

KS3 Music Curriculum Map 2025/2026



M., Year	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
7	Rhythm and Metre	Melody and Pitch	Chords	Composing with Loops	African Music	Riffs and Chords
Learning Links	https://www.thenational.academy/teachers/programmes/music-secondary-ks3-l/units/stomp-and-sing-a4d4/lessons?sid-e15afd=L9WgA_TOTE&sm=1&src=3		https://www.thenational.academy/teachers/programmes/music-secondary-ks3-l/units/band-musicianship-1-the-four-chord-trick-3b3f/lessons?sid-aff4b6=WdIXs_3GSo&sm=1&src=3		https://www.thenational.academy/teachers/programmes/music-secondary-ks3-l/units/the-power-of-the-pentatonic-608b/lessons?sid-998760=YIA9G6tclN&sm=1&src=3	
Assessment Method	Baseline test	Practical assessment	Core knowledge test	Practical assessment		Practical assessment
Opportunities	<p>CEIAG – The Elements of music i.e. learning notation / language. Performance and development of skills. SMSC – Cultural influences, Cultural capital, character education, spiritual development. Reflecting on self-development. ENRICHMENT – Performance skills. Instrument skills. BRITISH VALUES – Individual liberty, democracy.</p>					
8	Blues	Ground Bass	4 Chord Songs	Composing with Loops	Regae Music	Ambient Music
Learning Links	https://www.thenational.academy/teachers/programmes/music-secondary-ks3-l/units/band-musicianship-2-the-blues-6049/lessons?sid-9b7be2=ncHmEZ65Hy&sm=1&src=3		https://www.thenational.academy/teachers/programmes/music-secondary-ks3-l/units/the-beauty-of-the-baroque-10cd/lessons?sid-56a955=Y7wRGwif3e&sm=1&src=3		https://www.thenational.academy/teachers/programmes/music-secondary-ks3-l/units/west-african-music-373e/lessons?sid-369582=DQ12JMbndi&sm=1&src=3	
Assessment Method	Core knowledge test	Practical assessment	Core knowledge test	Practical assessment	Core knowledge test	Practical assessment
Opportunities	<p>CEIAG – Development of musical skills. Employability – speaking and listening, expression and reaction. SMSC – Cultural influences on world music, the impact of expression, traditional music. Cultural capital, character education, spiritual development. ENRICHMENT – Performance skills. Instrument skills. BRITISH VALUES – Democracy.</p>					
9	Musicals		Pop Music	Ambient Music - Composing	Film Music	
Learning Links	https://www.thenational.academy/teachers/programmes/music-secondary-ks3-l/units/fusions-b6e5/lessons?sid-a6e714=7nef6-9tUf&sm=1&src=3		https://www.thenational.academy/teachers/programmes/music-secondary-ks3-l/units/band-musicianship-3-songs-for-a-better-world-125b/lessons?sid-92a427=3fYTB5OT6N&sm=1&src=3		https://www.thenational.academy/teachers/programmes/music-secondary-ks3-l/units/using-technology-musically-film-music-2371/lessons?sid-2ed727=9J387gBofd&sm=1&src=3	
Assessment Method	Core knowledge test	Practical assessment	Core knowledge test	Practical assessment	Core knowledge test	Practical assessment
Opportunities	<p>CEIAG – Careers – listening and performing, creative composing and arranging. SMSC – Ethical and moral reasoning, understanding skills in different contexts, style and diversity in the arts. Cultural capital, character education, spiritual development. ENRICHMENT – Performance styles, instrument skills. BRITISH VALUES – Respect and tolerance, democracy.</p>					
E-Safety	<p>Use of secure websites No use of personal details Internet used as research tool Use of computers in line with school policy</p>					



Where does 'Respect, Inspire and Achieve' feature in our curriculum?

Vision

To ensure that all young people, regardless of their background, achieve their best in a safe, secure, caring yet challenging learning environment where all of our students are inspired to respect others. To develop their talents and to raise their aspirations to leave school with the academic, social and practical skills to lead a successful, happy and responsible life.

RESPECT	Politeness, honour, and care shown towards someone or something that is considered important (OED) Consider: Respect for other people, beliefs, culture, behaviour, learning, the environment...
7, 8 & 9	Performance to peers. Culture and tradition within musical genres and styles. Analysing issues through music. Self-reflection and regulation.
INSPIRE	The desire, confidence, or enthusiasm to do something well (OED) Consider: Aspirations, future learning/ study, how to improve, target setting to achieve goals...
7, 8 & 9	Promoting a love of musical understanding. Understanding and skills development of a range of instruments. Spotlight on musical artists and performers. Use of music technology.
ACHIEVE	To succeed in reaching a particular goal, status, or standard, especially by making an effort for a long time Consider: Achieve targets, improving work/ grades...
7, 8 & 9	Practical and theoretical assessment with a focus on the building blocks of music. Developing new skills.