

KS3 Music Curriculum Map 2026-27

Year 7				
Term 1 – Introduction to Music	Term 2 – Keyboard Skills Part 1	Term 3 and 4 – Ukulele Skills	Term 5 – The Orchestra	Term 6 – The Carnival of the Animals
Knowledge	Knowledge	Knowledge	Knowledge	Knowledge
Rhythm To understand that pulse is a basis upon which music is built and performed. To develop a feeling for and an awareness of a regular pulse in music To distinguish between pulse/beat and rhythm. To develop an understanding of note values in terms of duration, bars and simple time signatures.	Melody To understand how a keyboard works and the different functions To recognise the keys on the keyboard and be able to find C To know what melody is and that the right hand is used for this To know what the black notes are on the keyboard To understand simple staff notation To know what harmony is and how it combines with melody	Harmony To understand what chords and chord sequences are To know the difference between major and minor chords To recognise the different parts of a ukulele and what they are used for To be able to read and use chord diagrams	Instrumentation To know what an orchestra is To recognise the instruments you would find in an orchestra and the families they belong to To recognise the seating plan of an orchestra and the reasons behind it To know what the role of the conductor is	Composition To know what a composer is and how they create music To know who Camille Saints-Saens was and when he worked To be able to talk about music, using the elements of music and key terms around tempo, dynamics and instrumentation To know how to begin composing music
Skills	Skills	Skills	Skills	Skills
To be able to keep a part going in time with others To take part in ensemble performances To compose music as part of a group	To be able to play the keyboard with the correct fingers To be able to play notes of different lengths To be able to combine hands on the keyboard To be able to play a range of pieces using white and black notes To learn to play a version of Jingle Bells, demonstrating an understanding of hand position, pitch and note lengths	To be able to strum the ukulele in a variety of patterns To be able to play a range of major and minor chords To move between chords fluently	To be able to play <i>Jingle Bells</i> on keyboard or ukulele To rehearse independently To perform as part of an ensemble, maintaining a part	To be able to actively listen to music and make links between music and purpose To be able to compose music for a purpose To refine music using the elements of music
NC Strands	NC Strands	NC Strands	NC Strands	NC Strands
Listening <i>Stomp</i> Class practical activities Finding the pulse	Listening Keyboard/piano pieces Teacher modelling To each other	Listening Ukulele pieces Teacher modelling To each other	Listening Orchestral pieces from different times	Listening The Lion The Elephant The Aquarium

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Clapping/playing in time Composing Group composition of rhythm pieces, with each student composing their own part in line with the rest of the group Performing Class performance of body percussion pieces and rhythmic games Performance of class rhythm piece Performance of group rhythm piece Understanding Notation – note lengths Rhythm	Composing N/A Performing To the class through volunteering, teacher choice and to each other Understanding Simple pitch notation Keys on the keyboard Note lengths	Composing Chord sequences Strumming patterns Performing As a class In small groups To each other With singers/drummers Understanding Chord diagrams Tab Rhythmic notation recap Frets Chord shapes	e.g. Ode to Joy and Film music examples Composing N/A Performing Learning Ode to Joy as a class ensemble. Different parts depending on instrument used to give a sense of what playing in an orchestra is like Understanding Instruments and how they work Pitch of different instruments Italian terms for dynamics and tempo	Each other's pieces Composing Based on chosen animals Melodies Harmonies for some Performing Own compositions Understanding Melody and harmony Structure Tempo Dynamics Texture Instrumentation Italian terms for dynamics and tempo
Careers	Careers	Careers	Careers	Careers
Musicians	Musicians	Musicians	Being in an orchestra Role of a conductor	Being a composer
Cross Curricular Links	Cross Curricular Links	Cross Curricular Links	Cross Curricular Links	Cross Curricular Links
Maths – sequences and patterns	Maths – sequences and patterns	Geography – instrument origins. Maths – patterns and shapes	History – chronology; time periods	English – personification, similes, poetry
SMSC	SMSC	SMSC	SMSC	SMSC
Exploring own musical interests and the interests of others (hwk task <i>What Music Means to Me</i>) Peer feedback and encouragement promoting confidence Reflection on own work Appreciation of different styles	Exploring own musical interests Peer feedback and encouragement Reflection on own work Resilience and problem solving Individual performance skills and developing self-confidence Social skills and teamwork	Exploring own musical interests and that of others Resilience and problem solving Promoting confidence through whole class performance Developing self-confidence	Music within different cultures Appreciation of different genres Social skills including teamwork Different groupings to challenge pupils social skills and develop their understanding of working with a range of different people Composer intentions and why music is created	Promote confidence in composing and performing Positive feedback and encouragement Self-reflection and Resilience Individual composing skills and self-confidence Composer intentions Interpretation of music Social skills and teamwork

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Term 1, 2 and 3 – Find Your Voice		Term 4, 5 and 6 – Music Technology	
Knowledge		Knowledge	
Pupils will learn the fundamentals of healthy singing, including posture, breathing, vocal warm-ups, diction, pitch matching and vocal care. They will explore how the voice works and develop an understanding of how good technique supports vocal performance. Throughout the unit, pupils will be encouraged to sing safely and confidently within their vocal range. By the end of the unit, pupils will be able to demonstrate healthy singing habits, perform confidently as part of a group, and reflect on their own progress as singers and ensemble musicians.		Pupils will learn how computers can be used to create music. They will be introduced to a DAW (digital audio workstation) as a tool for producing and composing music. Pupils will learn about loops and how pre-existing loops can be manipulated to create music. They will learn about layering, and the role of the rhythmic, harmonic and melodic lines. They will learn how to use a Patterns Beatmaker to make their own drum beat. Pupils will learn how to use a MIDI keyboard, exploring how to play and record their own music into the DAW and then how to manipulate it.	
Skills		Skills	
The scheme places a strong emphasis on collaborative music-making. Pupils will learn how to listen to others, blend their voices, maintain a part within a group, and perform as a cohesive ensemble. Repertoire will be selected to be engaging and accessible, allowing pupils to experience a variety of musical styles while developing musicianship skills such as rhythm, melody, dynamics and expression.		This scheme places a strong emphasis on practical music making using music technology. Pupils will learn a range of different techniques to realise music. They will reproduce existing music as well as creating their own pieces. Pupils will end year 7 being able to create their own drumbeats, bass lines and melodies within the DAW.	

Year 8

Term 1 and 2– Keyboard Skills Part 2		Term 3 and 4 - Film Music		Term 5 – Just Play Introduction	Term 6 – Just Play Part 1
Knowledge	Knowledge	Knowledge	Knowledge		Knowledge
To be able to play the keyboard using different hand positions To know how to play major and minor chords on the keyboard	To be able to play the keyboard using different hand positions To know how to play major and minor chords on the keyboard	To know why music is used in films and how this is different depending on the genre of film To know what a Foley Artist is and what they do To know how sound effects are created	To know what diegetic and non-diegetic music is To know what diminished chords are To know what chromatic notes and scales are	To know the members of a band and their roles To know key features of the different instruments and how they are played To know how to read chord diagrams	To know the members of a band and their roles To know key features of the different instruments and how they are played To know how to read chord diagrams

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				To know the different parts of a drum kit and how they are used.	To know how to play up to 4 chords on their chosen instrument
Skills	Skills	Skills	Skills		Skills
To be able to play the keyboard with both hands at the same time To be able to play a range of pieces with different time signatures, key signatures and chords	To be able to play as part of an ensemble To be able to rehearse independently To know how to break longer pieces of music down into smaller sections to practice	To be able to select sounds To be able to make sound effects in time with a video clip To be able to work as part of a group	To be able to create music that builds suspense To use tempo, pitch and dynamics to build suspense To be able to refine music using the elements	To be able to play rhythms that would be played on a drum kit incorporating the kick, snare and hi hat. To be able to hold the drum sticks correctly and coordinate hands, arms and feet. To be able to play in time with a track.	Be able to interpret chord diagrams and be able to play a range of chords on their chosen instrument Being able to play in time as part of an ensemble Singing skills
NC Strands	NC Strands	NC Strands	NC Strands		NC Strands
Listening To each other To piece of music played on the piano/keyboard Teacher modelling To a backing track Composing N/A Performing A selection of pieces as a class with opportunities for solo/paired performances to the class Understanding Music notation of rhythm and pitch Location of notes on the keyboard Chord diagrams	Listening To each other To pieces of music played on the piano/keyboard Teacher modelling Composing N/A Performing A chosen Christmas piece of music Understanding Music notation of rhythm and pitch Location of notes on the keyboard Chord diagrams	Listening Film sound effects examples Composing Sound effects in groups for <i>The Wrong Trousers</i> Performing As groups along with the video clip Understanding Sounds, timing, storyboards	Listening Film music examples e.g. Jaws, Indiana Jones, Psycho Composing Suspense music using keyboards Performing With the rest of the group along with the video clip Understanding Chromatic notes Diminished chords	Listening Songs that students will then learn to play Composing N/A Performing As an ensemble with the same pieces In sections to check progress Understanding Chord diagrams (notation) Instrumental skills	
Careers		Careers		Careers	
Musician Composer		Foley Artist Film Music composer Film Director		Roadie Live sound technician Performer	
Cross Curricular Links		Cross Curricular Links		Cross Curricular Links	

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Drama – rehearsing and performing	English – story telling; genre Science – how sounds are made Film – music and media	History – different periods of music and the social/cultural trends of the time Maths – patterns and sequences English – film and media of the time. Song lyrics, rhyming patterns
SMSC	SMSC	SMSC
Own musical interests and those of others Feedback and encouragement to promote confidence Self-reflection Develop self-confidence Resilience Problem solving Social skills and teamwork	Why music is created Composer intentions Appreciation of different genres Understanding context Social skills Teamwork Grouping changes to challenge pupils	Resilience Problem solving Independence Self-confidence Appreciation of different genres

Year 9

Term 1 and 2 – Just Play Part 2	Term 3 - Reggae	Term 4 and 5 - Song Writing	Term 6 – Just Play Part 3
Knowledge	Knowledge	Knowledge	Knowledge
To know the members of a band and their roles To know key features of the different instruments and how they are played To know how to read chord diagrams To know how to play up to 5 chords on their chosen instrument	To know where and when reggae originated To recognise the key features of reggae music To know what the skank rhythm is To know which instruments are used in reggae music To know who Bob Marley was	To know what the purpose of songs are To recognise songs of different styles To know what song structure is and to recognise the different sections of a song and their function To know how song lyrics are written including structure, rhyming patterns, syllables and rhythm To know how to construct a chord sequence and fit the chords to the song lyrics	To know the members of a band and their roles To know key features of the different instruments and how they are played To know how to read chord diagrams To know how to play 5+ chords on their chosen instrument

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		To know how to compose drum beats	
Skills	Skills	Skills	Skills
Be able to interpret chord diagrams and be able to play a range of chords on their chosen instrument Being able to play in time as part of an ensemble Singing skills	Be able to discuss the contextual factors of Reggae music and make links between these and the music Be able to play chords in the skank rhythm Be able to play riffs and read standard and tab notation	Be able to create song lyrics that follow conventions of song writing Be able to create chord sequences that fit with the lyrics Be able to create music in the style of a specific genre of song e.g. rap	Be able to interpret chord diagrams and be able to play a range of chords on their chosen instrument Being able to play in time as part of an ensemble Singing skills
NC Strands	NC Strands	NC Strands	NC Strands
Listening Songs that students will then learn to play Composing N/A Performing As an ensemble with the same pieces In sections to check progress Understanding Chord diagrams (notation) Instrumental skills	Listening Calypso and Reggae songs including <i>One Love</i> Composing Chord sequences in a reggae style Performing Class performance of <i>Three Little Birds</i> including drum beat, chords, riff, and vocals Understanding Rhythmic notation Chord sequences Strumming patterns Context; place and time	Listening Songs from different genres and artists including <i>Beat It</i> Composing Original song; lyrics and music Performing Original song with all students playing an instrument/singing Understanding Song structure Chord sequences Drum beats Context	Listening Songs that students will then learn to play Composing N/A Performing As an ensemble with the same pieces In sections to check progress Understanding Chord diagrams (notation) Instrumental skills
Careers	Careers	Careers	Careers
Musician	Musician Performer	Song writer Copyright Producer Recording industry roles Performer	Musician
Cross Curricular Links	Cross Curricular Links	Cross Curricular Links	Cross Curricular Links
History – different periods of music and the social/cultural trends of the time Maths – patterns and sequences English – film and media of the time. Song lyrics, rhyming patterns	History – Wind Rush generation; Immigration post WWII; 1960's London Geography – Caribbean; Immigration English – writing for purpose; political/protest songs	English – structure; rhyming words and patterns; syllables; creative writing	History – different periods of music and the social/cultural trends of the time Maths – patterns and sequences English – film and media of the time. Song lyrics, rhyming patterns

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	Ethics – culture and religion		
SMSC	SMSC	SMSC	SMSC
Resilience Problem solving Independence Self-confidence Appreciation of different genres	Context Why music is created Political/Protest songs Culture and music Appreciation of different genres Composer intentions Resilience Independence Different genres	Own musical interests Musical interests of others Positive feedback and encouragement Promote confidence Develop self-confidence Why music is created Appreciation of different genres Social skills and Teamwork Different groupings to challenge and develop social skills Problem solving Resilience	Resilience Problem solving Independence Self-confidence Appreciation of different genres