

	Autumn Term	Spring Term	Summer Term
Knowledge & Skills	POP MUSIC - To understand the meaning of ‘pop’ and conversions of this genre - To learn about the legacy of Michael Jackson and why he was so successful - To learn the importance of riffs and melodies, and the conventions of good ones	DANCE MUSIC - To learn about the birth of rave culture - To understand the significance of subcultures - To recognise and play the repetitive, relentless riffs and rhythms of dance music - To develop knowledge and understanding of the conventions of dance music through composition - To use music technology to compose a piece of dance music	FESTIVALS/ THE MUSIC INDUSTRY - To learn about the structure of the music industry - To gain an understanding of the different roles in the world of music - To understand how artists make money, and the purpose of streaming platforms - To learn about various different types of festivals, and they different types of music that they celebrate
Links to prior learning	- The workings of the different elements of music (MAD TSHIRT) - Developing their understanding of the conventions of popular music, and what makes a catchy melody/ riff - Developing their musicianship, and ability to perform as part of an ensemble	- Refining their understanding of the cultural significance of music, and how it has helped to shape conventions of wider society and youth culture - Continuing to look at the idea of musical legacy - Developing their musicianship, and ability to perform as part of an ensemble	- Improving their understanding of how music is monetised, and the different career opportunities there are within this sector - Developing their musicianship, and ability to perform as part of an ensemble
Assessment	Performance assessment (Christmas Pop Performance)	Composition assessment (Remix/ compose a piece of dance music, involving the specific elements of a certain sub genre of EDM)	Performance assessment (cover of an iconic festival performance)
Home learning	- Further research into music fandoms and the creation of a pop icon - Instrument practice (at home if possible, or in the music room during break/ lunch times)	- Research into EDM in the UK, and its progression from sub culture to mainstream significance - Instrument practice (at home if possible, or in the music room during break/ lunch times)	- Research into the modern music industry and the music business - Research into festival culture, its progression and the significance/ influence of festivals in the UK - Instrument practice (at home if possible, or in the music room during break/ lunch times)
Cultural Capital and extra-curricular opportunities	- Instrument lessons - Using the music facilities at break/ lunch times - School choir	- Instrument lessons - Using the music facilities at break/ lunch times - School choir	- Instrument lessons - Using the music facilities at break/ lunch times - School choir
Literacy	Keywords: - Melody - Riff - Texture - Production - Structure	Keywords: - Subculture - Rhythm - Beat - Sampling - Loop - Production	Keywords: - Music business - DSPs - Record labels - Contracts - Advances
Numeracy	- Rhythmic recognition - Counting beats in a bar	- Different rhythmic nuances of different subgenres of EDM - Counting beats in a bar	- Figures used in festival production - Value comprehension - Counting beats in a bar
Careers Information, Education, Advice and Guidance (CEIAG)	- Popular musician - Session musician - Function band/ live performer - Music teacher/ educator	- DJ - Raver	- Music business (label owner, promoter, event organiser, journalist) - Record producer - Studio manager/ owner - Sound engineer
Spirituality	Patience	Respect	Patience, Friendship
How can parents support the curriculum?	Exposure to a range of popular music	- Exposure to a range of dance music - Offer an understanding of rave culture, and it’s progression to the mainstream	- Exposure to the different career opportunities in the music industry, besides being a performing musician - Chance to experience a music festival