**Music Curriculum Overview**

**Year 7**

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| **Autumn 1** | **Autumn 2** | **Spring 1** | | | **Spring 2** | | | | **Summer 1** | | **Summer 2** |
| **ENRICHMENT** | | | | | | | | | | | |
|  |  | **Gamelan Trip to RNCM** | | |  | | | |  | | **Quintet/Gospel Choir** |
| **Winter Tracking** | | | | **Spring Tracking** | | | | **Summer Tracking** | | | |
| **ASSESSMENTS** | | | | | | | | | | | |
| **Baseline anaylasis of previous experience. Rhythm and Pitch performance assessment** | **Oh When the Saints Assessment** | | **Gamelan Assessment** | | | **Chords Assessment** | **Ukelele and Singing Assessment** | | | **Samba Assessment** | |
| **Rhythm and Pitch** | **Keybaord skills** | | **Gamelan** | | | **Chords – Keyboard** | **Ukelele and Singing** | | | **Samba** | |
| **A0S 1** | **AOS 2** | | **AOS 3** | | | **AOS 4** | **AOS 1and 4** | | | **AOS 2 and 3** | |
| **Knowlegde:**   * Note values * Musical elements – pitch, duration, dynamics, tempo, timbre, texture * Reading music * Composing rhythms * Singing in time to a pulse * Listen review and evaluate music * Time Signatures | **Knowlegde:**   * Note values * Musical elements * Reading music – treble and bass clef * Notes on a keyboard * Scales – C major, A minor and Contrary Motion * Time signature * Key signature | | **Knowledge:**   * Understanding of rhythms – oral traditional rhythms * Cultural understanding * Understanding of different timbres – tuned percussion * Understanding of free time within music * New terminology linked to melodic writing. | | | **Knowledge:**   * What is a chord * How are chords formed * Triads in music * Harmony and Tonality – understanding of major and minor scales and chords | **Knowledge:**   * Development of chords * Basic understanding of a Ukulele * Strumming patterns * Developing their understanding of timing * How to sing a melody line with an accompaniment. * Reading music and tab | | | **Knowledge:**   * Understanding of rhythms - latin * Cultural understanding * Understanding of different timbres – untuned percussion * New terminology linked to rhythmic writing. * Understanding call and response * Understanding of the role of the leader. | |
| **Skills:**   * Being able to clap in time to music * Being able to recognise elements of music through listening * Being able to write rhythms * Personal development – how to practice as part of a group * Improvisation   **Resources:**   * Class booklets * Music first * Instruments * Musical excerpts   **Keywords**   * Rhythm * Pitch * Duration * Tempo * Dynamics * Timbre * Ostinato * Pulse | **Skills:**   * RH playing on the keyboard * Basic keyboard finger patterns * RH and LH playing together on the keyboard * Being able to play in time with another person or a metronome. * Reading music – all areas * Personal development – how to practice independently. * Being able to recognise elements of music through listening   **Resources:**   * Class booklets * Music first * Keyboards * Headphones * Musical excerpts   **Keywords**   * Crotchet * Minim * Quaver * Semiqauver * Semibreve * Treble Clef * Bass Clef | | **Skills:**   * RH and LH playing together on the keyboard. * Development of fingering patterns – learning to move hand to reach. * Performing with expression. * Performing as a group – rhythm and melodic parts. * Personal development – how to practice as part of a group * Being able to recognise elements of music through listening * Melodic improvisation   **Resources:**   * Class booklets * Music first * Keyboards * Headphones * Musical excerpts   **Keywords**   * Melody * Scales * Structure * Tonality * Notation * Texture * Improvisation | | | **Skills:**   * Being able to play chords in the LH. * Keybaord fingering patterns developed. * Being able to play an accompaniment in time with the melody line. * Personal development – how to practice independently and as part of a group * Being able to recognise elements of music through listening   **Resources:**   * Class booklets * Music first * Keyboards * Headphones * Musical excerpts   **Keywords**   * Chord * Harmony * Major * Minor * Accidental * Phrasing | **Skills:**   * Personal development – how to practice independently and as part of a group * Ensenble performing * Strumming in time * Singing in time * Singing in tune * Being able to recognise elements of music through listening   **Resources:**   * Class booklets * Music first * Ukeleles * Musical excerpts   **Keywords**   * Tab * Strumming * Projection * Ensemble * Pop song structure * Verse * Chorus | | | **Skills**   * Being able to clap a rhythm independently using complex note values. * Being able to write rhythms * Personal development – how to practice as part of a group   **Resources:**   * Class booklets * Music first * Untuned percussion * Musical excerpts   **Keywords**   * Call and response * Dotted rhythms * Syncopation * Carnival * Polyphonic * Imitation | |

**Year 8**

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| **Autumn 1** | **Autumn 2** | | **Spring 1** | | **Spring 2** | **Summer 1** | **Summer 2** |
| **ENRICHMENT** | | | | | | | |
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| **Winter Tracking** | | | **Spring Tracking** | | | **Summer Tracking** | |
| **ASSESSMENTS** | | | | | | | |
| **Indian ensemble performance** | **Blues Assessment** | **Hedwigs Theme Performance** | | | **I Will Never Let You Down Performance** | **Computer composition assessment** | **Composition Assessment** |
| **India and it’s music** | **Blues Music** | **Keybaord - Harry Potter** | | | **Ukelele and Singing** | **Film Music** | **Theme and Variation** |
| **A0S 1** | **AOS 2** | **AOS 3** | | | **AOS 4** | **AOS 1and 4** | **AOS 2 and 3** |
| **Knowlegde:**   * Understanding of rhythms – oral traditional rhythms * Cultural understanding * Understanding of different timbres – tuned percussion, traditional Indian instruments * Understanding of free time within music * New terminology linked to melodic writing. * Understanding of musical structures. | **Knowledge:**   * What is a chord * How are chords formed * Triads in music * What are 7th chords. * Understanding of the origions of blues music and how it has developed. * Harmony and Tonality – understanding of major and minor scales and chords. * What is a walking bass line * How is an improvisation created to fit with a blues chord sequence. | **Knowledge:**   * What is film music. * Being able to follow a music score. * Understanding of theme ideas within film music. * What is a chord and how arrangements are made in Film music based on harmony. * Understanding of major and minor scales and chords. * How is a melody line created. | | | **Knowledge:**   * Development of chords * An understanding of a Ukulele * Strumming patterns * Developing their understanding of timing * How to sing a melody line with an accompaniment. * Reading music and tab | **Knowlegde:**   * What is film music and how has it been created. * Being able to follow a music score. * Understanding of theme ideas within film music. * What is compositin and how to create a chord scruture based on major and minor keys. * How a melody is created in film music. * How to use Cubase software on the computer. * How to layer textures and parts using the computer software. * What are certain instruments used for melody lines in film music and how to change the instrument sound on the computer. | **Knowlegde:**   * What is a theme and variation * Being able to follow a repeated bass line and understand how layers are built up above it. * Understanding what a variation is in music and how to create it. * How to create variations based on chords and harmony |
| **Skills:**   * RH and LH playing together on the keyboard. * Development of fingering patterns – learning to move hand to reach. * Performing with expression. * Performing as a group – rhythm and melodic parts. * Personal development – how to practice as part of a group * Being able to recognise elements of music through listening * Melodic improvisation   **Resources:**   * Class booklets * Music first * Keyboards * Drums * Headphones * Musical excerpts   **Keywords**   * Melody * Scales * Structure * Tonality * Notation * Texture * Improvisation | **Skills:**   * Being able to play chords in the RH. * Keybaord fingering patterns developed to play a walking bass line in the LH. * Being able to play a walking bass line in time with the chord sequence. * Personal development – how to practice independently and as part of a group * Being able to recognise elements of music through listening   **Resources:**   * Class booklets * Music first * Keyboards * Headphones * Musical excerpts   **Keywords**   * Chord * Harmony * Major * Minor * Accidental * Phrasing * Walking bass line * 7th chords | **Skills:**   * Being able to play chords in the LH. * Keybaord fingering patterns developed. * Being able to play an accompaniment in time with the melody line. * Personal development – how to practice independently and as part of a group * Being able to recognise elements of music through listening   **Resources:**   * Class booklets * Music first * Keyboards * Headphones * Musical excerpts   **Keywords**   * Chord * Harmony * Major * Minor * Accidental * Phrasing * Theme | | | **Skills:**   * Personal development – how to practice independently and as part of a group * Ensenble performing * Strumming in time * Singing in time * Singing in tune * Being able to recognise elements of music through listening   **Resources:**   * Class booklets * Music first * Ukeleles * Musical excerpts   **Keywords**   * Tab * Strumming * Projection * Ensemble * Pop song structure * Verse * Chorus * Bridge | **Skills:**   * Being able to log onto Cubase on the computers and understand how to navigate through it. * Being able to select different tracks an record in using a mini keyboard. * How to create your own melody line toi fit with a film music clip. * How to select different instrument sounds on the computer software.   **Resources:**   * Class booklets * Music first * Headphones * Computers * Headphones * Cubase and Cubase help cards * Musical excerpts.   **Keywords**   * Composition * Melody * Harmony * Tonality * Texture * Timbre * Time signature. | **Skills:**   * Being able to play a bass line theme idea in the LH. * Keybaord fingering patterns developed. * Being able to playvarious different melodic variations in time with a repeated bass line. * Personal development – how to practice independently and as part of a group * Being able to recognise elements of music through listening   **Resources:**   * Class booklets * Music first * Keyboards * Headphones * Musical excerpts   **Keywords**   * Chord * Harmony * Texture * Variation * Theme * Bass line |