

Brief overview

Year 7 is designed to build upon the work covered in KS2. Composition the pupils will concentrate on chords and structure. Pupils who learn instruments can bring them into the classroom to work alongside those who learn in the class who will concentrate on ukulele and keyboard but will also be given the chance to drum and sing. Through the listening exercises we will aim to develop pupils knowledge of the elements of music through regular practice questions.

Term	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Unit title	Chords	Lets perform a 4 chord song	Celebration	Structure	Solo time	Band skills
Big question/ core concept	<ul style="list-style-type: none"> What are chords What are the difference between major and minor chords How do I play chords on a keyboard How do I play chords on a ukulele How do I combine chords to create a simple 2 chord pattern Can I sing as part of a group 	<ul style="list-style-type: none"> How to I perform with correct technique on my instrument How do I count the beats correctly How do I combine my part with the other performers parts 	<ul style="list-style-type: none"> What is samba, where is it from? How do I play my part at the same time as others? (polyrhythm) How is a samba band led? How do I play samba instruments and African drums? What is west African drumming? What is meant by syncopation 	<ul style="list-style-type: none"> What is Form and Structure in Music? What are Q&A, Binary, Ternary and Rondo Forms? How can we tell the difference between music based on different Forms and Structures? How can we label or identify different sections within a piece of music? To what extent does music with a recurring or repeated section provide familiarity to the listener? How can the use of contrast within the musical elements develop a structure? 	<ul style="list-style-type: none"> How do I practice What is good technique Can I read either tab or piano notation Can I keep in time Can I read rhythm 	<ul style="list-style-type: none"> What instruments are used in rock music? What are vocals, can we sing together? What is a bass line? What is a drum beat? What are chords? How do I read tab? How do we combine these elements to create an ensemble?
Knowing	<ul style="list-style-type: none"> Establish basic ukulele, keyboard and vocal technique. Establish pupils who already have musical experience. Understand primary chords. Understand the difference between major and minor chords. 	<ul style="list-style-type: none"> Revisit basic musical terminology from half term 1. Understand the different roles in an ensemble. 	<ul style="list-style-type: none"> To look at the key concepts in West African drumming and Samba. Understand basic rhythm notation. 	<ul style="list-style-type: none"> Understand what Form and Structure is in music. Understand what Question and Answer, Binary, Ternary and Rondo Forms are in music. Recognise the differences between music based on different Forms and Structures. Know how to label or identify different sections within a complete piece of music. Recognise that music with a recurring or repeated section provides familiarity to the listener. Recognise why Form and Structure is important in music. 	<ul style="list-style-type: none"> Understand chord symbols and treble/bass notation. Read a piano score 	<ul style="list-style-type: none"> To learn the elements that make a rock band. To learn about the instruments that make a rock band.
Applying	<ul style="list-style-type: none"> Learn to compose a 4 chord sequence. Establish how to perform group singing. 	<ul style="list-style-type: none"> Perform a simple song as a group (ukulele, keyboard, voice). Develop ensemble skills. 	<ul style="list-style-type: none"> To generate pieces of music that are syncopated and polyrhythmic. Perform a part as part of a polyrhythmic piece 	<ul style="list-style-type: none"> Improvising and composing using question and answer phrases. 	<ul style="list-style-type: none"> Perform a piece on either ukulele, keyboard, or piano. <p>Bronze pieces are at a very simple performance level, silver requires more difficulty like for instance the use of an extra chord or more independence between the hands. At gold level they will perform a debut level rock school piece</p>	<ul style="list-style-type: none"> Develop ensemble skills by playing the song horse with no name.
Assessment	<ul style="list-style-type: none"> Formative assessment of performing chords at the keyboard or ukulele. Formative assessment of combining chords to create a simple chord sequence 	<ul style="list-style-type: none"> Baseline assessment of listening ability through a listening assessment 	<ul style="list-style-type: none"> Formative assessment of pupils ability to repeat a rhythm, play in time and perform as part of a group 	<p>Pupils will compose a piece that demonstrates their understanding of structure and concepts from earlier units.</p> <ul style="list-style-type: none"> Bronze - I can compose a binary or ternary piece Silver - I can create contrast between the sections using the elements of music. I can create a melody and a drone. Gold – I can create an ostinato, I can use question and answer phrases to create my melody, I can use a major scale instead of a pentatonic. 	<p>Pupils will be assessed on their performance of a graded piece they have learnt. The focus of the assessment will be</p> <ul style="list-style-type: none"> Difficulty Accuracy Technique Expression 	<ul style="list-style-type: none"> Pupils will perform the song horse with no name as part of an ensemble and will be formatively assessed on their ability to play their part and to combine with the ensemble

Brief overview

Year 8 aims to develop pupils knowledge by centring a number of the units around specific genres, the listening will then focus on the genre and the elements of music. Composition will now move into creating melodies and performance will concentrate on the same skills but the level of the piece will be raised.

Term	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Unit title	Blues	Rhythm is a dancer	Melody and accompaniment	All about the bass	Film music	Solo time 2
Big question/ core concept	<ul style="list-style-type: none"> Where did the Blues originate? What is a chord and how can play one using the correct technique? What are the key features of Blues music? What is a scale? And how to play the Blues scale What is the difference between swing and straight rhythms? What is improvisation and how can we learn how to do it? 	<ul style="list-style-type: none"> Which genres of dance use which time signatures? What is the difference between simple and compound time? What is the difference between 2/4 ¾ 4/4 and 6/8? How do I count and play in different time signatures? 	<ul style="list-style-type: none"> What are conjunct/ disjunct movement. Can I create an ascending or descending pattern What is an AABA structure How do I sight read What is a phrase length and how is a 2 or 4 bar phrase different 	<ul style="list-style-type: none"> How do I read bass notation A reminder of walking bass lines What is an arpeggio What is a broken chord What is an Alberti bass What is a pedal What is a bass riff 	<ul style="list-style-type: none"> What is the function of music in film? What is a theme? Why is underscoring used in films? Demonstrate how to input a film into Cubase. How can I use simple texture in my composition? <p>Can I give a detailed explanation of how mood has been created?</p>	<ul style="list-style-type: none"> How do I practice What is good technique Can I read either tab or piano notation Can I keep in time Can I read rhythm
Knowing	<ul style="list-style-type: none"> Understanding of the key musical features of Blues The history, origins and development of the Blues 12-Bar Blues chord pattern Chords I, IV and V as triads in C Major Walking bass line The Blues Scale Performance and improvisation 	<ul style="list-style-type: none"> Understand the different types of dance through the ages. 	<ul style="list-style-type: none"> To understand what is meant by the AABA structure. To understand what the notes of a chord are to create a melody. 	<ul style="list-style-type: none"> To understand how chords and bass lines work together in partnership. Revisit the meaning of treble and bass clef. 	<ul style="list-style-type: none"> To understand what is meant by cartoon music. To understand how music is used to represent action on screen. 	<ul style="list-style-type: none"> Understand chord symbols and treble/bass notation. Read a piano score
Applying	<ul style="list-style-type: none"> Sing a blues song. Play 12 bar blues. Perform a walking bass line Improvise using the blues scale. 	<ul style="list-style-type: none"> Use of time signatures such as 2/4, 3/4, 4/4, 6/8. 	<ul style="list-style-type: none"> Using the notes of a chord to create a melody. Improving pupils notation reading skills by developing sight reading. 	<ul style="list-style-type: none"> To read in the bass clef. To perform bass lines in a number if different styles 	<ul style="list-style-type: none"> Identify the meaning of a scene in a cartoon or film using just the music. 	<ul style="list-style-type: none"> Perform a piece on either ukulele, keyboard, or piano. Bronze pieces are slightly more difficult requiring for instance use of three chords or independent hands. Silver pieces are at rock school debut level Gold pieces are at rock school grade 1 level
Assessment	<p>Formative assessment of given by the teacher using a bronze to gold scale concentrating on the three skills of: -</p> <ul style="list-style-type: none"> Performance Improvisation listening 	<p>Assessment of pupils listening ability carried out during this unit using a MS forms quiz</p>	<p>Pupils will produce a melody using a simple structure. This will then be assessed on</p> <ul style="list-style-type: none"> Their ability to use the AABA structure Can they develop a simple motif? Can they use question and answer phrases 	<ul style="list-style-type: none"> Formative assessment of both pupils bass line composing and bass line performance 	<ul style="list-style-type: none"> 	<p>Pupils will be assessed on their performance of a graded piece they have learnt. The focus of the assessment will be</p> <ul style="list-style-type: none"> Difficulty Accuracy Technique Expression

Brief overview

Year 9 aims to continue looking at genres and develop these with more detailed questions on the elements of music. Composition will focus on combining melody and chords and composing for a purpose. Performance will again focus on the same skills with more difficult pieces, this time however we would aim to see more pupils using dynamics and articulation.

Term	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Unit title	Game music	Reggae	Variations	Creating a song 1	Solo time 3	Creating a song 2
Big question/ core concept	<ul style="list-style-type: none"> What is a character theme? What are some of the basic compositional devices used in game music? Can I describe a melody? Can I compose a melody? Can I structure a melody? Can I describe the effect that the elements of music are having on the piece? 	<ul style="list-style-type: none"> What is Reggae? Where did Reggae come from? How does the use of Off beat and syncopated rhythms within Reggae give it its "characteristic feel"? How are chords and riffs used in Reggae music 	<ul style="list-style-type: none"> How can the elements of music be used to vary a piece of music? What are scales? How do major and minor scales sound? How can musical devices vary a melody? What are variations on a ground bass? What is tonality? What is structure? 	<ul style="list-style-type: none"> What is a DAW? How is a song structured? What is the difference between the sections? Which loops complement each other? How do I create contrast? How do I use effects? 	<ul style="list-style-type: none"> How do I practice What is good technique Can I read either tab or piano notation Can I keep in time Can I read rhythm 	<ul style="list-style-type: none"> How do I create a chord sequence? How do I use jamming to create a melody? What is verse chorus or song structure? How do I develop a chord sequence into an accompaniment or riff?
Knowing	<ul style="list-style-type: none"> Analysing and describing a melody. Understand, describe and use common compositional and performance features used in computer and video game music. Understand how to vary, adapt and change a melody (character theme) for different atmospheres/scenarios. 	<ul style="list-style-type: none"> To understand how aspects of culture can be found in their music. To recognise the stylistic conventions of Reggae music How chords contribute to the texture of a song To understand syncopation and how it is used in Reggae music To identify the different layers that make up Reggae music Primary triads I IV and V To perform using syncopation 	<ul style="list-style-type: none"> Develop knowledge and understanding of the elements of music and how these can be manipulated to provide musical variation Explore how other musical devices such as tonality and rhythm can be used to provide musical variation Explore how Theme and Variations and Ground Bass give Form and Structure to a musical composition 	<ul style="list-style-type: none"> Understand what a DAW is and how it is used. To understand through composition the structure of a song. What are the main features of pop music 	<ul style="list-style-type: none"> Understand chord symbols and treble/bass notation. Read a piano score 	<ul style="list-style-type: none"> Return to the work on DAWs Create a properly structured pop song
Applying	<ul style="list-style-type: none"> Perform some simple pieces of game music Compose a melody That suits a character or scenario. 	<ul style="list-style-type: none"> Learn to play with syncopation. To perform as part of an ensemble the song 3 little birds 	<ul style="list-style-type: none"> Explore how other musical devices such as tonality and rhythm can be used to provide musical variation Explore how Theme and Variations and Ground Bass give Form and Structure to a musical composition 	<ul style="list-style-type: none"> Create a simple song using a DAW 	<ul style="list-style-type: none"> Perform a piece on either ukulele, keyboard, or piano. Bronze pieces are at rock school debut level Silver pieces are at rock school grade 1 level Gold pieces are at rock school grade 2 level 	<ul style="list-style-type: none"> Create a song to be performed with an added melody.
Assessment	<p>Formative Assessment: The three aspects below will be assessed using a bronze – platinum chart included on the powerpoints.</p> <ul style="list-style-type: none"> Teacher observation of performance Questioning Composition task at the end of the unit 	<ul style="list-style-type: none"> Assessment of pupils listening ability carried out during this unit using a MS forms quiz 	<ul style="list-style-type: none"> Formative assessment of the ability to use notes of the chord Assessment of the ability to develop a melody 	<ul style="list-style-type: none"> Formative assessment of the song and the process of making it 	<p>Pupils will be assessed on their performance of a graded piece they have learnt. The focus of the assessment will be</p> <ul style="list-style-type: none"> Difficulty Accuracy Technique Expression 	<ul style="list-style-type: none"> Formative assessment o the completed song and the process

Brief overview

This curriculum aims to develop sector specific applied knowledge and technical skills through vocational contexts by studying and developing their musical skills and techniques, and by responding to a music industry brief. Pupils will start by learning how to analyse a style and then recreate an idea or technique in that style. They will then go on to develop their musical skills by planning and executing their own development.

Term	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Unit title	Component 1 music products and styles		Component 2 music skills development		Component 3 mock assignment and redo for component 1 and 2	
Big question/ core concept	<ul style="list-style-type: none"> Can I explore 5 musical styles What musical elements, stylistic features and characteristic combine to make each style What is a music industry product What is a music realisation technique 		<ul style="list-style-type: none"> Can I develop professional skills used within the music industry? Can I plan and communicate for skills development? Can I develop technical music skills and techniques? Can I develop my music skills and techniques? 		<ul style="list-style-type: none"> Can I create a stylistically accurate cover version? Can I create original music using stylistic frameworks and traits Can I use a DAW to create an original piece of music from a given starting point 	
Knowing	<ul style="list-style-type: none"> The main features of 3 forms of pop music The main features of 2 other styles of music Which industry product to use for your example How to create a music realisation 		<ul style="list-style-type: none"> professional skills :- time management , self-discipline, working with others, correct and safe use of equipment, identifying resources required and maintaining a development plan planning skills development:- planning music development processes, strategies for skills development, managing equipment and resources, methods of capturing musical development having a clear and organised approach to communicating and sharing and commenting on work development of technical music skills and techniques:- development processes development of music skills and techniques :- developing musical skills appropriate to style and context, applying skills development to the creation of content, music performance, creating original music and music production 		<ul style="list-style-type: none"> features of a musical brief planning to meet th demands of the musical brief considering constraints and intentions 	
Applying	<ul style="list-style-type: none"> To create a power point for each of the styles To create 3 30-60s music products within the given styles 	Internal assessment <ul style="list-style-type: none"> Task 1 styles portfolio of 5 chosen styles with short examples 5 hours Task 2 products portfolio, 3 30-60s examples created with supporting materials 7 hours 	<ul style="list-style-type: none"> Workshops Performance creation 	<ul style="list-style-type: none"> Produce evidence of planning Produce evidence of the application of musical skills development Evidence of the professional skills being applied Two musical outcomes of 2-4 minutes 	<ul style="list-style-type: none"> Develop and produce a response to a musical brief Refining musical skills for a musical product Refining musical material Personal management Present a final musical product in response to a brief Comment on the creative process and outcome in response to music brief 	
Assessment	<ul style="list-style-type: none"> 5 styles and 3 products to be assessed using the internal assessment criteria 		<ul style="list-style-type: none"> Pupils will produce a series of mini projects each of which will be marked in line with the boards criteria 	<ul style="list-style-type: none"> Completed coursework marked in line with course criteria 	<ul style="list-style-type: none"> Assignment will be marked according to the course criteria 	

Brief overview

The aim of this year is to bring together all of the skills taught. They will look to develop and complete their compositions through self-reflection and teacher assessment. They will also develop their performances through individual lessons and personal practice with regular opportunities to perform. Listening work will focus on the two set works and four areas of study.

Term	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Unit title	Pop music 2 – composition and performance	Film music	Forms and Devices	Music for ensemble		
Big question/ core concept	<ul style="list-style-type: none"> What are the main features of toto Africa? How can I improve my first composition? Which brief will I choose for my second composition and how do I compose in that style? What are my 2 performances? 	<ul style="list-style-type: none"> How do I apply MADTshirt to the 10 mark question? How do I improve my performances and compositions 	<ul style="list-style-type: none"> What are the key features of Badinerie? What coursework needs improving? 	<ul style="list-style-type: none"> How are the MADtshirt features used across different musical genres and ensembles 		
Knowing	<ul style="list-style-type: none"> Key features of Toto Africa:- Instrumentation, tempo, dynamics, form and structure, tonality, harmony, melody and pitch, rhythm and metre and texture. Understanding of how to improve compositions Understanding of how to improve performances 	<ul style="list-style-type: none"> Understanding of the key musical features melody, articulation, dynamics, texture, structure, harmony and tonality, instrumentation, rhythm and tempo, time signature/ metre and style. Understanding of how to improve my compositions Understanding how to improve my performances 	<ul style="list-style-type: none"> Key features of Bach Badinerie:- Instrumentation, tempo, dynamics, form and structure, tonality, harmony, melody and pitch, rhythm and metre and texture. What coursework needs completing 	<ul style="list-style-type: none"> Key features of Baroque, Classical, Romantic periods, Jazz, Blues, minimalism, fusion, Bhangra and musical theatre 		
Applying	<ul style="list-style-type: none"> Exam questions about toto Africa Complete composition 1 Research composition 2 and start composing Perform and record both performances 	<ul style="list-style-type: none"> Exam questions about film music and toto Africa Composition 2 complete Perform and record both performances 	<ul style="list-style-type: none"> Exam questions about Bach Badinerie, film music and toto Africa Mop up time for coursework to be used as needed 	<ul style="list-style-type: none"> Exam questions relating to all previous topics 		
Assessment	<ul style="list-style-type: none"> Assessment of two full exam questions Assessment of composition 1 Assessment of both performances 	<ul style="list-style-type: none"> Assessment of 4 full exam questions Assessment of composition 2 Assessment of both performances 	<ul style="list-style-type: none"> Assessment of 6 full questions All coursework improved and complete 	<ul style="list-style-type: none"> Full exam papers 		