KS3 Curriculum – Music

The Ramsey Academy

	Autumn Term															Spring Term															Summer Term															
	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30	31	32	33	34	35	36	37	38	39
Year 7	**Topic:** Arriba							**Topic:** Samba								**Topic:** Keyboard Skills					**Topic:** Ukulele Skills					**Topic:** Animal Music							**Topic:** Animal Music 2												
	Declarative Knowledge: Elements of Music: Pentatonic, Rhythm, Dynamics, Tempo, Structure.							**Declarative Knowledge:** Brazilian samba: percussion roles, polyrhythm, grooves breaks, leader cues and cultural origins.								**Declarative Knowledge:** Keyboard layout, note names, pitch, treble-clef notation, melody, chords and basic fingering.					**Declarative Knowledge:** String names, tuning awareness, chord diagrams, common chords, strumming patterns and song structure.					**Declarative Knowledge:** Programme music: how tempo, dynamics, pitch, timbre, texture and articulation suggest animal movement or mood.							**Declarative Knowledge:** Development of motifs, structure, repetition, contrast and refinement in descriptive music.												
	Non-Declarative Knowledge: Vocal Skills, Instrumental skills on the Keyboard and Xylophone. Perform rhythmic patterns; play an ensemble part with steady pulse.							**Non-Declarative Knowledge:** Perform interlocking percussion patterns; follow signals for starts, stops and changes in dynamics.								**Non-Declarative Knowledge:** Read and play simple melodies and chord patterns with both hands as appropriate.					**Non-Declarative Knowledge:** Change between basic chords, maintain strumming pulse and accompany a simple song.					**Non-Declarative Knowledge:** Explore instrumental sounds using YuStudio; compose a short animal motif using contrasting musical elements.							**Non-Declarative Knowledge:** Extend an animal-themed composition; layer parts and refine expressive details.												
	Assessment: Performance of a pentatonic-inspired melody composed by students; assess pulse, rhythm accuracy and ensemble coordination.							**Assessment:** Whole-class samba performance.								**Assessment:** Individual keyboard performance and short notation/keyboard knowledge check.					**Assessment:** Chord-change and song-accompaniment performance; evaluate accuracy and fluency.					**Assessment:** Composition highlighting musical devices representing an animal of their choice.							**Assessment:** Final recorded/live composition with self-evaluation against a brief.												
	Curriculum Connection: Establishes rhythm, listening and ensemble foundations for Samba and later performance.							**Curriculum Connection:** Builds on Arriba rhythm; revisited with greater complexity in Years 8 and 9.								**Curriculum Connection:** Provides pitch and notation foundations for ukulele, composition and later arrangement.					**Curriculum Connection:** Transfers keyboard harmony and rhythm into instrumental ensemble performance.					**Curriculum Connection:** Applies performance and listening skills to creative composition and musical storytelling.							**Curriculum Connection:** Consolidates Year 7 composing; prepares for Year 8 programme music and expressive arrangement.												

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	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30	31	32	33	34	35	36	37	38	39
Year 8	**Topic:** Programme Music							**Topic:** The Blues							**Topic:** Samba					**Topic:** Cover Songs					**Topic:** Live Sounds							**Topic:** Live Sounds 2					
	Declarative Knowledge: How composers represent a story, image or setting; leitmotif, motif, orchestral timbre, dynamics and structure.							**Declarative Knowledge:** Origins and cultural context of blues; 12-bar blues, blues scale, blue notes, call and response and improvisation.							**Declarative Knowledge:** Samba instrumentation and cultural context; layered rhythmic textures, syncopation, breaks and ensemble roles.					**Declarative Knowledge:** Song form, melody, harmony, accompaniment, arrangement, texture and stylistic interpretation.					**Declarative Knowledge:** Developing an awareness of structure and how to develop musical ideas in a coherent composition.							**Declarative Knowledge:** Development of motifs, structure, repetition, contrast and refinement in descriptive music.					
	Non-Declarative Knowledge: Listen analytically; compose and perform a short descriptive theme using musical devices.							**Non-Declarative Knowledge:** Play a 12-bar chord sequence and blues riff; improvise short phrases over a backing.							**Non-Declarative Knowledge:** Lead and perform more complex interlocking rhythms; control transitions and ensemble balance.					**Non-Declarative Knowledge:** Rehearse and arrange a known song; choose parts, adapt instrumentation and perform together.					**Non-Declarative Knowledge:** Choose and arrange recorded samples into a rhythm-based composition							**Non-Declarative Knowledge:** Extend live sound composition; layer parts and refine expressive details adding melodic samples					
	Assessment: Short programme-music composition and explanation of how sound communicates an idea.							**Assessment:** Keyboard performance with improvisation and listening/knowledge check.							**Assessment:** Ensemble performance assessed for independence, accuracy, leadership and teamwork.					**Assessment:** Group cover performance with justification of arrangement choices.					**Assessment:** YuStudio recording demonstrating composition and arrangement skills.							**Assessment:** Final recorded/live composition with self-evaluation against a brief.					
	Curriculum Connection: Develops Year 7 Animal Music into more deliberate composition and musical analysis.							**Curriculum Connection:** Extends Year 7 chords and pulse; introduces stylistic harmony used in later cover songs.							**Curriculum Connection:** Revisits Year 7 Samba with greater rhythmic complexity and leadership.					**Curriculum Connection:** Applies blues harmony, keyboard/ukulele skills and ensemble rehearsal strategies.					**Curriculum Connection:** Builds on cover-song arrangement and develops performance confidence.							**Curriculum Connection:** Prepares for Year 9 composition and GCSE set-brief composition expectations.					

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	Autumn Term (1–15)		Spring Term (16–25)		Summer Term (26–39)	
Year 9	**Topic:** Folk Music	**Topic:** Film Music	**Topic:** Cover Songs 2	**Topic:** Samba	**Topic:** Pachelbel Remix	**Topic:** Pachelbel Remix 2
	Declarative Knowledge: Folk traditions and social context; oral transmission, melody, drone, ostinato, modes and variation.	**Declarative Knowledge:** Film scoring functions; leitmotif, underscore, mood, tension and instrumentation.	**Declarative Knowledge:** Revision of the elements of music and how they can create an interesting arrangement.	**Declarative Knowledge:** Complex rhythmic layering, syncopation, leadership, improvisation and Brazilian cultural context.	**Declarative Knowledge:** Pachelbel's Canon: ground bass, chord progression, canon, ostinato, sequencing and remix techniques.	**Declarative Knowledge:** Compositional development: texture, transitions, variation, balance, production and evaluation.
	Non-Declarative Knowledge: Perform a folk melody; arrange accompaniment and vary a phrase to suit a style.	**Non-Declarative Knowledge:** Compose a cue to a visual brief; use motif, harmony, texture and dynamics to shape emotion.	**Non-Declarative Knowledge:** Arrangement of a song using the elements of music to create a creative performance.	**Non-Declarative Knowledge:** Direct a percussion ensemble; devise breaks and solos and maintain intricate rhythmic parts.	**Non-Declarative Knowledge:** Analyse the repeating progression; draft a remix using loops, layers and melodic ideas.	**Non-Declarative Knowledge:** Complete, refine and present a remix using instrumental or digital techniques.
	Assessment: Solo/group folk arrangement with commentary on stylistic decisions.	**Assessment:** Film cue composition with a written explanation of musical choices.	**Assessment:** Ensemble arrangement and performance with evaluation of stylistic impact.	**Assessment:** Independent samba ensemble performance and leadership reflection.	**Assessment:** Remix draft with listening analysis and peer feedback on musical structure.	**Assessment:** Finished remix/composition with evaluation against a creative brief.
	Curriculum Connection: Broadens cultural understanding and arrangement skills for GCSE music study.	**Curriculum Connection:** Extends programme music and prepares for composing to a brief at GCSE.	**Curriculum Connection:** Builds on Year 8 covers and develops GCSE ensemble performance and arranging.	**Curriculum Connection:** Consolidates Years 7–8 rhythmic fluency and GCSE ensemble skills.	**Curriculum Connection:** Connects harmony, arranging and composition with historical repertoire.	**Curriculum Connection:** Synthesises KS3 composing, arranging and musical understanding for GCSE Music.