

Curriculum and Assessment Map 2016-2017

Subject - Music

Key Stage 3

Qualification (exam board, title and code) N/A

		Term 1 (September-October)	Term 2 November-December	Term 3 (January – February)	Term 4 (February-March)	Term 5 (April-May)	Term 6 (June-July)
Year 7	What students will study¹	<u>S.I.R</u> - Students learn about Singing, Instrumentation and Rhythm, to include singing in Harmony, recognising instruments and their families and understanding how rhythm can be used to create Music		<u>Folk Music</u> - Students investigate the different styles of British Folk music, including Ballads, Sea Shanties and Protest Songs.	<u>Programmatic Music</u> - Students learn about the impact of music on mood and emotion, looking at how different elements can be changed for effect.	<u>Texture</u> - Learning about Texture and its role in creating music. Learning different textural ideas and how they are used in performance and composition.	Class Concert Students to design and prepare a performance to the class.
	Formal assessment²	Students to produce a 30 second rhythmic ensemble performance for the TV show 'Countdown.'		Prepare a performance of a popular Folk or Protest song.	Create a composition that describes a poem.	Prepare a performance of a Polyphonic piece.	
Year 8	What students will study	<u>Blues</u> - Learning the features of Blues Music and understand how it is still popular today (rock n roll, RnB) and the function music can play in society.	<u>Reggae</u> – Students to learn about the features of Reggae Music. Learning about the culture of Jamaica and how this is underpinned by a strong musical tradition.	<u>Cover Song</u> - Learning how popular music is created, rehearsed and performed, including contextual information. Learning how chord sequences are built	<u>Music and Visual</u> - Learning about how music can help elevate the mood and emotion of interactive games and films and help to guide players / viewers through story lines.	<u>World Music</u> - Learning about from around the world and how it is created. Learning about African / Indian and Caribbean Calypso.	
	Formal assessment	Compose a Blues song and perform it as an ensemble.	Create a performance of a popular Reggae song.	To analyse an existing song and recreate it as a performance.	To compose music for a film or game.	To compose and perform a piece of World Music using the correct features for their chosen area of the world.	

¹ This information is taken from the exam specification, where relevant.

² This consists of any assessment that contributes to the attainment or progress grades reported to parents.