BCCS Key Stage 3 Curriculum Map 2022

YEAR 7	UNIT 1	UNIT 2	UNIT 3
KNOWLEDGE	Treble clef and notes of, identifying ascending and descending scales, melodic patterns and sequences, tonic note, features of an effective and coherent melody	Pulse and rhythm, time signature and bar lines, crotchets, quavers, minims and semibreves, ostinato, simple musical structures, how to import and manipulate audio	Ground bass, bass clef and dictation, ensemble, melodic development, primary chords, 3 part textures
INTENDED OUTCOMES (PRE-SCAFFOLDING)	Students can sing in unison and in 2-part harmony as a class. They can dictate a one bar melody in 4/4 time using a major scale. They can recognise the notes of the C major scale in treble clef They can compose a simple melody using melodic devices. They respond to music by identifying simple features and describing how they establish mood. Students have the opportunity to perform in a whole-school performance.	Students can record, import, edit, manipulate and export audio. They can compose musical patterns and create a piece of music with two contrasting sections. Students can develop and extend new musical ideas and sonorities beyond the original source. Students can appraise, evaluate and refine their musical work. They can dictate a two bar melody in 4/4 time using a major scale.	Students can perform a repeating bass line with fluency. They can dictate a two bar melody in 4/4 time using a major scale. They can play the primary chords along with the bassline. Students perform an arrangement as an ensemble of 3 or more parts. They respond to music in written work by describing core musical features and explaining how they establish mood.
TOPIC	*COMPOSING MUSICAL LINES*	*EXPLORING MUSICAL SOUND*	*CREATING MUSICAL ENSEMBLE*
PRODUCT	*Composition of a melodic line assessed on coherence and musical shape*	*A music technology composition that is assessed on the editing and manipulation of sonority, and a coherent structure*	*Ensemble performance of a piece of music that is assessed on the accuracy, fluency and development of ideas*
ASSESSMENT STRANDS	C1, C3, D1, D2, W3, CL3, S1, S2	C3, D1, D2, W2, CL1, T2	P1, P2, P3, D1, D2, W1. W3, CL1, CL2, CL3, S1

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YEAR 8	UNIT 4	UNIT 5	UNIT 6
KNOWLEDGE	Primary and secondary triads, Chords I, IV and V, chord progressions, syncopated and swung rhythms, improvisation, minor scale, leading note	Input and editing MIDI: augmentation, diminishing, addition, subtraction, retrograde, Texture: monophonic, unison, polyphonic, homophonic	Primary chords and secondary chords, major and minor, bass riff, offbeat rhythm, ensemble, syncopation, vocal writing, syllabic, melismatic
INTENDED OUTCOMES (PRE-SCAFFOLDING)	Students can improvise over a chord progression. They compose as a group to include melody, bassline, extended chords and improvisation. Students develop their use of singing to perform in smaller groups and exposed lines. They can recognise, identify and describe the musical concepts in at least 2 musical concepts. They can identify a minor scale, leading note and blue notes Students have the opportunity to perform in a whole - school performance. They can dictate a two bar melody in 4/4 time using a major scale.	Students can input MIDI into music software and use the functions to edit, reverse and manipulate MIDI tracks Students compose a simple idea and input it into Cubase, then creating manipulations of the track to use them within composition. They can identify different musical textures and use these within their compositions. They respond to music by identifying stylistic and technical features and describing how they establish mood. They can dictate a two bar melody in 4/4 time using a major scale.	Students can perform off-beat staccato chords, repeating bass, melodic riffs. They can compose as a group to include these features,inspired by a current social/political theme. Students develop their use of singing to perform in smaller groups and exposed lines. They respond to songs by identifying stylistic and technical features and describing how they support the narrative of the text. They respond to music in written work by describing core musical features and explaining how they establish mood.
TOPIC	**REINVENTION: JAZZ/BLUES**	**NEW DIRECTIONS: BREAKING THE BOUNDARIES**	**MUSIC AS SOCIAL JUSTICE**
PRODUCT	*Group composition evidencing stylistic features of Blues/Jazz music*	*A music technology composition that is assessed on the use and development of musical ideas and textures*	*A group protest song composition evidencing stylistic features of Reggae music*
ASSESSMENT STRANDS	C1, C2, C3, D1, D2, W1, W2, W3, CL1, CL2, CL3, P3, S1, S2	C2, C3, W1, W2, CL2, CL3, T1, T2, T3	C2, C3, D3, W1, W2, W3, CL1, CL2, P3, S1, S2, S3,

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YEAR 9	UNIT 7	UNIT 8	UNIT 9
KNOWLEDGE	MIDI, drum track input, drum fills, backbeat, bass loop, minor key chord progressions, melodic hooks, automation, build up, breakdown, tension and release, EQ, filters, time stretch	Major and minor chords, extended chords, chord progressions, verse, chorus, bridge/pre-chorus, text setting, melisma, syllabic, hook, riff, lick	Extended chords, diminished chords, leitmotif, ostinato, through composed and hit points, pedal note, sync points, mickey-mousing and importing video and audio into Cubase
INTENDED OUTCOMES (PRE-SCAFFOLDING)	Students can use the drum editor to compose a stylistic drum track with a 4-to-the-floor pattern and fills. Students can compose and input coherent ideas into Soundtrap Students can use effects, filters and automation. Students can create different textures that create tension and release Students can listen to different EDM styles and identify and describe stylistic and technical features. Students can dictate a 2 bar melody and rhythm in a simple time signature, in a minor key.	Students can work in groups to arrange a song of their choice in an assessment using the GCSE music performing criteria. They can perform with independence and accuracy in front of an audience Students compose a song with their own text and musical ideas. They use their voices to show more stylised ideas and develop an understanding of supporting harmonies.. Students can identify chords I and V in a chord progression and dictate them within a given framework	Students can compose a film score using a range of elements to create a desired effect and enhance the action on screen. They can develop several compositional devices in a sectional piece of music. They respond to music in written work by describing a range of musical features and explaining how they establish mood. They are able to appraise the techniques used in two different pieces of music and describe the musical effect.
TOPIC	**TENSION AND RELEASE**	**MY MUSICAL SELF**	**MUSIC AND MEDIA**
PRODUCT	*A music technology composition that is assessed on the use and development of musical ideas and the use of music technology*	*A performance/composition (time dependent in Lent term of a song in the style of the students' choice*	*A music technology composition that is assessed on the use and development of musical ideas presented against a film clip*
ASSESSMENT STRANDS	*C2, C3, D1, D2, W1, W2, CL1, CL2, T1, T2, T3*	*C2, C3, D3, W1, W2, W3, CL2, P1, P2, P3, S1, S2, S3*	*C2, C3, D1, D2, D3, W1, W2, CL1, CL2, T1, T2, T3*

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