

		Autumn		Spring		Summer	
		Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
Year 7	Knowledge	<p>Baseline Music Test</p> <p>Looking to explore how much Knowledge students already have about Music.</p> <p>Building Bricks</p> <p>Exploring the Elements of Music, Descriptive and Programme Music, Graphic Notation and Graphic Scores</p>	<p>Soundtracks</p> <p>Exploring Film music, Leitmotifs, Motifs, Mood and Sound Effects & Mickey Mousing</p>	<p>Keyboard Skills</p> <p>Exploring effective keyboard performance technique. Treble clef staff notation, sharps and flats, melody and chords.</p>	<p>Form & Structure</p> <p>Exploring musical structures: Question & Answer phrases, Binary Form, Ternary Forma and Rondo Form</p>	<p>Instruments of the Orchestra</p> <p>Exploring instruments of the orchestra, the conductor, beating time and performing as an ensemble.</p>	<p>I've Got Rhythm</p> <p>Exploring pulse, beat, rhythm, ostinato, cyclic and polyrhythms, note durations and rhythm grid notation.</p>
	Skills	<ul style="list-style-type: none"> Understand and recognise the Elements of Music: PITCH, TEMPO, DYNAMICS, DURATION, TEXTURE, TIMBRE or SONORITY, ARTICULATION, SILENCE. Draw on the Elements of Music as a resource when composing, creating and improvising and use the Elements of Music effectively when performing and singing. Recognise the Elements of Music when listening to and appraising music from different times and different places. 	<ul style="list-style-type: none"> How music can enhance the visual images and dramatic impact of film and can reflect the emotional and narrative messages of the drama. How timing is a crucial factor in the composition and performance of music for film. 	<ul style="list-style-type: none"> Understand how the classroom keyboard is used and played Practicing pieces of keyboard music to build skills and understanding of reading music and playing an instrument using correct posture, fingering and accuracy of pitch and rhythm Understand the importance of "warming-up" before playing a keyboard or piano and the concept of piano fingering (1-5) Explore different keyboard instruments from different times and places. 	<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"> Learn about the layout and structure of the symphony orchestra. Develop an understanding of musical instruments and how they are played, the families/sections, construction, different sound production methods and characteristic timbres/sonorities. Perform on orchestral instruments (where possible) or use orchestral tones/voices/sounds from keyboards as part of a 'class orchestra' with an awareness of the experience of 'performing together' as an ensemble and the roles of different instrumental parts and textural layers on the music as a whole. Learn about the origins and uses of fanfares. 	<ul style="list-style-type: none"> Understand that pulse is a fundamental upon which music is built and performed. Develop a feeling for and an awareness of a regular pulse in music from different times and places. Distinguish between pulse/beat and rhythm. Develop and understanding of note values in terms of duration, bars and simple time signatures.
	Assessment	<p>Links to GCSE –</p> <p>This unit provides and underpinning musical vocabulary covering the Elements of Music which can be extended at GCSE level.</p> <p>Assessment done through listening, composition and performance. WWW & EBI</p>	<p>Links to GCSE –</p> <p>Film Music & Music for Stage and Screen</p> <p>Assessment done through listening, composition and performance. WWW & EBI</p>	<p>Links to GCSE –</p> <p>My Music</p> <p>Assessment done through listening, composition and performance. WWW & EBI</p>	<p>Links to GCSE –</p> <p>Musical Forms and Devices, Instrumental Music 1700-1820, Western Classical Tradition 1650-1910.</p> <p>Assessment done through listening, composition and performance. WWW & EBI</p>	<p>Links to GCSE –</p> <p>Western Classical Tradition 1650-1910; Instrumental Music 1700-1820; The Concerto through time; My Music; Musical Forms and Devices (Western Classical Tradition 1650-1910); Music for Ensemble.</p> <p>Assessment done through listening, composition and performance. WWW & EBI</p>	<p>Links to GCSE –</p> <p>Rhythms of the World, Music for Ensemble</p> <p>Assessment done through listening, composition and performance. WWW & EBI</p>

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Year 8	Knowledge	Hooks & Riffs Exploring repeated musical patterns: Hooks & Riffs through Western Classical and Popular music.	Offbeat Exploring Reggae, syncopation, texture, chords, Reggae song lyrics and creating a Reggae arrangement.	Variations Exploring ways to develop musical ideas through changing and adding to a Theme and Ground Bass Variations.	All That Jazz Exploring chord and chord patterns, improvisation, the 12 Bar Blues, the Blues scale, Swing and Big Band Jazz.	All About the Bass Exploring bass clef reading and notation, bass clef instruments and bass line patterns: Riffs, Walking Bass, Pedals, etc.	Saharan Sounds Exploring African Drumming, polyrhythms, syncopation, call & response, cyclic rhythms and rhythm grid notation.
	Skills	<ul style="list-style-type: none"> • Understand how music is based on Repeated Musical Patterns. • Understand and distinguish between Hooks, Riffs and Ostinatos. • Perform, create and listen to and appraise a range of music from different times and places based on Repeated Musical Patterns. 	<ul style="list-style-type: none"> • To recognise the stylistic conventions of Reggae music • How chords contribute to the texture of a song • To recognise the key features of a Reggae bass line • To understand syncopation and how it is used in Reggae music • To identify the different layers that make up Reggae music • Understand the key themes and style of Reggae lyrics 	<ul style="list-style-type: none"> • To develop a knowledge and understanding of how the Elements of Music can be used and manipulated as a basic form of musical variation to an existing theme or melody. • Know, understand, and use other musical devices that can be changed or added to, to provide musical variation to an existing theme or melody. Understand Variation Form as a type of musical Form and Structure.	<ul style="list-style-type: none"> • Know how Chords and Triads are performed, notated, and used in Jazz and Blues <i>e.g., within a 12-bar Blues Chord Sequence.</i> • Know, recognise, and perform Chords I, I7, IV, IV7, V & V7 in different ways <i>e.g., as a Walking Bass Line.</i> • Understand and demonstrate what makes an “effective” Jazz improvisation <i>e.g., using the notes of the Blues Scale.</i> • Know and recognise different types and styles of Jazz and instruments, timbres and sonorities within Jazz and Blues music. 	<ul style="list-style-type: none"> • Understand how the Bass Clef is used as a form of musical notation. • Identify musical instruments and voices which use the Bass Clef. • Know and understand the construction of commonly used Bass Line Patterns, using these when performing and creating music. • Understand the importance of a Bass Line in terms of texture and harmony within a song or piece of music. 	<ul style="list-style-type: none"> • To recognise, perform and create African music with an understanding of musical conventions and processes • To explore different rhythmic processes used in African music – cyclic rhythms, polyrhythms, syncopation and call and response and apply these to own composition and performance activities • To learn about different African musical instruments and make connections between these sounds and timbres available within the classroom • Listen to a range of different African music, identifying characteristic musical features
	Assessment	Links to GCSE – Western Classical Tradition Conventions of Pop Assessment done through listening, composition and performance. WWW & EBI	Links to GCSE – Popular Music, Vocal Music & Conventions of Pop Assessment done through listening, composition and performance. WWW & EBI	Links to GCSE – Western Classical Tradition 1650-1910 Instrumental Music 1700-1820 Musical Forms and Devices Assessment done through listening, composition and performance. WWW & EBI	Links to GCSE – Conventions of Pop Assessment done through listening, composition and performance. WWW & EBI	Links to GCSE – Conventions of Pop. Film Music & Music for Stage and Screen Assessment done through listening, composition and performance. WWW & EBI	Links to GCSE – Rhythms of the World Assessment done through listening, composition and performance. WWW & EBI

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Year 9	Knowledge	Soundtracks Exploring Film music, Leitmotifs, The James Bond Film Music, Motifs, Mood and Sound Effects.	Exploring Global Computer and Video Game Music Exploring character themes and development, Ground themes and sound effects in Computer and Video Game music.	New Directions Exploring ways to develop music from small ideas in 20th Century Music: Minimalism, Serialism.	Musicals Exploring the songs of Music Theatre: Lyrics, Structure & Melody.	Popular Songs & Covers Exploring popular songs: Hooks & Riffs, Lyrics, Structure & Melody, Covers and Musical Arrangements.	
	Skills	<ul style="list-style-type: none"> How music can enhance the visual images and dramatic impact of film and can reflect the emotional and narrative messages of the drama. How timing is a crucial factor in the composition and performance of music for film. 	<ul style="list-style-type: none"> Understand the various ways in which music is used within a range of computer and video games from different times. 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. Understand the importance of sound effects and how these are used at certain cues to enhance gameplay within a computer or video game. 	<ul style="list-style-type: none"> Understand changes in twentieth century music and how composers 'broke away' from late-Romantic ideals. Understand that twentieth century music consisted of many different types, styles, movements and genres. Understand and demonstrate how minimalist composers develop pieces from small starting points. Know and demonstrate the compositional and serialism techniques used by expressionist composers. 	<ul style="list-style-type: none"> Understand the origins of the musical. Understand and recognize the common elements of a musical. To learn about different styles of songs commonly used in musical theatre. 	<ul style="list-style-type: none"> Understand the different textural and structural elements of a song/popular song. Understand and use the different musical information given on a lead sheet in creating a Musical Arrangement of a Popular Song. 	
	Assessment	Links to GCSE – Film Music & Music for Stage and Screen Assessment done through listening, composition and performance. WWW & EBI	Links to GCSE – Film Music (Video Game Music) Assessment done through listening, composition and performance. WWW & EBI	Links to GCSE – Conventions of Pop & Musical Theatre Assessment done through listening, composition and performance. WWW & EBI	Links to GCSE – Conventions of Pop & Musical Theatre Assessment done through listening, composition and performance. WWW & EBI	Links to GCSE – Conventions of Pop Assessment done through listening, composition and performance. WWW & EBI	

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Year 10	Knowledge	<p>My Music</p> <p>Students will research their own instruments, including other musicians who perform on the same instrument</p>		<p>Film Music</p> <p>Students should study a range of music used for films including:</p> <ul style="list-style-type: none"> • music that has been composed specifically for a film • music from the Western Classical tradition that has been used within a film • music that has been composed as a soundtrack for a video game 		<p>Popular Music</p> <p>Students should study a range of popular music from the 1950s to the present day, focussing on:</p> <ul style="list-style-type: none"> • Rock 'n' Roll of the 1950s and 1960s • Rock Anthems of the 1970s and 1980s • Pop Ballads of the 1970s, 1980s and 1990s • Solo Artists from 1990 to the present day 	
	Skills	<p>Students study the capabilities and limitations of their instrument, voice or technology including:</p> <ul style="list-style-type: none"> • its range and characteristic timbre • the techniques required to play it and any techniques that are specific to it • how it might be used in different genres • what type of ensembles it might be used in • how its use is influenced by context and culture. <p>Students will practise and learn to perform one or more piece(s) for their instrument of an appropriate level of difficulty.</p>		<p>Students should study how composers create music to support, express, complement and enhance:</p> <ul style="list-style-type: none"> • a mood or emotion being conveyed on the screen • a significant character(s) or place • specific actions or dramatic effects. <p>Students should study and understand how composers use music dramatically and expressively through a variety of musical elements and compositional devices, including:</p> <ul style="list-style-type: none"> • instruments and timbre • pitch and melody • rhythm and metre • tempo • dynamics, expression and articulation • texture • structure and phrasing • harmony and tonality • repetition, ostinato, sequence and imitation • ornamentation • motif, leitmotif. 		<p>Students should study and demonstrate an understanding of:</p> <ul style="list-style-type: none"> • vocal and instrumental techniques within popular music • how voices and instruments interact within popular music • the development of instruments in popular music over time • the development and impact of technology over time • the variety and development of styles within popular music over time • the origins and cultural context of the named genres of popular music • the typical musical characteristics, conventions and features of the specified genres. <p>Students should study and understand how composers of popular music use and develop musical elements and compositional devices, including:</p> <ul style="list-style-type: none"> • instruments and timbre (acoustic and electric) • pitch and melody (including bass lines and riffs) • rhythm and metre • tempo • dynamics, expression and articulation • texture • structure and phrasing • harmony and tonality • dynamics, expression and articulation • ornamentation • repetition, ostinato and sequence • technology including amplification and recording techniques. 	
	Assessment	<p>The piece(s) should reflect the learner's ability and allow them to demonstrate enough skill and technique to access the marking criteria.</p> <p>The part played by the learner should not generally be doubled by any other part.</p> <p>The performance can be one of the following:</p> <ul style="list-style-type: none"> • the student performing alone • the student accompanied by a live or pre-recorded part • a piece for a group in which the learner plays a significant part <p>Students will compose a piece of their choice. This can be:</p> <ul style="list-style-type: none"> • an unaccompanied solo piece • an accompanied solo piece • an ensemble piece • in a genre of the learner's choosing. <p>This is ongoing throughout the course and needs to be submitted for assessment in the Spring Term of Year 11</p>		<p>Students should have some knowledge of:</p> <ul style="list-style-type: none"> • how music can develop and/or evolve during the course of a film or video game • the resources that are used to create and perform film and video soundtracks, including the use of technology • the names of composers of music for film and/or video games. <p>This will be assessed through Listening tests/exams</p>		<p>Students should have knowledge of:</p> <ul style="list-style-type: none"> • names of solo artists and groups who composed and/or performed in each genre • the changing nature of song structure • the historical and social context of the named genres of popular music • the growth of the popular music industry <p>This will be assessed through Listening tests/exams</p>	

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Year 11	Knowledge	<p>Rhythms of the World</p> <p>Students should study the traditional rhythmic roots from four geographical regions of the world:</p> <ul style="list-style-type: none"> • India and Punjab • Eastern Mediterranean and Middle East • Africa • Central and South America. <p>Students should study and develop an understanding of the characteristic rhythmic features of:</p> <ul style="list-style-type: none"> • Indian Classical Music and traditional Punjabi Bhangra • Traditional Eastern Mediterranean and Arabic folk rhythms, with particular focus on traditional Greek, Palestinian and Israeli music • Traditional African drumming • Traditional Calypso and Samba. 		<p>Concerto Through Time</p> <p>Students should study The Concerto and its development from 1650 to 1910 through:</p> <ul style="list-style-type: none"> • the Baroque Solo Concerto • the Baroque Concerto Grosso • the Classical Concerto • the Romantic Concerto. 		<p>Revision</p> <p>Focus on revision and listening skills in preparation for the exam</p>	
	Skills	<p>Students should study and develop an understanding of the following for each geographical region including:</p> <ul style="list-style-type: none"> • characteristic rhythms and metres • the origins and cultural context of the traditional music • the musical characteristics of the folk music • the impact of modern technology on traditional music • the names of performers and groups • ways in which performers work together. <p>Students will study and understand how a range of musical elements is combined in traditional music, including:</p> <ul style="list-style-type: none"> • instruments and timbre • pitch and melody • rhythm and metre • tempo • dynamics, expression and articulation • texture • structure and phrasing • harmony and tonality • repetition, ostinato • ornamentation. 		<p>Students should study and develop an understanding of:</p> <ul style="list-style-type: none"> • what a concerto is and the way it has developed through time • the instruments that have been used for the solo part in the concerto and how they have developed through time • the growth and development of the orchestra through time • the role of the soloist(s) • the relationship between the soloist(s) and the orchestral accompaniment • how the concerto has developed through time in terms of length, complexity and virtuosity • the characteristics of Baroque, Classical and Romantic music as reflected in The Concerto. Learners should study and understand how composers of concertos use musical elements and compositional devices in their concertos including: • instruments and timbre • pitch and melody • rhythm and metre • tempo • dynamics, expression and articulation • texture • structure, phrasing and cadences • harmony and tonality • repetition, sequence and imitation • ornamentation. 		<p>This will be assessed through Listening tests/exams</p>	
	Assessment	<p>Students should have some knowledge of:</p> <ul style="list-style-type: none"> • techniques of performing traditional drums • traditional rhythm patterns (including regular and irregular metres, syncopation and cross rhythms) • how texture builds with added parts • improvised melodic lines based on traditional scales (including modal and microtonal melodic ideas). <p>This will be assessed through Listening tests/exams</p>		<p>Students should have some knowledge of:</p> <ul style="list-style-type: none"> • the names and intentions of composers who wrote concertos in each period • the historical and social context of the concerto in each period • the need for a larger venue over time as the genre expanded and developed • the changing nature of commissioner and audience over time. <p>This will be assessed through Listening tests/exams</p>			