**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 |
| 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) |
| Tier 3 Vocabulary | Melody  Harmony  Pitch  Dynamics  Texture  Performance  Vocal Projection  Diaphragm  A Capella | Keyboard  Octave  Notation  Scale | Chord  Rhythm  Reggae  Syncopation  12 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 |
| 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 |
| Tier 3 Vocabulary | Musical Devices  Conjunct  Disjunct  Decision Motif  Elements of Music | Ukulele  Strumming | Hooks  Riffs  Guitar  Plectrum  Strumming pattern | Popular Music  Arrangement  Cover Version | Band  Instruments  Development  Evaluation |

**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 |
| Tier 3 Vocabulary | Musical Devices  Trill  Sequence  Ostinato  Diminished chord  Chord cluster  Motif  Chromatic scale  Elements of Music  Mickey-Mousing  Composition  Storyboard | Ukulele  Strumming | Practice  Showcase  Performance |