

Year 7

Autumn 1 & Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Music of Africa	Classical Period	Elements of Music	Instruments of the Orchestra	Music for Video Games
Students explore the history, features and influence of West African music while composing and performing in an ensemble.	Students analyse the historical background and influence of classical composers. Students will develop their musical notation and keyboard skills by learning and performing a classical piece.	Students develop their understanding of elements of music (melody, harmony, rhythm, tempo, texture, timbre/sonority, structure) through a range of group and individual performance and composition tasks.	Students explore the different families and instruments of the orchestra and develop their listening skills in recognising and distinguishing the sonority/roles of instrumentation. Students develop their ensemble and conducting skills by participating in a 'class orchestra'	Students analyse a variety of video game themes including the use of musical elements and sound FX, while composing their own video game theme using GarageBand.
Assessment: Listening & Appraising, Performance & Composition	Assessment: Performance	Assessment: Listening & Appraising	Assessment: Listening & Appraising	Assessment: Composition
Builds upon: <u>Djembe drumming:</u> Pupils will develop their knowledge of djembe drumming from primary school	Builds upon: <u>Music theory:</u> Concepts of rhythm, metre, and tempo. Note duration and playing simple notated rhythms. <u>Performance:</u> Expressive techniques (e.g., dynamics and articulation)	Builds upon: <u>Music theory:</u> Western staff notation including pitch, clefs, time signature and note duration <u>Composition:</u> Rhythmic development and textural variation techniques. <u>Performance:</u> Expressive techniques (e.g., dynamics and articulation) <u>Technology:</u> Pupils use GarageBand as a compositional tool.	Builds upon: <u>Music theory:</u> Western staff notation including pitch, clefs, time signature and note duration <u>Performance:</u> Expressive techniques (e.g., dynamics and articulation) <u>Composition:</u> Textural variation techniques.	Builds upon: <u>Composition:</u> Rhythmic and textural variation techniques. Melody writing. Major and minor chords. Timbre and sonority including extended instrumental techniques. <u>Music theory and performance:</u> Pupils will learn to play and analyse existing video game themes having acquired basic skills of reading Western staff notation. Expressive techniques (e.g., dynamics and articulation)
Introduces: <u>Djembe drumming:</u> Basic djembe technique. Bass, tone and slap. <u>Music theory:</u> Concepts of rhythm, metre, and tempo. Note duration and drumming simple notated rhythms. <u>Composition:</u> Rhythmic development and textural variation techniques such as layering, ostinato and call and response. Improvisation. <u>Performance:</u> Expressive techniques (e.g., dynamics and articulation)	Introduces: <u>Keyboard skills:</u> Using right hand and left hand separately then together. <u>Music theory:</u> Western staff notation including how to identify pitch on the staff. Treble and bass clefs. <u>Technology:</u> Introduction to GarageBand for recording purposes.	Introduces: <u>Composition/Music theory:</u> Melody writing, major and minor chords, use of timbre and sonority. Compositional structures.	Introduces: <u>Percussion:</u> Students will learn basic techniques for a variety of percussion instruments to perform in the class orchestra. Basics of conducting. <u>Composition:</u> Extended techniques on a variety of orchestral instruments e.g., tremolo, glissando, pizzicato and arco. <u>Music theory:</u> Basics of orchestral score layout.	Introduces: <u>Music theory:</u> Graphic scores. <u>Composition:</u> Sound FX, use of electronic instruments e.g., synthesised sounds, concept of diegesis

Year 8

Autumn 1 & Autumn 2	Spring 1	Spring 2	Summer 1 & Summer 2
Stomp	Blues	Musical Theatre	Electronic Dance Music
Students learn to compose and perform in the style of West End musical theatre show, 'Stomp'. Students make their own body percussion instruments before learning a variety of rhythmic development techniques that can be used when performing in this style.	Students analyse the history and influence of Blues while learning how to compose their own Blues song, exploring the 12-bar blues form, improvisation, walking bass line and the Blues scale.	Students analyse the historical background, success and influence of musical theatre while learning and performing a range of musical theatre songs, as a class and in groups.	Students learn how to compose a piece of music from the club dance genre, exploring layering, looping, sound FX, beat making and automation.
Assessment: Listening & Appraising Performance & Composition	Assessment: Performance and composition	Assessment: Performance and composition	Assessment: Listening and appraising Performance and composition
Builds upon: <u>Performance:</u> Expressive techniques (e.g., dynamics and articulation) <u>Music theory:</u> Concepts of rhythm, metre, and tempo. Note duration and playing simple notated rhythms. <u>Composition:</u> Rhythmic development and textural variation techniques. Use of timbre and sonority.	Builds upon: <u>Music theory:</u> Western staff notation including pitch, clefs, time signature and note duration. <u>Keyboard skills:</u> Using right hand and left hand separately then together.	Builds upon: <u>Performance:</u> Expressive techniques (e.g., dynamics and articulation). <u>Music theory:</u> Western staff notation including pitch, clefs, time signature and note duration. <u>Keyboard skills:</u> Using right hand and left hand together. Playing triads with the left hand.	Builds upon: <u>Music theory:</u> Composing using triads. <u>Technology and composition:</u> Sound FX, use of electronic instruments e.g., synthesised sounds.
Introduces: <u>Composition:</u> Further rhythmic development techniques such as note addition, note subtraction, retrograde and accent variation.	Introduces: <u>Keyboard skills:</u> Playing triads with the left hand. <u>Composition:</u> Improvising using the Blues scale over a 12-bar Blues chord progression. Arranging a piece in an ABA structure.	Introduces: <u>Keyboard skills:</u> Playing seventh chords and triads. <u>Singing:</u> Basic singing technique. Belting. <u>Music theory:</u> Singing and playing more complex notated rhythms.	Introduces: <u>Technology and composition:</u> Beat-making using a DAW with access to virtual drum machine, synthesised sounds, and samples.

Year 9

Autumn 1 & Autumn 2	Spring 1 & Spring 2	Summer 1 & Summer 2
Rap and Hip Hop	Fusion	Music for Film and TV
Students explore the historical and cultural background of rap and hip-hop music. Students participate in a group rap performance, analysing the techniques of various rappers and producers before composing their own hip-hop piece.	Students analyse the historical background, success, and influence of fusion music, including styles such as bossa nova, jazz fusion and afro fusion. Pupils will use their knowledge from a variety of genres to create their own piece of fusion music.	Students study the importance of sound in film and TV, learning about a variety of techniques used by film composers while composing their own sound and music to a short, animated film clip.
Assessment: Listening & Appraising Performance & Composition	Assessment: Listening and appraising Performance and composition	Assessment: Listening and appraising Performance and composition
Builds upon: <u>Technology and composition:</u> Beat-making using a DAW with access to virtual drum machine, synthesised sounds, and samples. <u>Music theory:</u> Composing using triads.	Builds upon: <u>Composition:</u> Rhythmic development and textural variation techniques. Use of timbre and sonority. <u>Keyboard skills:</u> Playing seventh chords and triads. <u>Singing:</u> Basic singing technique. <u>Music theory:</u> Western staff notation including pitch, clefs, time signature and note duration.	Builds upon: <u>Composition:</u> Rhythmic development and textural variation techniques. Use of timbre and sonority. <u>Keyboard skills:</u> Playing seventh chords and triads. <u>Singing:</u> Basic singing technique. <u>Music theory:</u> Western staff notation including pitch, clefs, time signature and note duration. Reading more complex rhythms.
Introduces: <u>Rapping:</u> Students develop skills in writing and performing raps, using techniques such as rhyme, alliteration, and slang. Students will be required to think about the rhythmic setting and delivery of their raps so that it is effective on top of a beat. <u>Technology and composition:</u> Students will learn about sampling, before incorporating musical samples in their own compositions. Introduction to DJ techniques.	Introduces: <u>Composition:</u> Combining sonorities and timbres across genres. Using modes as a compositional tool. <u>Music theory:</u> Reading and notating more complex rhythmic patterns.	Introduces: <u>Composition:</u> Cluster chords and diminished seventh chords. Using sound FX. Mickey-mousing. Leitmotifs. Concepts of diegetic and non-diegetic music. <u>Keyboard skills:</u> Playing cluster chords and diminished seventh chords.