

	Year 7	Year 8	Year 9
Autumn half term 1 Sequential knowledge and skills	<p><b>Instruments of the Orchestra</b></p> <ul style="list-style-type: none"> <li>• Introduction to the four families of the orchestra</li> <li>• They will discover the meaning of fanfare and compose their own</li> <li>• Pupils will explore the 7 elements of music</li> <li>• They will explore timbre used in a selected piece of music</li> <li>• They will complete their own animal composition</li> </ul>	<p><b>Reggae</b></p> <ul style="list-style-type: none"> <li>• An introduction to reggae music and the characteristics of the genre</li> <li>• A use of syncopated chords in the performance of '3 Little birds'</li> <li>• Pupils will analyse 'Thinking of Me' and begin to learn and use minor chords in their performances.</li> <li>• Pupils will revisit Elements of Music to strengthen knowledge.</li> <li>• They will perform the songs that they have learnt in this term.</li> </ul>	<p><b>Remixes and Arrangements</b></p> <ul style="list-style-type: none"> <li>• A brief overview of the Disco music genre and pupils will begin to create a performance of 'I've had the time of my life'.</li> <li>• Pupils will begin to develop their understanding of remixes and will start to remix the performance they started.</li> <li>• Listening activity and then an exploration of arranging</li> <li>• Pupils develop their disco ensemble and rehearse ready for their assessment.</li> </ul>
Assessment Content and methods used to judge learning	Peer assessment and formal assessment of animal composition based on set criteria. Self-assessment. Pupils fill in reflections after every lesson setting themselves targets that they will achieve in the next lesson showing progression. Peer and self-assessment throughout the unit.	Performance assessment of Three Little Birds. Pupils will be assessed on accuracy and fluency along with other set criteria. Pupils will also have a listening assessment. Peer and self-assessment throughout the unit.	The assessment will be a composition where the students will create their own remix of one of their chosen songs. This will be assessed using set criteria. The performance of it will also be recorded. Peer and self-assessment throughout the unit.
Autumn half term 2 Sequential knowledge and skills	<p><b>Elements of Music</b></p> <ul style="list-style-type: none"> <li>• They will be introduced to musical notation</li> <li>• Pupils will begin to write a rhythm composition</li> <li>• And introduction to reading music on a staff</li> <li>• Exploration of tempo and dynamics, as well as learning the Italian key words</li> <li>• Pupils will perform their various pieces of music on the keyboard</li> </ul>	<p><b>The Classical Era</b></p> <ul style="list-style-type: none"> <li>• An introduction to the classical era and a look at musical history.</li> <li>• Pupils will learn about ternary and rondo form to create a composition.</li> <li>• The students will perform Fur Elise with a focus on skills picked up in Unit 1 and year 7.</li> <li>• The students will create a Christmas performance in a Reggae style, this revisits Unit 1 for a week up till Christmas.</li> </ul>	<p><b>The Beatles / '60s</b></p> <ul style="list-style-type: none"> <li>• An introduction to The Beatles, exploring their backgrounds and previous works</li> <li>• They will be introduced to the song let it be and revisit the primary chords from the previous unit</li> <li>• Pupils will rehearse let it be, to work on their performance skills they will practice the song when I'm 64, introducing new chords.</li> <li>• The choice of either rehearsing the Beatles songs or 1960's Christmas songs, will be given.</li> </ul>

<p>Assessment Content and methods used to judge learning</p>	<p>Formal assessment of reading musical notation. Peer assessment of keyboard work. Pupils fill in reflections after every lesson setting themselves targets that they will achieve in the next lesson showing progression. Peer and self-assessment throughout the unit.</p>	<p>Formal assessment of Fur Elise. Pupils will be expected to perform this with a partner and will be assessed using set criteria. There will also be a written assessment based on the work covered on form and the classical period. Peer and self-assessment throughout the unit.</p>	<p>The assessment will be a written and practical assessment where the pupils will answer questions based on their musical theory knowledge and also that of the Beatles. The practical assessment will be the performance of Let it Be. Peer and self-assessment throughout the unit.</p>
<p>Spring half term 3 Sequential knowledge and skills</p>	<p><b>Tonality</b></p> <ul style="list-style-type: none"> <li>• An introduction to major tonality, consisting of learning the formula needed to create a major scale</li> <li>• Pupils will begin to perform a piece using the major scale</li> <li>• An introduction to the minor scale</li> <li>• Pupils will begin to perform a piece using the minor scale</li> <li>• pupils will learn the formula needed to create a chromatic scale</li> <li>• They will spend a lesson practicing one of the songs from this unit in order to be prepared for their assessment.</li> </ul>	<p><b>Film Music</b></p> <ul style="list-style-type: none"> <li>• The students will learn about the use of music within film with a particular focus on John Williams.</li> <li>• The students will learn about Leitmotifs and create a leitmotif for a famous film character.</li> <li>• Pupils will learn about spotting a film timeline, this develops on the knowledge from Leitmotifs.</li> <li>• Pupils will compose a film score for a 'storyboard' of their choosing.</li> </ul>	<p><b>The Broadway Musical</b></p> <ul style="list-style-type: none"> <li>• An introduction to musical theatre and the Broadway musical genre. Pupils will appraise several musical theatre songs.</li> <li>• The pupils will appraise two pieces of musical theatre looking at similarities and differences</li> <li>• The students will start to learn "It's a hard knock life" using the keyboard</li> <li>• The students will continue to work on their performances and start to incorporate the elements of musical theatre</li> </ul>
<p>Assessment Content and methods used to judge learning</p>	<p>Pupils will have a written assessment which will be to write out major and minor scales using the set formula they have worked on in class. They will also have a listening assessments where they will have to identify whether the piece is major or minor. Peer and self-assessment throughout the unit.</p>	<p>Pupils will be assessed on their composition of their film score. This will be to a set criteria based on choice of instruments and use of the musical elements. Pupils will be assessed on the accuracy and fluency of their leitmotif. Peer and self-assessment throughout the unit.</p>	<p>The assessment will be a practical assessment where the students will perform a piece of musical theatre. This will be assessed using set criteria. The performance of it will also be recorded. Peer and self-assessment throughout the unit.</p>

<p>Spring half term 4 Sequential knowledge and skills</p>	<p><b>Samba [Practical Unit]</b></p> <ul style="list-style-type: none"> <li>• The students will learn to identify various instruments, and take part in a listening activity.</li> <li>• There will be practical lessons on creating a 'samba groove' with the entire class.</li> <li>• They will learn accuracy and ensembleship through this practical unit.</li> </ul>	<p><b>12 Bar Blues</b></p> <ul style="list-style-type: none"> <li>• An introduction to the 12 bar blues chord progression. (this will require the students to revisit the concept of chords to put them into practice)</li> <li>• An introduction the walking bass</li> <li>• Pupils will perform their 12 bar blues</li> <li>• An introduction to the blues scale- which will be used in parallel with the 12 bar blues</li> </ul>	<p><b>Dance Music</b></p> <ul style="list-style-type: none"> <li>• Understand the various genres and subgenres within dance music</li> <li>• Perform a piece of dance music.</li> <li>• Analyse several pieces of dance music and understand their significance in today's society.</li> <li>• Perform a piece of dance music.</li> </ul>
<p>Assessment Content and methods used to judge learning</p>	<p>Pupils will complete a written assessment based around listening and answering questions on pieces of Samba music. Pupils will also complete a composition of a Samba Groove to be performed. Peer and self-assessment throughout the unit.</p>	<p>Pupils will compose a 12 bar blues as part of the assessment and perform this either as a solo or a duet. Pupils will complete a written assessment based around the blues scale. Peer and self-assessment throughout the unit.</p>	<p>Pupils will complete a listening assessment based on pieces of dance music. This will test their knowledge of musical notation as well as knowledge gained in this unit. Practical assessment Peer and self-assessment throughout the unit.</p>
<p>Summer half term 5 Sequential knowledge and skills</p>	<p><b>Duets &amp; Ensembles</b></p> <ul style="list-style-type: none"> <li>• A recap of musical notation and an introduction of dotted notes and a duet for pupils to work on in pairs.</li> <li>• It will consist of a short listening activity, pupils will then begin to perform as part of an ensemble and will develop their own part.</li> <li>• Pupils will develop their knowledge of time signatures</li> </ul> <p>They will compose an ostinato to perform using musical notation and pitches.</p>	<p><b>Computer and Video Game Music</b></p> <ul style="list-style-type: none"> <li>• Understand the various ways in which music is used within a range of computer and video games from different times.</li> <li>• Understand, describe and use common compositional and performance features used in computer and video game music.</li> <li>• Understand how to vary, adapt and change a melody (character theme) for different atmospheres/scenarios.</li> <li>• Understand the importance of sound effects and how these are used at certain cues to enhance gameplay within a computer or video game.</li> </ul>	<p><b>Protest Music</b></p> <p>Students will begin to understand the term protest music and make links to society.</p> <p>Understand why protest music was written and how it promoted change in society.</p> <p>Compose own piece of protest music</p> <p>Analyse several pieces of protest music and pick out key features.</p>
<p>Assessment Content and methods used to judge learning</p>	<p>Pupils will complete a practical assessment where they will perform a duet or ensemble with their peers which will be recorded and assessed to a set criteria.</p>	<p>Pupils will complete a listening assessment based on pieces of video game music. This will test their knowledge of musical notation as well as knowledge gained in this unit.</p>	<p>Pupils will complete a listening assessment based on pieces of protest music. This will test their knowledge of musical notation as well as knowledge gained in this unit.</p>

	Peer and self-assessment throughout the unit.	Practical assessment Peer and self-assessment throughout the unit.	Practical assessment Peer and self-assessment throughout the unit.
Summer half term 6 Sequential knowledge and skills	<p><b><i>Build a Band [Performance Module]</i></b></p> <ul style="list-style-type: none"> <li>• Pupils will establish their small ensembles (groups of 2,3 or 4) and will decide on the songs they are working on</li> <li>• Students will develop their performances and work on their repertoire.</li> <li>• Pupils will be introduced to the rhythm section and will consider how they might add different musical instruments into their band</li> <li>• They will focus on creating a balanced sound by using their listening skills</li> <li>• Rehearsals will be more prominent towards the end of the term encouraging peer assessment.</li> </ul>	<p><b><i>Build a Band [Performance Module]</i></b></p> <ul style="list-style-type: none"> <li>• Pupils will establish their small ensembles (groups of 2,3 or 4) and will decide on the songs they are working on</li> <li>• Students will develop their performances and work on their repertoire.</li> <li>• Pupils will be introduced to the rhythm section and will consider how they might add different musical instruments into their band</li> <li>• They will focus on creating a balanced sound by using their listening skills</li> <li>• Rehearsals will be more prominent towards the end of the term encouraging peer assessment</li> </ul>	<p><b><i>Build a Band [Performance Module]</i></b></p> <ul style="list-style-type: none"> <li>• Pupils will establish their small ensembles (groups of 2,3 or 4) and will decide on the songs they are working on</li> <li>• Students will develop their performances and work on their repertoire.</li> <li>• Pupils will be introduced to the rhythm section and will consider how they might add different musical instruments into their band</li> <li>• They will focus on creating a balanced sound by using their listening skills</li> </ul> <p>Rehearsals will be more prominent towards the end of the term encouraging peer assessment</p>
Assessment Content and methods used to judge learning Assessment	Final performance assessment of their band piece where the marking criteria will be based on fluency, accuracy, choice of song etc. Peer and self-assessment throughout the unit.	Final performance assessment of their band piece where the marking criteria will be based on fluency, accuracy, choice of song etc. This will be marked using the GCSE music mark scheme. Peer and self-assessment throughout the unit.	Final performance assessment of their band piece where the marking criteria will be based on fluency, accuracy, choice of song etc. This will be marked using the GCSE music mark scheme. Peer and self-assessment throughout the unit.