KS3 Music Curriculum Map 2026/2027

STOKE HIGH SCHOOL - Ormiston Academy

OAT Ormiston Academies Trust An OAT Academy

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**	**Singing**
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=WdlXs_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=YlA9G6tcLN&sm=1&src=3	
Assessment Method	*Baseline test*	*Practical assessment*	*Core knowledge test*	*Practical assessment*	*Core knowledge test*	*Practical assessment*
Opportunities	**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.					
8	**Blues**	**Individual performance**	**4 Chord Songs**	**Music Production**	**Musicals**	**Singing**
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	**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.					
9	**Ambient**	**Individual Performance**	**Pop Music**	**Music Production**	**Research Project**	**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	**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.					

E-Safety	Use of secure websites No use of personal details Internet used as research tool Use of computers in line with school policy

Key: **CEIAG SMSC Enrichment British Values**

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Wchere 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.

RESPCT	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.

Key: **CEIAG SMSC Enrichment British Values**