on this topic with pupils writing their own tracks. • Digitally composing harmonies and melodies.
Key vocabulary	• DAW (digital audio workstation), BandLab, brief, loop, import, save, load, timbre, texture, dynamics, structure.

Topic Title	Keyboard 1
Pupils will know	• The notes on the stave of the treble clef • Basic rhythmic values
Pupils will know how to (procedural knowledge)	• Find notes on the keyboard • Identify notes of the treble clef • Read keyboard fingering • Perform a rhythm using basic note values • Perform a short melody in the treble clef (Right hand)
Core knowledge to know and remember to progress to later learning (foundational knowledge)	• Rhymes for finding notes on the treble clef • Rhyme for finding notes on the keyboard • How to read keyboard fingering • Different note values • Perform a melody in the treble clef in a fixed hand position
Prior knowledge	• Pupils have varied KS2 musical experience. This topic starts by covering the basics of reading staff notation and keyboard

	playing before allowing pupils to progress at their own pace.
Future knowledge	• Pupils will develop their foundation keyboard skills in Keyboard 2 and 3 in years 8 and 9. • Pupils may choose to bring their keyboard skills into Band Project 1.
Key vocabulary	• Finding notes - C is to the left of the two black keys • Treble clef - FACE in the space, Every Good Boy Deserves Football • Note values - quavers, crotchets, minims, semibreve

Topic Title	**Band Project 1**
Pupils will know	• What an ensemble is • How to play a piece of music as part of an ensemble. The piece chosen for this topic uses a standard chord sequence which remains consistent throughout the piece.
Pupils will know how to (procedural knowledge)	• Play their part accurately • Rehearse with other live musicians • Play in time with other live musicians • Play with increasing fluency
Core knowledge to know and remember to progress to later learning (foundational knowledge)	• How to play their chosen instrument • How to count in a piece • How to play in time
Prior knowledge	• Ukulele, keyboard and vocal skills studied in year 7. • Some pupils will play instruments external to the curriculum and they are welcome to integrate these into this topic
Future knowledge	• Pupils will study Band projects 2 and 3 in years 8 and 9.
Key vocabulary	• Timing - in time • Count in • Accuracy • Fluency

Year 8 overview

Topic Title	Ukulele 2
Pupils will know	• The chords C, Am, F, G and G7
Pupils will know how to (procedural knowledge)	• Strum basic chord sequences fluently • Read tab notation • Play a grade 2 ukulele piece
Core knowledge to know and remember to progress to later learning (foundational knowledge)	• The chords C, Am, F and G • How to play a chord sequence • How to read tab notation
Prior knowledge	• Pupils have learnt foundation skills in Ukulele 1.
Future knowledge	• Pupils will develop their ukulele skills further in Ukulele 3 in year 9. • Pupils may choose to bring their ukulele skills into Band Project 2.
Key vocabulary	• Ukulele, string, strum, pick, tab notation

Topic Title	Keyboard 2
Pupils will know	• The notes on the stave of the treble and bass clefs • What a chord is
Pupils will know how to (procedural knowledge)	• Identify notes of the treble and bass clefs • Perform a rhythm using basic note values including rests • Play chords • Perform a piece with melody and chordal accompaniment
Core knowledge to know and remember to progress to later learning (foundational knowledge)	• Different note values including rests • Perform a melody in the treble clef with a moving hand position • What a chord is and how to play one
Prior knowledge	• Pupils have learnt foundation skills in Keyboard 1 including finding notes on the keyboard, keyboard fingering and reading the treble clef.
Future knowledge	• Pupils will develop their keyboard skills further in Keyboard 3 in year 9. • Pupils may choose to bring their keyboard skills into Band Project 2. • Pupils will use their knowledge of chords in Composition 2.

Key vocabulary	• Bass clef - All Cows Eat Grass and George Buys Doughnuts From Asda • Note values - quavers, crotchets, minims, semibreve, rests • Chord - Play, Miss, Play, Miss, Play

Topic Title	**Band Project 2**
Pupils will know	• How to play a piece of music as part of an ensemble. This topic is the same as Band Project 1 but with a piece of increasing difficulty - harder chords and changing chord sequences in different sections.
Pupils will know how to (procedural knowledge)	• Play their part accurately • Rehearse with other live musicians • Play in time with other live musicians • Play with increasing fluency
Core knowledge to know and remember to progress to later learning (foundational knowledge)	• How to play their chosen instrument • How to count in a piece • How to play in time
Prior knowledge	• Band Project 1 studied in year 7. • Ukulele and keyboard skills studied in year 8. • Some pupils will play instruments external to the curriculum and they are welcome to integrate these into this topic
Future knowledge	• Pupils will study Band project 3 in year 9.
Key vocabulary	• Timing - in time • Count in • Accuracy • Fluency

Topic Title	**Composition 2 - Pop song**
Pupils will know	• The different parts of a Pop song - structure • The typical instruments used in a Pop song - timbre • What a chord sequence is
Pupils will know how to (procedural knowledge)	• Set a suitable BPM for a project • Compose a 4 bar chord sequence in a major key • Compose a bass line • Compose a straight drum beat via a drum machine • Compose a melody • Input via the MIDI editor • Record and quantize

Core knowledge to know and remember to progress to later learning (foundational knowledge)	• Know what a chord sequence is and how to write one • Write a bass line using root notes • Write a melody using a note from each chord • Write a basic rock drum beat
Prior knowledge	• Pupils completed a composition unit in year 7 which gave them an introduction to the basic functions of using a DAW.
Future knowledge	• Composition 3 in year 9 will add 7th chords, further decoration to melody writing and quantizing to a swung beat.
Key vocabulary	• BPM • Chord sequence • Bass line • Drum beat • Melody • Record • Quantize

Topic Title	**Samba**
Pupils will know	• Key features of Samba music • What a polyrhythm is • The different sections of a Samba piece - structure
Pupils will know how to (procedural knowledge)	• Play the Son Clave rhythm • Play polyrhythms as part of a wider ensemble • Perform a call and response pattern • Improvise a solo • Compose a samba piece
Core knowledge to know and remember to progress to later learning (foundational knowledge)	• Play a variety of rhythms in time with an ensemble • Perform a call and response pattern
Prior knowledge	• Pupils have previously played in ensembles through whole class singing and Band Projects. • Pupils have explored composing melodies in composition 2 and will now extend this by exploring rhythmic composition.
Future knowledge	• Pupils will extend their ensemble performance skills through Band Project 3 in year 9. • Pupils will extend their composition skills through Composition 3 and 4 in year 9.
Key vocabulary	• Bass • Polyrhythm • Leader • Son Clave • Improvisation • Call and response

Year 9 overview

Topic Title	Keyboard 3
Pupils will know	• Accidentals - sharps and flats • More complex rhythms - triplets, dotted rhythms, ties
Pupils will know how to (procedural knowledge)	• Perform using accidentals • Perform using more complex rhythms • Perform a piece with melody and accompaniment with increasing fluency
Core knowledge to know and remember to progress to later learning (foundational knowledge)	• What accidentals (sharps/flats) are • Perform a piece with both melody and accompaniment • What a chord is and how to play one
Prior knowledge	• Pupils have learnt keyboard skills in keyboard 1 and 2 in years 7 and 8. This has included reading the treble and bass clefs, basic rhythmic notation, finding notes on the keyboard, keyboard fingering and chords.
Future knowledge	• Pupils may choose to use the keyboard as their instrument at GCSE. • Pupils may choose to bring their keyboard skills into Band Project 3.
Key vocabulary	• Accidentals - sharps and flats • Triplet, dotted rhythm, tie.

Topic Title	Composition 3 - Blues
Pupils will know	• The cultural origins of the Blues. • The harmonic framework of the 12 bar blues sequence. • The different parts of a Blues piece - structure • The typical instruments used in a Blues piece - timbre
Pupils will know how to (procedural knowledge)	• Compose a 12 bar blues chord sequence using 7th chords • Compose a walking bass pattern. • Compose a swung drum beat with fills • Compose a melody using passing/auxiliary and Blues notes • Quantize to triplets
Core knowledge to know and remember to progress to later learning (foundational knowledge)	• The 12 Bar Blues chord sequence • How to input via the MIDI editor • How to record and quantize
Prior knowledge	• Composition 2 in year 8 gave pupils the skills to set up a DAW project, set the BPM and input tracks in a variety of ways - MIDI editor, drum machine and record/quantize.

Future knowledge	• Composition 4 later in year 9 will allow pupils the chance to explore their compositional skills in a different genre.
Key vocabulary	• 12 Bar Blues • Walking bass • Swing pattern • Drum fill • Quantize

Topic Title	**Ukulele 3**
Pupils will know	• The chords C, Am, F, G and G7
Pupils will know how to (procedural knowledge)	• Strum a piece fluently with changing chord sequences • Read tab notation • Play a grade 3 ukulele piece
Core knowledge to know and remember to progress to later learning (foundational knowledge)	• The chords C, Am, F and G • How to play a chord sequence fluently • How to read tab notation
Prior knowledge	• Pupils have learnt ukulele skills including both chordal and tab playing in ukulele 1 and 2 in years 7 and 8.
Future knowledge	• Pupils may choose to use the ukulele as their instrument at GCSE where they are expected to perform at grade 3 level. • Pupils may choose to bring their ukulele skills into Band Project 3.
Key vocabulary	• Ukulele, string, strum, pick, tab notation

Topic Title	**Band Project 3**
Pupils will know	• How to play a piece of music as part of an ensemble. This topic is the same as Band Projects 1 and 2 but with a piece of increasing difficulty - harder chords and chord sequences which contain changes within sections.
Pupils will know how to (procedural knowledge)	• Play their part accurately • Rehearse with other live musicians • Play in time with other live musicians • Play with increasing fluency
Core knowledge to know and remember to progress	• How to play their chosen instrument • How to count in a piece

to later learning (foundational knowledge)	• How to play in time
Prior knowledge	• Band Projects 1 and 2 studied in years 7 and 8. • Ukulele and keyboard skills studied in year 9. • Some pupils will play instruments external to the curriculum and they are welcome to integrate these into this topic
Future knowledge	• Ensemble performance forms a key part of GCSE Music.
Key vocabulary	• Timing - in time • Count in • Accuracy • Fluency

Topic Title	**Composition 4 - EDM**
Pupils will know	• The function of EDM. • The different parts of an EDM piece - structure • The typical instruments used in an EDM piece - timbre
Pupils will know how to (procedural knowledge)	• Compose and develop an EDM drum beat • Compose a typical EDM chord sequence • Compose a bass riff using passing/auxiliary notes • Compose a synth riff using passing/auxiliary notes • Layer sounds and use automation to create build ups and drops as typical in EDM
Core knowledge to know and remember to progress to later learning (foundational knowledge)	• How to develop a drum beat • How to record and quantize • How to input via the MIDI editor
Prior knowledge	• Composition 1, 2 and 3 have equipped pupils with the skills to use a DAW competently to create their own Music. This topic is an opportunity to test and refine these skills in a different genre.

Future knowledge	• Composition is a key component of GCSE Music and looks further at:
	  ○ Advanced melodic writing.
	  ○ How melodies interact with harmony.
	  ○ Creating extended pieces
	  ○ Advanced editing and studio effects

Key vocabulary	EDM, synth, bass line, build up, drop, riff, drum machine, automation, quantize.