



love the journey

**Curriculum Implementation 2025-26**

**Secondary**

<b>LCA Strand</b>	<b>Expressive Arts</b>
<b>Subject</b>	<b>Music</b>
<b>Key Stage</b>	<b>Key Stage 3 (Chapter 7-9)</b>

What are the key concepts taught?	<p>All of the lessons at KS3 relate to the concepts and skills of Performing, Composing and Listening. Sub - topics include:</p> <ul style="list-style-type: none"> <li>• Singing techniques</li> <li>• Ukulele skills</li> <li>• Keyboard skills</li> <li>• Improvisation</li> <li>• Notation (graphic and stave based)</li> <li>• Reading &amp; writing in Treble &amp; Bass clefs</li> <li>• Musical elements</li> <li>• Composition (to a brief &amp; free composition)</li> <li>• Ensemble skills and collaboration as a group.</li> <li>• Musical Analysis</li> </ul>
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What is the sequencing of units?	<p><b>Chapter 7</b></p> <ul style="list-style-type: none"> <li>• <b>Unit 1 – The Science of Sound</b> (Graphic score, musical elements, composition, Listening log 1)</li> <li>• <b>Unit 2 – Musicals &amp; The Voice</b> (listening &amp; appraising, group performance, listening log 2)</li> <li>• <b>Unit 3 – Tapping into TAB</b> (Composing &amp; solo ukulele performance)</li> <li>• <b>Unit 4a – Music Theory</b> (Note values including dotted notes, rhythm &amp; pitch, treble clef, time signatures, composing a melody, listening log 3)</li> <li>• <b>Unit 4b – Blues &amp; Improvisation</b> (History &amp; origins, 12-bar Blues, walking bass lines, the Blues scale &amp; improvisation, performance, listening log 4)</li> <li>• <b>Unit 5 – Music &amp; Gaming</b> (Composing original leitmotifs for a character, arranging music to games created in ICT lessons)</li> </ul>
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- **Unit 6 – School of Rock** (ensemble performance, listening log 5)

### Chapter 8

- **Unit 1 – Theme & Variations** (listening, vocabulary, recap on note values, rhythm & pitches of the treble clef, pitches of the Bass Clef, performing theme & variation, composing an original theme with three subsequent variations, listening log 1)
- **Unit 2 – Deck the halls** (Listening & appraising, keyboard skills)
- **Unit 3 – Songwriting** (song structures, composing chord progressions, chord inversions, rehearsal & ensemble performance, listening log 2)
- **Unit 4 – M15** (appraising ‘the short questions’ composing & arranging to a set brief, listening log 3)
- **Unit 5 – Samba-Ramba** (Context & style, percussion instruments, Batucada composition & performance, listening log 4)

### Chapter 9

- **Unit 1 – All About The Bass** (Treble & Bass clef pitches revision, performing popular bass riffs (inc. rhythm revision), composing walking basslines, Alberti bass, composing bass lines to existing/original stimulus, listening log 1)
- **Unit 2 – Pop Music & Covers** (listening & analysis, exploring melody & performing riffs, performing from a lead sheet, vocabulary, ensemble performance, listening log 2)
- **Unit 3 – The Crown, The Witch & The Lightsabre** (Analysis of a GCSE set work, precise audio editing, podcasting)
- **Unit 4 – Reggae** (Listening log 3, history & development, practical singing & instrumental skills, ensemble performance)
- **Unit 5 – Music & the Moving Image** (Analysis of music in films, leitmotif, composing to the moving image, listening log 4)

How do we encourage pupils to see the links between different units and concepts?

Skills in performing, composing and listening are taught throughout KS3 with opportunities for each skill to develop throughout Ch 7-9. Each unit of work provides opportunity for pupils to continuously develop and explore new skills in all three areas and often interdimensional.

E.g. Learning to read various forms of notation in Ch 7 is subsequently used as both a performance and compositional tool throughout Ch 7-9. Pitches of the treble then bass clef are taught, revised through ‘Do it now’ activities and used in composition and performance.

Musical elements are introduced in Ch 7 and reinforced throughout each unit of work in KS3 through performing, composing and listening activities.

	<p>Keyboard skills are re-visited throughout KS3 with the aim that pupils make steady progress from their individual entry level.</p>
<p>What are the planned opportunities for adaptive teaching, including for SEND, the more and able and disadvantaged pupils?</p>	<p>Differentiated skills-based tasks allow pupils to select a level which will challenge them suitable to their current ability (e.g. Bronze, silver, gold, platinum level keyboard performance tasks; tonic chords/inverted chords/extended chords, improvisation stimuli, opportunities to develop on a range of instruments).</p> <p>Scaffolding of taught concepts/practical skills.</p> <p>Equipment is made available for pupils to practice skills at break times should they wish to develop their skills away from lesson time.</p> <p>PP fund is made available to provide instrumental lessons for pupils who would wish to take them.</p> <p>Some more able pupils explore GCSE compositional and performance devices in their work.</p>
<p>What are the planned opportunities for retrieval and reflection by pupils?</p>	<p>'Do it now' activities at the start of each lesson provide opportunity for pupils to retrieve knowledge previously taught. Subject/unit specific terminology is listed in knowledge logs at the start of each unit and are re-visited as pupils progress through each unit. Pupils complete a written reflection on their achievements at the end of each unit.</p>
<p>What are the opportunities for feed forward by the teacher post assessment outcomes?</p>	<p>Specific mark schemes are used at the end of each unit of work including criteria pupils are able to achieve. Criteria highlighted in pink are the targets for the pupil to work on and improve when that particular skill is practices in subsequent units.</p>
<p>What are the planned opportunities for developing Reading?</p>	<p>Reading of lyrics, musical symbols, staff notation is gradually developed throughout the key stage, from graphic score, basic notation through to extended chords and TAB.</p>
<p>What are the planned opportunities for developing literacy, numeracy, oracy and SMSC?</p>	<p><b>Literacy:</b> Correct spelling of subject-specific terminology and vocab is taught at relevant points throughout KS3.</p> <p><b>Numeracy:</b> Note values, metre and time play an important part in pupils' understanding of musical numeracy and is practiced through composition and performance.</p> <p><b>Oracy:</b> Pupils are encouraged to discuss the music they listen to, using a greater amount of appraising language as they pass through KS3. The listening logs use music suggested by the MMC</p>

and progress through the periods of music to allow pupils to listen to music from every stage of development.

**SMSC:** Links made to culture in music through the following units:

Ch 7: Musical Theatre & The Blues

Ch 8: Songwriting, Samba & Brazil

Ch 9: World Music – Reggae