

# KS 3 – Overview

	Term 1.1	Term 1.2	Term 2.1	Term 2.2	Term 3.1	Term 3.2
<b>Year 7</b> Establishing basic knowledge	<p>Elements of music</p> <ul style="list-style-type: none"> <li>• Base line knowledge</li> <li>• Base line performance</li> <li>• Establish correct musical terminology</li> </ul>	<p>Rhythm</p> <ul style="list-style-type: none"> <li>• Develop ability to read, perform and compose using rhythm notation</li> <li>• Develop ensemble performance skills</li> </ul>	<p>Grade 1 challenge</p> <ul style="list-style-type: none"> <li>• Develop reading of melodic notation</li> <li>• Develop ability to practice and refine</li> <li>• Learn to play a piece that they will be proud of</li> </ul>	<p>Form and Structure in the works of the great composers</p> <ul style="list-style-type: none"> <li>• Understand how a piece of music is structured.</li> <li>• Look at how contrast is created within the music of the great composers.</li> </ul>	<p>Band skills</p> <ul style="list-style-type: none"> <li>• Learn to play traditional band instruments to the song Horse With No Name</li> <li>• Develop ensemble skills</li> </ul>	<p>Samba</p> <ul style="list-style-type: none"> <li>• Develop ensemble skills</li> <li>• Develop understanding of how music represents culture</li> </ul>
<b>Year 8</b> Extended knowledge and genre	<p>Blues</p> <ul style="list-style-type: none"> <li>• Learn how aspects of a culture can be found in their music</li> <li>• Play 12 bar blues</li> <li>• Improvise using the blues scale</li> </ul>	<p>Sight reading – melody</p> <ul style="list-style-type: none"> <li>• Develop reading of melodic notation</li> <li>• Develop ability to practice and refine</li> </ul>	<p>Variations</p> <ul style="list-style-type: none"> <li>• To develop understanding of how a melody or a ground bass can be varied to create a structure</li> </ul>	<p>Reggae</p> <ul style="list-style-type: none"> <li>• Learn how aspects of a culture can be found in their music</li> <li>• Learn to play with syncopation</li> </ul>	<p>Band Skills – we don't talk about Bruno</p> <ul style="list-style-type: none"> <li>• Further develop traditional band instrument performance</li> <li>• Further develop ensemble skill</li> </ul>	<p>Film music</p> <ul style="list-style-type: none"> <li>• Develop understanding from cartoon music to represent on screen action using music</li> </ul>
<b>Year 9</b> Specific knowledge and application across genres	<p>Use musical contexts computer and video games to</p> <ul style="list-style-type: none"> <li>• Further develop sight reading treble and bass</li> <li>• Compose a melody with articulation</li> <li>• Learn to describe a melody and identify the correct 4 bars from choice of three</li> </ul>	<p>Ensemble – classical music</p> <ul style="list-style-type: none"> <li>• Further develop ensemble skills</li> <li>• Teach 3 main textures, dynamics and sonority</li> <li>• Questions based on previous unit and adding sonority texture and dynamics</li> </ul>	<p>Melody writing</p> <ul style="list-style-type: none"> <li>• Adding melodies using the notes of the chord</li> <li>• Major and minor chords</li> </ul>	<p>Dance Music</p> <ul style="list-style-type: none"> <li>• Sight read and count in 2/4 ¾ 6/8</li> <li>• Compose a march, waltz and jig accompaniment chord pattern</li> <li>• Questions from previous units with missing rhythm and time sig added</li> </ul>	<p>Create your own piece</p> <p>Demonstrate the knowledge developed across KS3</p>	<p>Create your own piece</p> <p>Demonstrate the knowledge developed across KS3</p>

# Year 7

	Term 1.1	Term 1.2	Term 2.1	Term 2.2	Term 3.1	Term 3.2
<b>Year 7</b> <b>Establishing</b> <b>basic</b> <b>knowledge</b>	<b>Elements of music</b> <ul style="list-style-type: none"> <li>• Base line knowledge</li> <li>• Base line performance</li> <li>• Establish correct musical terminology</li> </ul>	<b>Rhythm</b> <ul style="list-style-type: none"> <li>• Develop ability to read, perform and compose using rhythm notation</li> <li>• Develop ensemble performance skills</li> </ul>	<b>Grade 1 challenge</b> <ul style="list-style-type: none"> <li>• Develop reading of melodic notation</li> <li>• Develop ability to practice and refine</li> <li>• Learn to play a piece that they will be proud of</li> </ul>	<b>Form and Structure in the works of the great composers</b> <ul style="list-style-type: none"> <li>• Understand how a piece of music is structured.</li> <li>• Look at how contrast is created within the music of the great composers.</li> </ul>	<b>Band skills</b> <ul style="list-style-type: none"> <li>• Learn to play traditional band instruments to the song horse with no name</li> <li>• Develop ensemble skills</li> </ul>	<b>Samba</b> <ul style="list-style-type: none"> <li>• Develop ensemble skills</li> <li>• Develop understanding of how music represents culture</li> </ul>



• Performance focus



• Composing focus



• Appraising focus

# Year 8

	Term 1.1	Term 1.2	Term 2.1	Term 2.2	Term 3.1	Term 3.2
Year 8 Extended knowledge and genre	<b>Blues</b> <ul style="list-style-type: none"> <li>Learn how aspects of a culture can be found in their music</li> <li>Play 12 bar blues</li> <li>Improvise using the blues scale</li> </ul>	<b>Sight reading – melody</b> <ul style="list-style-type: none"> <li>Develop reading of melodic notation</li> <li>Develop ability to practice and refine</li> </ul>	<b>Variations</b> <ul style="list-style-type: none"> <li>To develop understanding of how a melody or a ground bass can be varied to create a structure</li> </ul>	<b>Reggae</b> <ul style="list-style-type: none"> <li>Learn how aspects of a culture can be found in their music</li> <li>Learn to perform with syncopation</li> </ul>	<b>Band Skills –we don't talk about Bruno</b> <ul style="list-style-type: none"> <li>Further develop traditional band instrument performance</li> <li>Further develop ensemble skill</li> </ul>	<b>Film music</b> <ul style="list-style-type: none"> <li>Develop understanding from cartoon music to represent on screen action using music</li> </ul>



• Performance focus



• Composing focus



• Appraising focus

# Year 9

	Term 1.1	Term 1.2	Term 2.1	Term 2.2	Term 3.1	Term 3.2
Year 9 Specific knowledge and applicatio n across genres	Use musical contexts computer and video games to <ul style="list-style-type: none"> <li>Further develop sight reading treble and bass</li> <li>Compose a melody with articulation</li> <li>Learn to describe a melody and identify the correct 4 bars from choice of three</li> </ul>	Ensemble – classical music <ul style="list-style-type: none"> <li>Further develop ensemble skills</li> <li>Teach 3 main textures, dynamics and sonority</li> <li>Questions based on previous unit and adding sonority texture and dynamics</li> </ul>	Melody writing <ul style="list-style-type: none"> <li>Adding melodies using the notes of the chord</li> <li>Major and minor chords</li> </ul>	Dance Music <ul style="list-style-type: none"> <li>Sight read and count in 2/4 ¾ 6/8</li> <li>Compose a march, waltz and jig accompaniment chord pattern</li> <li>Questions from previous units with missing rhythm and time sig added</li> </ul>	Create your own piece Demonstrate the knowledge developed across KS3	Create your own piece Demonstrate the knowledge developed across KS3



• Performance focus



• Composing focus



• Appraising focus

# KS 4 – Overview

	Term 1.1	Term 1.2	Term 2.1	Term 2.2	Term 3.1	Term 3.2
Year 10	<p>Elements of music</p> <ul style="list-style-type: none"> <li>• Introduction to the basic elements of music (MAD Tshirt)</li> <li>• Composing chord sequence and melody from chords - classical</li> <li>• Establishing solo piece</li> </ul>	<p>Music for ensemble</p> <ul style="list-style-type: none"> <li>• Ensembles in different genres</li> <li>• Additional concepts</li> <li>• Composing using texture</li> <li>• <b>First recording solo</b></li> </ul>	<p><b>Pop music</b></p> <ul style="list-style-type: none"> <li>• <b>Rock and pop styles</b></li> <li>• <b>Pop structures</b></li> <li>• <b>Introduction to set work</b></li> <li>• <b>Composing melody chords and bass – pop</b></li> <li>• Start ensemble piece</li> </ul>	<p><b>Film music</b></p> <ul style="list-style-type: none"> <li>• <b>Film related concepts</b></li> <li>• <b>Story telling and 10 mark question</b></li> <li>• <b>Composing to a brief for effect</b></li> <li>• <b>Record both performances</b></li> </ul>	<p>Exam questions and technique – free composition</p> <ul style="list-style-type: none"> <li>• Revisit all topics</li> <li>• Practice exam questions</li> <li>• Complete free composition</li> </ul> <p>Record both performances</p>	
Year 11	<p>Forms and devices</p> <ul style="list-style-type: none"> <li>• Revisit AoS 1</li> <li>• Revisit set work</li> <li>• Board brief composition</li> <li>• Record both performances</li> </ul>	<p><b>Pop music 2</b></p> <ul style="list-style-type: none"> <li>• <b>Bhangra and fusion added</b></li> <li>• <b>Revise set work</b></li> <li>• <b>Exam vocabulary</b></li> <li>• <b>Complete comps</b></li> <li>• <b>Complete performances</b></li> </ul>	<p>Music for ensemble 2</p> <ul style="list-style-type: none"> <li>• Additional content</li> <li>• Composition revised</li> <li>• Performances revised</li> </ul>	<p><b>Film music 2</b></p> <ul style="list-style-type: none"> <li>• <b>Listening Exam practice</b></li> </ul>	<p>Additional time that can be used to mop up listening skills</p>	