**Music**

**Year 7**

| SOW | **Topic 1: Lets Perform Together** | **Topic 2: Hit The Right Note** | **Topic 3: Primary Colours** |
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| Knowledge | * Demonstrate how to warm up your voice ready to sing
* Explain the importance of the diaphragm
* Display the different ways we can use our voice through performance – beatboxing, singing in a round, singing accompanied by a live instrument, singing to a backing track
* Basic rhythmic notation – crotchets, minims, semibreve and quavers
 | * Learn the note names on the keyboard
* Understand the layout of a keyboard
* Learn what a major scale is and how to play one
* Demonstrate understanding of simple melodic notation (Middle C to Top G in treble clef) through performance, using right hand
 | * Demonstrate understanding of the construction of major and minor chords on a keyboard
* Play chords I, IV and V on a keyboard with left hand
* Learn to play new chords by reading chord diagrams
* Learn the stylistic features of reggae, blues and pop
* Listen to and learn the works of key composers and musicians
* Demonstrate understanding of basic bass clef notation, G to B using left hand
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| Skills  | * I can sing as part of a class ensemble
* I can respond to musical direction whilst performing
* I can perform, using my voice using different techniques
* I can perform to an audience
 | * I can perform simple melodies using my right hand
* I can read simple melodic notation (treble clef)
 | * I can play chords using stylistic features of different music
* I can read melodies and chords using treble and bass clef notation
* I can play chords using my left hand
* I can play keyboard using two hands (chords in left, melody in right)
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| Tier 3 Vocabulary | MelodyHarmonyPitchDynamicsTexturePerformanceVocal ProjectionDiaphragmA Capella | KeyboardOctaveNotationScale | ChordRhythmReggaeSyncopation12 Bar Blues |

**Year 8**

| SOW | **Topic 1: Computer Game Music** | **Topic 2: In Search of the Fourth Chord** | **Topic 3: Ground Work (Guitar)** | **Topic 4: What Makes A Good Pop Song?** | **Topic 5: Band Skills** |
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| Knowledge | * Work with others to discuss and generate ideas for a given brief
* Demonstrate understanding of musical devices by performing and composing with them
* Compose a motif for a character using musical devices including conjunct and disjunct.
 | * Play chords I, IV and V (C, F and G) on a ukulele
* Play chord VI (Am) on a ukulele
* Learn the chords by understanding ukulele chord diagrams
* Listen to the works of key composers that use the four chords
 | * Understand the anatomy of a guitar
* Show understanding of hooks and riffs by playing them on an acoustic or electric guitar
* Play open chords C, F, G and Am on an acoustic or electric guitar by reading guitar chord diagrams
 | * Explain key features -riff, melody, structure - of chosen popular songs through listening and appraising activities
* Demonstrate the key features through instrumental performance
 | * Demonstrate independent learning by learning an instrument of choice
* Work with others to learn to play as part of a band
* Identify areas for development through ongoing discussions with others and self-reflection

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| Skills  | * I am able to use key musical devices to create motifs from a brief
* I can compose a motif for a given computer game character
 | * I can perform songs of key composers on a ukulele using the ‘four-chord-trick’
* I can perform as part of an ensemble
* I can sing the song whilst playing ukulele
 | * I can play chosen songs using chords C, F, G and Am on a guitar
* I can perform as part of a group
* I can perform a solo piece
 | * I can create an arrangement of a given song
* I can perform riffs and melodies from given songs on a chosen instrument
* I can perform as part of an ensemble
* I can perform a solo piece
 | * I can create an arrangement of a given song within a band context
* I can perform as part of a group – play in time, in tune and at an appropriate volume level
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| Tier 3 Vocabulary | Musical DevicesConjunctDisjunctDecision MotifElements of Music | UkuleleStrumming | HooksRiffsGuitarPlectrumStrumming pattern | Popular MusicArrangementCover Version | BandInstrumentsDevelopmentEvaluation |

**Year 9**

| SOW | **Topic 1: Settle The Score** | **Topic 2: Ukulele Skills** | **Topic 3: Lets Perform Together** |
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| Knowledge | * Exploration of advanced musical devices – trill, sequence, ostinato, diminished chord, chord cluster, motif, chromatic scale through performance
* Create a short piece of music using the ‘Mickey-Mousing’ technique
* How to plan and create compositions using a storyboard
 | * Play chords I, IV and V (C, F and G) on a ukulele
* Play chord VI (Am) on a ukulele
* Learn the chords by understanding ukulele chord diagrams
* Listen to the works of key composers that use the four chords
* How to find my own song to learn to play
 | * Review past work from KS3 through reflection activities
* Choose two key pieces for a final showcase performance
* Develop deeper understanding of the music they listen to and perform
* Rehearse solo/in a group and identify areas for development through ongoing reflection
 |
| Skills  | * I can use simple and more complex musical devices to create a piece of film music, for a given scene
* I am able to identify musical devices in a piece by listening to works of key film composers
 | * I can perform songs of key composers on a ukulele using the ‘four-chord-trick’
* I can perform as part of an ensemble
* I can sing the song whilst playing ukulele
* I can find chords and perform a free-choice song
 | * I can evaluate and comment on my past work
* I can rehearse with a group and on my own
* I can perform as a soloist OR as part of an ensemble
* I can perform up to 2 pieces to an audience
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| Tier 3 Vocabulary | Musical Devices TrillSequenceOstinatoDiminished chordChord clusterMotifChromatic scaleElements of MusicMickey-MousingCompositionStoryboard  | UkuleleStrumming | PracticeShowcasePerformance |