



# KS3 MUSIC CURRICULUM MAP

A progressive, connected curriculum: practical experience → musical choice → wider listening/appraisal → increasing independence

| Sequence                                                                                                        | YEAR 7 — ESTABLISH                                                                                                                                       | YEAR 8 — DEVELOP & COMBINE                                                                                                                       | YEAR 9 — SELECT & APPLY                                                                                                                                |
|-----------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------|
| ASSESSMENT TOPIC 1                                                                                              | Keyboard/Piano: establish keyboard geography, fingering, pulse and control. Wider listening connects the practical feature to music beyond the task.     | Keyboard/Piano: develop chords, coordination, accompaniment and expression; use wider listening to recognise these features in other repertoire. | Keyboard/Piano: apply four-chord harmony, triads, roots, syncopation and increasing independence; wider listening develops appraisal and transfer.     |
| MINI TOPIC 1                                                                                                    | Short instrumental/ensemble experience that reuses core skills and feeds into Band work.                                                                 | Extend instrumental roles and independence; apply learning directly in Band work.                                                                | Consolidate instrumental choice and ensemble independence; transfer directly into Band work.                                                           |
| ASSESSMENT TOPIC 2                                                                                              | Drums/Rhythm: two-move groove, fills, pulse, coordination and stick technique. Wider listening connects performed rhythm to heard examples.              | Drums/Rhythm: four/eight-move grooves, improvised fills, practice strategy and tempo; wider listening strengthens rhythmic discrimination.       | Drums/Rhythm: combine grooves and make independent musical choices; wider listening supports analysis of rhythm, metre, texture and style.             |
| MINI TOPIC 2                                                                                                    | Experience another instrumental role; connect pulse and ensemble awareness to Band work.                                                                 | Develop technical control in another role and apply it within Band work.                                                                         | Use growing instrumental experience to make informed choices for Band work.                                                                            |
| ASSESSMENT TOPIC 3                                                                                              | Guitar/Bass/related practical work: establish technique, pitch/riff/chord control and instrumental role. Wider listening gives context and vocabulary.   | Develop technical control and more independent musical parts; compare practical features through wider listening.                                | Greater independence and instrumental choice; use wider listening to understand style, sonority, texture and ensemble function.                        |
| MINI TOPIC 3                                                                                                    | Revisit/introduce instrumental roles; all Mini Topics build the experience needed for Band work.                                                         | Combine prior instrumental knowledge; Mini Topic learning feeds directly into Band work.                                                         | Refine chosen/appropriate instrumental role and apply it independently in Band work.                                                                   |
| ASSESSMENT TOPIC 4                                                                                              | Composition/Technology: DAW/iPad foundations, sequencing rhythm, chords and melodic improvisation. Wider listening links created features to real music. | Composition: combine sonority, melody, programmed rhythm and texture; wider listening supports purposeful musical choices.                       | Composition: small-scale GCSE-style melody + accompaniment project, drawing on instrumental learning; wider listening informs composing and appraisal. |
| MINI TOPIC 4                                                                                                    | Band-linked Mini Topic: retrieve instrumental skills, listen, rehearse and combine roles.                                                                | Band-linked Mini Topic: increase ensemble control, independence and musical communication.                                                       | Band-linked Mini Topic: consolidate choice, independence and readiness for KS4 specialisation.                                                         |
| CURRICULUM CYCLE<br>4 × (6-week Assessment Topic → 2-week Mini Topic). Mini Topics are all linked to Band work. |                                                                                                                                                          | CONNECTED MUSICAL LEARNING<br>PERFORM ↔ COMPOSE ↔ UNDERSTAND / LISTEN & APPRAISE.                                                                | WIDER LISTENING<br>Runs through the curriculum: practical lived experience is recognised, compared and appraised in wider repertoire.                  |