**Curriculum Overview**

| Years 7-9  *Every* lesson begins with a short written starter task which involves students retrieving prior knowledge on themes such as: music notation, musical instruments and musical terminology. Following this, students will listen to a piece of music and discuss its interesting features. The music is taken from a range of genres and cultures.  Whilst the keyboard is the primary assessment instrument, Schemes of Work also incorporate development of skills on ukulele, guitar, bass guitar, drum kit and djembes. In Year 9 there is a particular focus on ensemble performance skills. |
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|  | **Autumn** | **Spring** | **Summer** |
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| **Year 7** | General musical understanding:  What is music notation? Treble clef / Note and rest values including dotted notes / Sharps and flats / How to find notes on the keyboard / What are chords? / What is a time signature? / Bars and bar lines | | |
| Performance: establishing skills on the keyboard to play a melodic line with my right hand (Ode to Joy - Beethoven) | Performance: developing my skills to play a melodic line with my right hand and accompanying bass notes with my left hand (Counting Stars - One Republic)  Composition 1 - What is the job of a composer? | Performance: developing complexity e.g. disjunct melodic lines and chordal accompaniments (Best Day of My Life - American Authors) |
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| **Year 8** | General musical understanding:  Monophonic, homophonic and call and response textures / Enharmonics / Musical structure: intro, verse, chorus, instrumental / Tones and semitones / Ties / Block chords vs broken chords | | |
| Performance: Best Years of Our Lives (Modern Romance) / Just the Way You Are (Bruno Mars) | Performance: Introduction to Guitar Skills: Holiday (Greenday)  Composition 2 - Writing music for different styles and cultures | Performance: Count On Me (Bruno Mars) |
| **Year 9** | General musical understanding:  Bass clef / Building chords / Chord inversions / Extended and altered chords / Transposition / Musical structures: verse-chorus, ternary, rondo, ground bass / Monophonic, homophonic and polyphonic textures | | |
| Performance: What Is Love (Haddaway), Don’t Stop Believing (Journey), Livin’ On a Prayer (Bon Jovi) | Performance: Hallelujah (Leonard Cohen)  Composition 3 - Writing songs (chord sequences) / Ground bass | Performance: Someone You Loved (Lewis Capaldi), I Will Survive (Gloria Gaynor), Fur Elise (Beethoven) |
| **Year 10** | Listening: Musical terminology and listening skills | Listening: Set works 1 and 2 | Listening: Set works 3 and 4 |
| Composition: Developing skills via analysis of Go West | Composition: Begin Composition 1 (Free Composition) | Composition: Completion of Free Composition by end of Y10 |
| Performance: Developing practice habits. Mock solo performance 1 | Performance: Developing practice habits. Mock solo performance 2 | Performance: Developing practice habits. Mock solo performance 3 |
| **Year 11** | Listening: Set works 5 and 6 | Listening: Set works 7 and 8 | Listening: Externally set exam |
| Composition:Externally set composition 2 brief released | Composition: NEA Composition deadline (Easter) | (Composition: Complete) |
| Performance: Rehearsing repertoire for solo and ensemble performances | Performance: NEA Performance deadline (Easter) | (Performance: Complete) |