



		Autumn1	Autumn 2	Spring 1	Summer 1
Year 7	Music is taught once a week in Year 7. Students will work in both solo and ensemble capacities, exploring a variety of music genres with focus on the elements of music. A balance of practical use and theoretical understanding is developed throughout year 7.	Unit 1: Introduction to Music – Rhythm & Notation	Unit 2: Vocal Exploration	Unit 3: Instruments of the Orchestra	Unit 4: Wider Opportunities
		The students learn how to read all notes within the treble clef stave, note lengths, time signatures, and score reading. All of which is transferred to a number of practical skills including performing a short piece (Mull of Kintyre) on keyboards, glockenspiels, xylophones and boomwhackers. Through a number of physical and vocal warm up activities, students also develop a greater level of timing, recall and communication.	This unit develops our student’s understanding of vocal techniques including breathing, dynamic control, recall of lyrics, ensemble phrasing and performance discipline. This is all done through learning three songs to perform at the Christmas concert as a whole year group.	In this unit the students will develop their knowledge of the four main families of instruments: Woodwind, Brass, Percussion & Strings. Orchestral recordings, videos and worksheet resources are used to engage students with such a wide variety of instruments to learn about. Practically, each lesson they are tasked with a short composition based around the family of instruments explored at the given time	Students are individually provided with a string, brass or woodwind instrument (provided by Cheshire East’s music hub – the Love Music Trust). Specialist tuition in each instrument is given throughout the whole term. Students continue to develop their note identification skills whilst practically applying a minimum of 7 of these notes to their instrument. Breathing, embouchure, posture, listening, leading, following and self-control are the main key skill areas we aim to develop throughout this term
Assessments		Baseline Listening Assessment: All year 7 students partake in the 40-minute listening assessment within the first month. This assessment challenges perception of relative pitch, contrasting rhythms, instrument identification, visualising sound through graphic scores and world music.	PP2 Assessment: In pairs all students perform their rendition of ‘Mull of Kintyre’ on keyboards in front of the rest of the class. The teacher will award the appropriate EDSM mark to each pupil based on their performance.	PP3 Assessment: A final narrative based composition with the inclusion of all four instrumental families is the final assessment of this unit. Each student is provided a storyline with five main scenes, as a starting point. They must develop, in pairs, a composition with the intention of communicating this story to the audience. A checklist of items they must include is provided and the teacher will mark individually against the EDSM criteria.	PP4 Assessment: Both as a whole group and in pairs, students will perform and record a performance of the set piece decided by the specialist teacher that term. In the case of an exceptional student whom has previously developed a higher level of instrumental playing, this assessment will be tailored to appropriately challenge their skill level.

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Year 8	Music is taught once a week in Year 8. Students will work in both solo and ensemble capacities, exploring a variety of music genres with focus on the elements of music. A balance of practical use and theoretical understanding is developed throughout year 8.	Unit 1: Exploring Harmony	Unit 2: Standard notation revisit	Unit 3: Rhythm & Stomp	Unit 4: Blues Music
		Harmony is a key element and base layer for all languages that sit within music. This unit, allows students to recognise the major and minor chords by ear, understand the mechanism to build these three note chords, perform them on both keyboards & Ukuleles and explore how they are used across a variety of pieces of music.	Building on the work implemented to the year 7 curriculum, students revisit the western standard notation system with an emphasis on taking their theoretical knowledge of 'where notes are on the stave' into a practical sense.	Rhythm notation, division of beats and the relationship to mathematics is the key driver. We begin by removing all need for a grounding in standard notation and learn through call & response. Once a number of beat divisions and patterns have been developed, we return to how they look on paper and how to notate them effectively. This grounding in rhythms enables small groups to begin composing rhythmic patterns in the style of 'STOMP'.	In this unit the students will experience developing a historical understanding of the blues era, how it came to be and how it has helped to influence the popular music of today. Walking basslines (mimicking double basses), four note chord voicings and improvising over a blues scale are all practical elements that are explored throughout this unit. An emphasis is put on the relationship between their prior knowledge of how to learn a language (i.e. French, German, Spanish or English!) and how to learn the language of a 'blues scale' or 'pentatonic scale'.

<p><i>Assessments</i></p>	<p>PP1 Assessment: In small ensembles, students perform a minimum of 4 chords in time and fluently along to a section of the recently popular ‘four chord song’ by Axis of Awesome. Students wishing to push the boundaries of this unit are encouraged to explore inversions, extended harmony (four note chords) and compose using the chords they have mastered.</p>	<p>PP2 Assessment: In small ensembles students perform a variety of short pieces on boomwhackers, keyboards and glockenspiels. This range of instruments attempts to encourage students to realise their potential as an all-rounded musician rather than an ‘instrumentalist’ or technician on one particular instrument.</p>	<p>PP3 Assessment: A sharing of work amongst all groups concludes the final stage of the PP3 assessment. Groups are encouraged to be creative when choosing the instruments in which they percuss with (pencil case items, footballs, planners, chairs, lunch boxes etc). The compositions are built up of layers in which individual performers slot together.</p> <p>Interim assessment: In a similar manner to the year 7 aural baseline assessment, year 8s are challenged with a theory exam of the equivalent to grade 1 standard. This measures how much they have retained from topics such as notation, rhythms, counting, time signatures – all covered regularly throughout year 7.</p>	<p>PP4 Assessment: This assessment will focus on the three main practical skills exercised within unit 3: consistent tempo within a walking bassline, 3 and 4 note chords, and improvisation. Students will be marked by the teacher using the EDSM criteria, by fellow students using the SWANS method (Strengths, Weaknesses And Next Steps) finished off by a short written exam of 30 minutes allowing each student to consolidate the history of the blues as well as identify and communicate the key components they have learnt this term.</p>
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Year 9	Music is taught once a fortnight in Year 9. A balance of practical use and theoretical understanding is developed throughout year 9, which allows the students to be well-grounded in knowledge and ability if they wish to continue their musical studies onto GCSE, A Level.	Unit 1: Exploring Harmony continued.	Unit 2: Music Production with FutureDJs *NEW*	Unit 3: The History of Popular Music	Unit 4: Steel Pan Drums – Ensemble performance
		By this point in ks3, students have a strong grounding in notation and harmony. This unit gives students creative freedom in how they can apply their knowledge of chords to their own compositions and how current artists such as Ed Sheeran, to their compositions. Students also recap their previous work on Ukulele’s, glockenspiels and keyboards to broaden their musicianship and understanding.	Knutsford Academy has teamed together with our provider of all this music tech and DJ based: FutureDJs. Through a variety of online platforms, students learn to mix, edit, beat-match, pan, structure and produce their own music. For more information on this unit, please contact Mr Sharp.	In this unit the students have the chance to explore the last 10 decades of pop music. Across this unit, a brief history of the most influential artists is covered accompanied by short excerpts in which students can perform on keyboards. In exceptional cases, students have been keen to transition these snippets of music onto instruments they have already trained in i.e. voice, guitar, drums etc.	As the summer term draws quickly in, we turn our final focus of KS3 back to ensemble work and the enjoyment of sharing/performing pieces in the safety of teams. All skills such as reading pitch and rhythm, listening and cooperating in a group and focusing on successful ensemble skills that have been developed from week 1 in year 7, are pulled together. A variety of different pieces are learnt including ‘yellow bird’ and ‘call me maybe are rehearsed. Students involved in sports day are encouraged to come and perform their work in-between races.
Assessments		PP1 Assessment: Students are tasked with performing a more complex set of chords as well as being able to build both a major and minor chord from any of the 12 keys as their starting/root note. Students wishing to develop their harmony even further are encouraged to transfer their chordal knowledge onto multiple instruments and extend to four note chords (major 7 th & flattened 7 th chords)		PP3 Assessment: Towards the end of the unit, students are asked to choose their favourite decade and focus on perfecting that excerpt of music. For their final performance they will perform the music and give a 1-minute overview of the artist in question relating to their influence on the music industry following their era.	PP4 Assessment: These small groups will work, rehearse and build ‘yellowbird’ for an ensemble PP4 Assessment. The teacher will formally assess each group against the EDSM criteria. Groups that have shown promise and dedication throughout the term will be asked to perform as part of the entertainment on sports day.

