

## Music Curriculum Maps 2020-2021

### Key Stage 3 (Taught on a 1 term carousel for KS3)

Due to the restrictions imposed by the DfE guidance in response to ensuring safety during the COVID-19 pandemic, the practical elements of music lessons are currently unable to take place safely. Therefore, we have taken the opportunity to embed a spiral curriculum for one year in which all KS3 lessons focus on the music theory that underpins all future music learning by teaching music theory explicitly rather than discreetly within a topic on a musical genre as we would under normal circumstances. In this model, all students at KS3 are taught the same topics but the depth of knowledge is differentiated heavily by taking a 'stage not age' approach to allow all students to be challenged regardless of their previous musical experience. The more challenging subject knowledge content that becomes the focus of challenge within each unit is marked below with an asterisk below (\*).

Year	Half term 1	Half term 2
7	<p><b>Introduction to Rhythmic Notation</b></p> <ul style="list-style-type: none"> <li>▪ Note and rest values within a pulse (including sight reading)</li> <li>▪ Dotted note and rest values</li> <li>▪ Simple Time signatures</li> <li>▪ Bar lines</li> <li>▪ Black History: Black Classical Music</li> <li>▪ Triplet formation*</li> <li>▪ Compound Time Signatures*</li> <li>▪ Tied Rhythms*</li> </ul>	<p><b>Introduction to Pitch Notation</b></p> <ul style="list-style-type: none"> <li>▪ Understanding of pitch (science vs music)</li> <li>▪ The musical stave</li> <li>▪ Notes of the treble clef</li> <li>▪ Notes of the bass clef</li> <li>▪ Musical Scholarship</li> <li>▪ Ledger Lines*</li> <li>▪ Accidentals*</li> <li>▪ Notes of the alto clef*</li> </ul>
8	<p><b>Introduction to Rhythmic Notation</b></p> <ul style="list-style-type: none"> <li>▪ Note and rest values within a pulse (including sight reading)</li> <li>▪ Dotted note and rest values</li> <li>▪ Simple Time signatures</li> <li>▪ Bar lines</li> <li>▪ Black History: Black Classical Music</li> <li>▪ Triplet formation*</li> <li>▪ Compound Time Signatures*</li> <li>▪ Tied Rhythms*</li> </ul>	<p><b>Introduction to Pitch Notation</b></p> <ul style="list-style-type: none"> <li>▪ Understanding of pitch (science vs music)</li> <li>▪ The musical stave</li> <li>▪ Notes of the treble clef</li> <li>▪ Notes of the bass clef</li> <li>▪ Musical Scholarship</li> <li>▪ Ledger Lines*</li> <li>▪ Accidentals*</li> <li>▪ Notes of the alto clef*</li> </ul>

Year	Half term 1	Half term 2
9	<p style="text-align: center;"><b>Introduction to Rhythmic Notation</b></p> <ul style="list-style-type: none"> <li>▪ Note and rest values within a pulse (including sight reading)</li> <li>▪ Dotted note and rest values</li> <li>▪ Simple Time signatures</li> <li>▪ Bar lines</li> <li>▪ Black History: Black Classical Music</li> <li>▪ Triplet formation*</li> <li>▪ Compound Time Signatures*</li> <li>▪ Tied Rhythms*</li> </ul>	<p style="text-align: center;"><b>Introduction to Pitch Notation</b></p> <ul style="list-style-type: none"> <li>▪ Understanding of pitch (science vs music)</li> <li>▪ The musical stave</li> <li>▪ Notes of the treble clef</li> <li>▪ Notes of the bass clef</li> <li>▪ Musical Scholarship</li> <li>▪ Ledger Lines*</li> <li>▪ Accidentals*</li> <li>▪ Notes of the alto clef*</li> </ul>