

Music Curriculum Maps

KS3 Music Curriculum Map (2025-2027)

Intent

According to the National Curriculum for music, all KS3 students should “build on their previous knowledge and skills through performing, composing and listening”. The document suggests that students should be able to confidently perform solo and in ensembles using their voices and instruments with musicality and accuracy. They should learn to improvise and compose using various structures and styles. Finally, they will learn to read and write notation, expertly manipulate the inter-related dimensions of music, listen with discrimination to diverse music, and deeply understand the music they perform and hear, including its history.

LCS intent – To facilitate a curriculum that allows students to develop a connection with music and understanding of a variety of styles through learning to perform and compose on musical instruments. Listening tasks will be incorporated regularly into schemes of work to build student’s ability to describe music with accuracy and precision. There will be consistent links to KS4, especially in year 9 as a way of supporting students progressing to GCSE from KS3.

	AUTUMN		SPRING		SUMMER	
Year 7	World Tour – MAD T SHIRT	Keyboard Skills	Round and Variation	Inspirations	Sequencing	Ukulele
	S – Melody, articulation, dynamics, texture, harmony, tonality, structure, instrumentation, rhythm, metre, and tempo. Sk - Musical styles from around the world are used to introduce the MAD T SHIRT terms. Students will sing, play keyboards, and use the Samba kit to build enough knowledge to complete a simple creating task. Link - Sets up the intent of the curriculum. Every KS3 student should know MAD T SHIRT and consistently apply it to performance, composition and appraising tasks. AoL: Composition	S – Semibreve, minim, crotchet, quaver, time signature, sharp, flat, key signature, treble clef, playing technique, pulse, accuracy, fluency. Sk - Basic C-G notation reading and playing (focus on RH with LH extension tasks). Focus on accuracy, technique, fluency and confidence. Students are introduced to notation and expected to read the notes independently. Link - Sets up the intent of the curriculum. Every KS3 student will understand basic notation and use it to perform melodies on keyboards. AoL: Solo performance	S – Canon, theme and variation, round, pitch, rhythm, harmony, drone, pedal, timbre, melody, dynamics, piano, forte, articulation, accents, staccato, legato, texture. Sk - Learning a simple melody and exploring ways to develop the theme. Whole class singing initially to learn theme then using the keyboards to create variations. Link - Builds on MAD T SHIRT features and keyboard skills. AoL: Solo performance	S – Sharp, flat, chromatic, programme music, staccato, legato, expression, metre, 3/4, 3/8, 4/4, rests. Sk - Improving listening skills through learning melodies from programme music. Introduces classical composers to students – these are musicians who shaped the course of ‘popular music’ of their time and heavily influenced what was produced after them. Link - Developing keyboard skills and notation reading. AoL: Solo performance	S – Automation, panning, reverb, EQ, track, sample, loop, DAW (Digital Audio Workstation), structure, binary, ternary, rondo. Sk - First time using a DAW. Using samples to create a track. Using different techniques specific to a DAW. Link - Builds on keyboard skills and MAD T SHIRT skills. AoL: Composition	S – TAB, strumming, fingerpicking, chord, triad, inversion, frets, tuning pegs. Sk - Learning basic chord sequence on a different style of instrument. Another example of music from another part of the world. Incorporate whole class singing with this and encourage students to accompany themselves which is a higher-level skill. Link - Building on notation reading in a different form. AoL: Ensemble performance

	Advanced Keyboard Skills	Four Chord Song	Band Project	Jazz & Blues	Song Writing	Guitar Riffs
Year 8	S – Semibreve, minim, crotchet, quaver, time signature, sharp, flat, key signature, bass clef, metre, 4/4, 3/4. Sk - Developing Y7 skills by using left hand to learn about bass clef and the lower range of the keyboard. This topic also introduces chords in the LH. Link - Developing keyboard skills and notation reading to include left hand/bass clef understanding. AoL: Composition	S – Primary chords, major, minor, ostinato, harmonic rate, repetition. Sk – Looking at the ‘four chord tick’ and exploring different keys. Whole class singing encouraged to aid understanding of the chord progression. Students learn the chord progression on keyboard, ukulele and guitar. Most will perform on keyboard and look at adding a bass line to accompany. Link - Developing keyboard skills and builds on playing two independent parts on the keyboard. Building on string skills from Y7. AoL: Solo performance	S – Ensemble awareness, chords, primary chords, I, IV, V, vi, minor, major, riff. Sk - Students can choose which instrument to specialise in based on their strengths over the past 2 years. Working in groups to learn the song The Show and put together as a performance using keyboard, voice and cajon. Link – Builds on topic content from ‘Four Chord Song’ but adds a group work element that will reinforce the concept and importance of pulse. AoL: Ensemble performance	S – Blues scale, improvisation, orchestra, pizzicato, bass line, 12-bar blues, chord progression, chromaticism, blues notes. Sk - Learning about traditions of the genre and how to perform them. Incorporates improvisation as well as performing two parts on the keyboard. There is scope for instrumentalists to use their instrument to improvise melodies over the top of the 12-bar blues chord pattern. Link – Developing keyboard skills and continuing with using two hands to play independent parts. AoL: Ensemble performance	S – Melody, expression, structure, binary, ternary, verse, chorus, bridge, outro, introduction, harmony, triads, inversions, primary chords, I, IV, V, vi, bass line, riff, hook. Sk - Transferring keyboard skills to composing on BandLab / Mixcraft. Using sequencing as a starting point, developing to creating their own songs. Link – Builds on sequencing in Y7 and explores texture in more detail. AoL: Composition	S – Riff, TAB, frets, fingerpicking, plectrum, tuning pegs, repetition, ostinato. Sk – Learning basic riffs on a different style of instrument. Incorporate whole class singing with this and encourage students to accompany themselves which is a higher-level skill. Link – Builds on both ukulele skills in Y7 and basic chord patterns in Y8. AoL: Solo Performance

	Film Music	Video Game Music	Sub-Saharan Drumming	Rock Anthems	Rap	My Music
Year 9	S – Motif, leitmotif, sequence, ascending, descending, rests. Sk - Creating different styles of music to accompany film clips. Explores a range of styles in film music as well as composing an original idea in GarageBand. Extends to DAW project with students creating their own soundtrack for a film clip. Link - Developing keyboard skills and notation reading to include playing piano pieces with two hands. Links to KS4 AoS3 Stage and Screen; AO2 AoL: Solo Performance	S – Conjunct, disjunct, staccato, legato, ascending, descending, melody, rhythm, rests. Sk - Explore features of video game music and why it is important. Use keyboard skills to play existing themes. Extends to DAW project with students creating their own soundtrack for a video game. Link - Developing keyboard skills and notation reading to include playing piano pieces with two hands. Links to KS4 AoS3 Stage and Screen; AO2 AoL: Composition	S – Polyrhythm, syncopation, triplets, cross rhythm, djembe, ostinato. Sk - Makes use of djembes to create a group performance incorporating the main features of African drumming. Whole-class drumming workshops initially that build listening and ensemble skills. Develops to group work building their own drumming performances. Link – Extending rhythmic understanding and knowledge through ensemble performance. Links to KS4 AoS4 Fusions; AO2 AoL: Ensemble Performance	S – Riff, syncopation, dotted rhythms, triplets, hook, back beat, off beat. Sk - Learn the features of rock anthems and how to perform riffs on guitar and keyboard. Introduces the concept of riffs and how effective they are in popular music. Link - Building on string skills from Y8. Links to KS4 AoS2 Vocal Music; AO1 AoL: Solo Performance	S – Rhythm, poetry, fluency, accents, metre, 4/4, riff, hook. Sk – Students look at examples of rap and how they are constructed. Explore the concept of ‘rhythm and poetry’ as well as looking at the themes of the style. Link – Building on rhythmic understanding and expanding into a different method for using the voice. Links to KS4 Composition AO2; AO2 AoL: Ensemble Performance	S – Expression, fluency, technique, dynamics, pulse, rehearsal, accuracy, fluency, technique. Sk - Students choose an instrument to specialise in and learn a piece to be assessed on. Students have a choice of guitar, ukulele or keyboard (those who play instruments outside of lessons may choose to perform a piece they are working on). Link – A task that summarises the skills students have accumulated across KS3. Prepares students who are taking KS4 music for the AO1 performances. Links to KS4 Performance AO1 AoL: Solo performance