

SJBC Curriculum Termly Plan: KS3 Music

Term	Topic(s) and links to other subjects	Core Knowledge	Core Vocabulary	Assessment	Resources
Y7 Term 1	Melody and Chords	<ul style="list-style-type: none"> - Singing in unison with accurate pitch and rhythm - Playing simple chords (C, G, Am, F) on keyboard/guitar/ukulele - Performing simple melodic patterns by ear and from notation - Basic ensemble skills (starting/stopping together, listening across parts) 	Melody, Chord, Unison, Harmony, Ukulele, Pulse, Rhythm, Pitch, Tempo	Practical assessment of performing	Core: Knowledge Organiser Enrichment and extension: Harmony documentary
Y7 Term 2	Reggae	<ul style="list-style-type: none"> • Understanding origins and cultural context of reggae - Performing reggae rhythms and syncopation - Playing offbeat chords on ukulele (I-IV-V progressions) in the context of reggae songs (e.g. Get Up, Stand Up and Lively Up Yourself) - Layering basslines, chords, and melodies - Developing ensemble awareness 	Reggae Syncopation, Offbeat,, Chord sequence, Bassline, Ukulele, Fret, Strum , Structure, Timbre, Texture,	Practical assessment of performing	Core: Knowledge Organiser Enrichment and extension: Bitesize Reggae documentary
Y7 Term 3	Programme Music	<ul style="list-style-type: none"> • - Exploring how music tells a story or paints a picture - Identifying musical elements that represent mood, setting, character - Composing short pieces based on a narrative or image - Experimenting with timbre, dynamics, and pitch 	Programme music, Timbre, Dynamics, Pitch, Motif, Tempo, Graphic score, Texture, Orchestra; Strings, woodwind, brass, percussion	Listening test Composing assessment	Core: Knowledge Organiser Enrichment and extension: Prokofiev: Peter and the Wolf

		<ul style="list-style-type: none"> - Introduction to graphic scores and simple notation • The families of the orchestra and their members: Strings (violin, viola, cello, double bass) Woodwind (flute, oboe, clarinet, bassoon), Brass (trumpet, horn, trombone, tuba) Percussion (eg. timpani, bass drum, snare drum, cymbal, triangle) • 			
Y8 Term 1	Blues	<ul style="list-style-type: none"> • - Understanding the history and origin of blues as an African-American tradition in early 20th century USA - Using the blues scale for improvisation and understanding 'blue' notes - Developing call and response techniques - Learning the typical 12-bar blues structure - Playing the blues chord progression and building a bass line e.g. a walking bass 	Blues, 12-bar blues, Chord sequence, Walking bass, Improvisation, Blues scale, Call and response, Swing rhythm, Riff, Structure	Listening tests Performing tasks	Core: Knowledge Organiser Enrichment and extension: Blues Story documentary
Y8 Term 2	Ground Bass	<ul style="list-style-type: none"> • - Understanding ground bass as a repeated pattern - Listening to and analysing examples (e.g. Pachelbel's Canon, Purcell) - Composing over a ground bass (simple variations) - Understanding melody shapes (steps, leaps) - Layering melodic ideas and accompaniments • 	Ground bass, Ostinato, Sequence, Canon, Harmony, Variation, Accompaniment, Texture, Layering, Structure	Listening tests Composing assessment using Noteflight	Core: Knowledge Organiser Enrichment and extension: Music Theory Academy
Y8 Term 3	Film Music	<ul style="list-style-type: none"> • - Analysing how music enhances visual media - Exploring leitmotif, mood, and scene-setting - Composing for specific visual prompts 	Film score, Leitmotif, Mood, Underscore, Theme, Crescendo/Descrescendo	Listening tests Composing task using BandLab	Core: Knowledge Organiser Enrichment and extension:

		<ul style="list-style-type: none"> - Using digital audio workstations (DAWs) or classroom instruments - Syncing music to action or narrative 	, Soundtrack, Dynamics, Tempo, Dissonance		Sound of Cinema Part 1 , Part 2 , Part 3
Y9 Term 1	Pop Songwriting	<ul style="list-style-type: none"> - Analysing chord sequences through listenign and playing. • common pop song structures (verse, chorus, bridge, etc.) - • - Developing chord sequences (I-V-vi-IV etc.) - Exploring hooks and riffs - Composing collaboratively or individually 	Structure, Verse, Chorus, Hook, Riff, Chord progression, Lyric, Arrangement, Tempo, Harmony	Listening tests Performing assessment (chord sequences)	Core: Knowledge Organiser Enrichment and extension: Write a song in 5 steps
Y9 Term 2	Christmas No.1	<ul style="list-style-type: none"> • - Building on pop songwriting skills with seasonal/genre focus • Developing understanding of chord sequences • Developing basslines e.g. adding passing notes - Composing melody using a lyrical stimulus • Managing a texture with melody, chords, bassline and drums • Developing performance and/or recording for class sharing • Refining composition based on feedback 	Genre, Chorus, Hook, Melody, Chord sequence, Arrangement, Dynamics, Style, Form, Performance	Listening test Assessment of composing (using BandLab)	Core: Knowledge Organiser Enrichment and extension: Write a song in 5 steps
Y9 Term 3	Jazz	<ul style="list-style-type: none"> - Exploring jazz origins, styles and key figures - Learning jazz chords (7ths) and the blues scale - Improvisation within a given structure - Understanding swing rhythm and syncopation - Performing in small groups with roles (bass, chords, solo, etc.) 	Jazz, Improvisation, Swing, Syncopation, 7th chord, Blues scale, Ensemble, Solo, Structure, Head	Practical assessment (performing)	Core: Knowledge Organiser Enrichment and extension:

					Jazz: Rhythms of Freedom
Year 9 Term 4	Video Game Music	<ul style="list-style-type: none"> - Analysing how music supports gameplay and immersion - Exploring looping techniques and non-linear music - Creating leitmotifs and sound effects - Composing background tracks using DAWs - Adapting music to different game scenarios (battle, menu, level-up) 	Loop, Motif, Dynamic music, Sound design, Texture, Tempo, DAW, SFX (sound effects), Non-linear, Layering	Practical assessment (arrangement using BandLab)	<p>Core: Knowledge Organiser</p> <p>Enrichment and extension: The Rise of Video Game Music</p>
Terms 5 & 6:	EDM Composition Project	<ul style="list-style-type: none"> - Introduction to Electronic Dance Music subgenres - Using DAWs to program beats, synths, and effects - creating a simple 'house' drum track using four-on-the-floor and snare on beats 2 & 4 - Composing using structure (intro, drop, breakdown) - Applying audio effects (reverb, filter, delay) - Developing music production skills (automation, mixing) 	EDM, Synthesiser, Beat, Drop, DAW, Loop, Sample, Reverb, Automation, hook, drum machine, four-on-the-floor	<p>Practical assessment (EDM composition using BandLab)</p> <p>PPE (all topics)</p>	<p>Core: Knowledge Organiser</p> <p>Enrichment and extension: The Ingredients of a Classic House Track</p>