



**Mapping grid – Boardworks KS3 Music
Mapping to new programme of study**

(Based on the programme of study for key stage 3 and attainment target from the QCA, 2007)

Subject content	Boardworks presentations
1. KEY CONCEPTS:	
1.1 Integration of practice <ul style="list-style-type: none"> a. Developing knowledge, skills and understanding through the integration of performing, composing and listening. b. Participating, collaborating and working with others as musicians, adapting to different musical roles and respecting the values and benefits others bring to musical learning. 	<ul style="list-style-type: none"> a. All Boardworks KS3 Music presentations b. All Boardworks KS3 Music presentations
1.2 Cultural understanding <ul style="list-style-type: none"> a. Understanding musical traditions and the part music plays in national and global culture and in personal identity. b. Exploring how ideas, experiences and emotions are conveyed in a range of music from different times and cultures. 	<ul style="list-style-type: none"> a. Unit 4 Musical Cycles, Unit 9 Music for Dance, Unit 12 Bhajan and Qawwali b. Unit 5 Musical Clichés
1.3 Critical understanding <ul style="list-style-type: none"> a. Engaging with and analysing music, developing views and justifying opinions. b. Drawing on experience of a wide range of musical contexts and styles to inform judgements. 	<ul style="list-style-type: none"> a. All Boardworks KS3 Music presentations b. Unit 2 Form and Structure, Unit 4 Musical Cycles, Unit 6 Shanty Time, Unit 7 Variations, Unit 8 Jazz Improvisation, Unit 9 Music for Dance, Unit 10 Hooks and Riffs, Unit 11 The Overture, Unit 12 Bhajan and



	Qawwali, Unit 13 Music and Media, Unit 14 The Concerto, Unit 15 Song
1.4 Creativity <ul style="list-style-type: none"> a. Using existing musical knowledge, skills and understanding for new purposes and in new contexts. b. Exploring ways music can be combined with other art forms and other subject disciplines. 	<ul style="list-style-type: none"> a. All presentations in Boardworks KS3 Music b. Unit 1 Bridging Unit (music accompanying paintings), Unit 2C Form and Structure (adding actions to a song), Unit 5 Musical Clichés (music and stories/films), Unit 13 Music and Media (music and images, music in silent movies and TV adverts)
1.5 Communication <ul style="list-style-type: none"> a. Exploring how thoughts, feelings, ideas and emotions can be expressed through music. 	<ul style="list-style-type: none"> a. Unit 5 Musical Clichés
2. KEY PROCESSES:	
2.1 Performing, composing and listening <ul style="list-style-type: none"> a. Sing in solo or group contexts, developing vocal techniques and musical expression. b. Perform with control of instrument-specific techniques and musical expression. c. Practise, rehearse and perform with awareness of different parts, the roles and contributions of different members of the group, the audience and venue. d. Create, develop and extend musical ideas by selecting and combining resources within musical structures, styles, genres and traditions. e. Improvise, explore and develop musical ideas when 	<ul style="list-style-type: none"> a. Unit 2 Musical Structures, Unit 4B Musical Cycles, Unit 6 Shanty Time, Unit 7 Variations, Unit 9 Music for Dance b. Unit 3B Soundscapes (experiments with timbre), Unit 4 Musical Cycles, Unit 9 Music for Dance c. Unit 2 Form and Structure, Unit 4 Musical Cycles, Unit 8 Jazz Improvisation, Unit 9 Music for Dance d. Unit 4 Musical Cycles, Unit 5 Musical Clichés, Unit 7 Variations, Unit 8 Jazz Improvisation, Unit 9 Music for Dance, Unit 6 Shanty Time e. Unit 6B Shanty Time, Unit 7B Variations, Unit 8 Jazz



<p>performing.</p> <p>f. Listen with discrimination and internalise and recall sounds.</p> <p>g. Identify the expressive use of musical elements, devices, tonalities and structures.</p>	<p>Improvisation, Unit 10 Hooks and Riffs</p> <p>f. Unit 2 Form and Structure, Unit 4 Musical Cycles, Unit 6 Shanty Time, Unit 7 Variations, Unit 9 Music for Dance, Unit 10 Hooks and Riffs, Unit 12 Bhajan and Qawwali</p> <p>g. All Boardworks KS3 Music presentations</p>
<p>2.2 Reviewing and evaluating</p> <p>a. Analyse, review, evaluate and compare pieces of music.</p> <p>b. Identify conventions and contextual influences in music of different styles, genres and traditions.</p> <p>c. Communicate ideas and feelings about music, using expressive language and musical vocabulary to justify their opinions.</p> <p>d. Adapt their own musical ideas and refine and improve their own and other's work.</p>	<p>a. Unit 1A Bridging Unit, Unit 2 Form and Structure, Unit 5 Musical Clichés, Unit 6A Shanty Time, Unit 7 Variations, Unit 10 Hooks and Riffs, Unit 11 The Overture, Unit 14 The Concerto, Unit 15A and 15B Song</p> <p>b. Unit 1 Bridging Unit, Unit 2 Form and Structure, Unit 4 Musical Cycles, Unit 6 Shanty Time, Unit 7 Variations, Unit 8 Jazz Improvisation, Unit 9 Music for Dance, Unit 10 Hooks and Riffs, Unit 11 The Overture, Unit 12 Bhajan and Qawwali, Unit 14 The Concerto, Unit 15A Song</p> <p>c. Unit 1 Bridging Unit, Unit 5 Musical Clichés, Unit 7A Variations, Unit 11 The Overture, Unit 13 Music and Media, Unit 14 The Concerto</p> <p>d. Unit 2 Form and Structure, Unit 3 Soundscapes, Unit 4 Musical Cycles, Unit 5 Musical Clichés, Unit 6 Shanty Time, Unit 7 Variations, Unit 8 Jazz Improvisation, Unit 9 Music for Dance, Unit 10 Hooks and Riffs, Unit 11 The Overture, Unit 13B Music and Media, Unit 14 The Concerto, Unit 15A and 15B Song</p>

3. RANGE AND CONTENT:	
<ul style="list-style-type: none"> a. Performance activities in a range of contexts within and beyond the classroom. b. A range of live and recorded music from different times and cultures. c. A range of classical and popular traditions and current trends in music that reflect cultural diversity and a global dimension. d. Staff notation and other relevant notations in a range of musical styles, genres and traditions. e. Consideration of contextual influences that affect the way music is created, performed and heard. f. The use of music technologies to create, manipulate and refine sounds. g. The role of music and musicians in society, of the music industry and of artistic and intellectual property rights. 	<ul style="list-style-type: none"> a. All units in Boardworks KS3 Music b. Unit 1 Bridging Unit, Unit 2 Form and Structure, Unit 4 Musical Cycles, Unit 6 Shanty Time, Unit 8 Jazz Improvisation, Unit 9 Music for Dance, Unit 11 The Overture, Unit 12 Bhajan and Qawwali, Unit 14 The Concerto, Unit 15A Song c. Unit 1 Bridging Unit, Unit 2 Form and Structure, Unit 4 Musical Cycles, Unit 6 Shanty Time, Unit 7 Variations, Unit 8 Jazz Improvisation, Unit 9 Music for Dance, Unit 10 Hooks and Riffs, Unit 11 The Overture, Unit 12 Bhajan and Qawwali, Unit 13 Music and Media, Unit 14 The Concerto, Unit 15A and 15B Song d. Unit 1 Bridging Unit, Unit 2 Form and Structure, Unit 3B Soundscapes, Unit 4 Musical Cycles, Unit 6 Shanty Time, Unit 7 Variations, Unit 8 Jazz Improvisation, Unit 9 Music for Dance, Unit 10 Hooks and Riffs, Unit 12 Bhajan and Qawwali, Unit 14A The Concerto e. Unit 1 Bridging Unit, Unit 4 Musical Cycles, Unit 5 Musical Clichés, Unit 6 Shanty Time, Unit 9 Music for Dance, Unit 12 Bhajan and Qawwali, Unit 11 The Overture, Unit 13 Music and Media, Unit 14 The Concerto, Unit 15 Song f. Unit 3 Soundscapes, Unit 11 The Overture g. Unit 15 Song (The new presentation, Unit 15C Song, covers “Music and Copyright” in detail)



4. CURRICULUM OPPORTUNITIES:	
<ul style="list-style-type: none">a. Develop individual performance skills, both vocal and instrumental, including the use of music technology.b. Develop listening and aural perception skills in practical activities, including composing and performing.c. Develop creative and compositional skills, including songwriting, arranging and improvising.d. Work with a range of musicians and watch and listen to live musical performances where possible, to extend their musical learning.e. Work individually, in musical groups of different sizes and as a class.f. Build on their own interests and skills, taking on different roles and responsibilities and developing music leadership skills.g. Make links between music and other subjects and areas of the curriculum.	<ul style="list-style-type: none">a. Unit 2 Form and Structure, Unit 3 Soundscapes, Unit 4 Musical Cycles, Unit 6 Shanty Time, Unit 7 Variations, Unit 8 Jazz Improvisation, Unit 9 Music for Dance, Unit 10 Hooks and Riffs, Unit 12 Bhajan and Qawwalib. All units in Boardworks KS3 Musicc. All units in Boardworks KS3 Musicd. Many more photographs and audio examples have been included throughout the product, as well as weblinks to videos of performances and full pieces to listen to, where possiblee. All units in Boardworks KS3 Musicf. All units in Boardworks KS3 Musicg. Unit 1 Bridging Unit (music accompanying paintings), Unit 2C Form and Structure (adding actions to a song), Unit 5 Musical Clichés (music and stories/films), Unit 13 Music and Media (music and images, music in silent movies and TV adverts)