

Year 7 Music Curriculum Sequence

Big Question: How do you play music?						
	Autumn Term 1	Autumn Term 2	Spring Term 1	Spring Term 2	Summer Term 1	Summer Term 2
Big idea/Theme	What is music?	How do string instruments work?	What is the difference between a major and a minor scale?	What is Mardi Gras?	How do Melody and Accompaniment work?	
Knowledge that needs to stick	<p>Explore the elements through listening exercises focussing on Texture, tempo, dynamics, structure</p> <p>Percussion instruments</p> <p>Notation Basic rhythm patterns (crotchets, quaver, quaver rest) rhythm grids</p>	<p>Explore the elements through listening exercises focussing on structure, tempo, harmony</p> <p>Ukulele – basic chords C, Am, F, G7</p> <p>Strings – (violin, viola, cello, double bass)</p> <p>Notation – chord symbols and strumming patterns</p>	<p>Explore the elements through listening exercises focussing on melody, tempo, rhythm, texture</p> <p>Keyboards 1 – major & minor melody & countermelody - <u>D minor</u></p> <p>Notation - key signatures, standard notation, crotchet, quavers, dotted quavers and semiquavers. Melody scalar movement, simple</p>	<p>Explore the elements through listening exercises focussing on rhythm, texture, tempo, dynamics, structure</p> <p>Percussion – Samba Bateria</p> <p>Notation- syncopated patterns</p> <p>Aural skills – performing rhythm patterns aurally, chanting, following non-verbal instructions from leader</p>	<p>Explore the elements through listening exercises focussing on texture, tempo, rhythm, melody, harmony</p> <p>Keyboards 2 – melody & primary triads in <u>C major</u> (C, F & G)</p> <p>Notation – dotted rhythms, tied notes, minims, repeat marks</p> <p>Melody dotted notes, some leaps, structure: verse, chorus</p> <p>Instruments (electric guitar, bass guitar, drum kit, vocals)</p> <p>Notation – use of music technology (piano roll and grids)</p> <p>Melody longer melody, dotted notes, wider range</p> <p>Aural skills matching bass line, chord structure and melody line</p>	
Demonstration of Knowledge (Assessment)	Compositions and Performances in groups of 5/6 (team work, low stakes as part of a group)	Class ensemble performance (team work, low stakes as part of a larger group)	Paired ensemble performance (developing confidence, playing as a pair, higher stakes)	Class ensemble performance (team work, low stakes as part of a larger group)	Paired ensemble performance (developing confidence, playing as a smaller ensemble, higher stakes) Paired performance of Pop Song sequencing to the class using iPads	

					Including drum track, chord structure and melody (gaining confidence, team work, higher stakes)
Links to key stage 2/ prior knowledge needed	Helpful to have some previous knowledge of the elements of music	Understanding of rhythm and performing as an ensemble would be useful.	Understanding of rhythm and previous experience of keyboard instruments would be useful	Understanding of rhythm and previous experience of percussion instruments would be useful	Basic knowledge of the keyboard and what a chord is Some experience of Garageband would be useful
Skill set development	Ensemble – working as a team	Strumming chords on the ukulele	Keyboard skills	Ensemble skills Rhythmic and aural skills	Keyboard skills Music technology skills
Key Vocabulary (Tier 2/ Tier 3)	Melody and pitch Articulation Dynamics Texture Structure Harmony Instruments Rhythm and silence Tempo	Chord Ukulele Violin, viola, cello, double bass Ensemble Structure Instruments Rhythm and silence Tempo	Piano Organ Keyboard Harpsichord Major Minor Chord Scale Octave Melody Counter melody	Ensemble Tempo Rhythm Bateria Texture Ganza Ago-go Surdo Tamborim Caixa Repenique Mardi gras Percussion Call and response Syncopation Carnival Mardi Gras	Melody and pitch Upbeat/anacrusis Chords Primary triads Chord structure Rhythm and silence Tempo Ensemble Texture Garageband
Reading and Oracy	5 Minute Reading – Building Blocks Discussion of musical examples	5 Minute Reading – String instruments Discussion of musical examples	Early Keyboard Instruments The Pianoforte 1 The Pianoforte 2	Discussion of musical examples Introducing Samba Samba and Samba Schools	Discussion of musical examples 5 minute reading activity sheets Key word challenges

			Discussion of musical examples	Samba Instruments	
Numeracy	Time signatures Counting notation	Playing rhythmic strumming patterns that add up to four beats in a bar	Time signature 4/4	Playing rhythmic patterns that add up to four beats in a bar	Beats per minute Time signature – 2/4
Opportunities					
Careers	Composer Performer in a West End Show Any other opportunity in a theatre setting (costume, set design, make up, front of house etc)	Song writer Pop Singer Instrument maker (Luthier)	Piano tuner Piano maker Pianist/composer	Events organiser Event stage construction Performer/dancer	Pop Song writer Roadie Festival Organiser
SMSC including British Values, Culture and Diversity	Experiencing fascination, awe and wonder Developing and expressing personal views and values Developing personal qualities and using social skills Exploring, understanding and respecting diversity	Experiencing fascination, awe and wonder Developing and expressing personal views and values Developing personal qualities and using social skills Exploring, understanding and respecting diversity	Experiencing fascination, awe and wonder Developing and expressing personal views and values Developing personal qualities and using social skills Exploring, understanding and respecting diversity	Experiencing fascination, awe and wonder Developing and expressing personal views and values Developing personal qualities and using social skills Exploring, understanding and respecting diversity	Experiencing fascination, awe and wonder Developing and expressing personal views and values Developing personal qualities and using social skills Exploring, understanding and respecting diversity
Relationship and Sex Education and Health Education	Working together as a team	Lyrics analysis Working together as a team	Working together as a team	Working together as a team	Working together as a team



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Enrichment Activities	Sing Up! Rock Band Instrumental Ensembles	Sing Up! Rock Band Instrumental Ensembles	Sing Up! Rock Band Instrumental Ensembles	Sing Up! Rock Band Instrumental Ensembles	Sing Up! Rock Band Instrumental Ensembles	Sing Up! Rock Band Instrumental Ensembles
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Year 8 Music Curriculum Sequence						
Big Question: How do you compose music?						
	Autumn Term 1	Autumn Term 2	Spring Term 1	Spring Term 2	Summer Term 1	Summer Term 2
Big idea/Theme	I guess that's why they call it the blues	How is music connected to war?	Why is the music of West Africa important?	How do you match music to the moving image?	How do pop songs work?	
Knowledge that needs to stick	Explore the elements through listening exercises focussing on melody, tempo, rhythm, structure Keyboards 3 – revise primary triads <u>Blues scale in C</u>	Explore the elements through listening exercises focussing on melody, tempo, rhythm, structure, harmony	Explore the elements through listening exercises focussing on rhythm, texture, tempo, dynamics West African Percussion (djembe, kenkeni, balafon	Explore the elements through listening exercises focussing on structure, instruments, rhythm, texture, melody iPads - composition	Explore the elements through listening exercises focussing on melody, structure, rhythm, tempo Instruments (electric guitar, bass guitar, drum kit, vocals)	

	<p>Rhythm section (bass guitar, drum kit, keyboard/piano)</p> <p>Notation rhythm patterns including swung rhythms and tied notes, following standard notation Melody syncopated rhythm</p>	<p>Brass (trumpet, trombone, French horn and tuba)</p> <p>Notation Know the notes in the harmonic series. Melody arpeggios</p> <p>Learn to play part of 'The Last Post' fanfare.</p> <p>Aural skills – creating harmony using the harmonic series</p>	<p>Notation crotchet, quaver, semiquaver</p> <p>Aural skills – performing rhythm patterns aurally, chanting, following non-verbal instructions from student master drummer</p>	<p>Notation – use of music technology (piano roll and grids)</p> <p>Melody compose ideas for ident and other sections of advert</p>	<p>Notation read notation of chords and melody line Melody three-part structure: verse, pre-chorus, chorus</p>
Demonstration of Knowledge (Assessment)	<p>Paired Performance to the class including improvisation (gaining confidence, playing as a smaller ensemble, higher stakes)</p>	<p>Paired Performance of 'Fanfare Composition' (music for a purpose, small ensemble, higher stakes)</p>	<p>Group ensemble performance including rhythmic improvisations (team work, class and smaller ensemble performances, gaining confidence, higher stakes)</p>	<p>Paired composition (encouraging creativity, ability to share ideas and work collaboratively) performed via iPads.</p>	<p>Duet or group performance of a popular song including at least two of bass line, chord structure and melody (team work, gaining independence, higher stakes)</p>
Links to key stage 2/ prior knowledge needed	<p>Understanding of the layout of the keyboard, especially how to name the black notes, would be useful</p>	<p>Understanding of the layout of the keyboard, would be useful</p>	<p>Understanding of rhythm and previous experience of percussion instruments would be useful</p>	<p>Previous experience of iPads would be useful</p>	<p>Understanding of the layout of the keyboard, and how to construct chords, would be useful but not mandatory.</p>
Skill set development	<p>Keyboard skills and improvisation</p>	<p>Keyboard skills and knowledge of brass instruments</p>	<p>Playing a percussion instrument</p>	<p>Music technology</p>	<p>Keyboard and ukulele skills</p>

			Working as an ensemble Improvising		
Key Vocabulary (Tier 2/ Tier 3)	Chord - triad Keyboard Instruments Rhythm section – bass guitar, drum kit, keyboard Ensemble Structure (AAB) Rhythm and silence Tempo Improvising Syncopation Melody/tune	Composing Fanfare, harmonic series, brass instruments trumpet, bugle post horn Big Band	Ensemble Tempo Rhythm Texture Djembe Dunun Talking drum Kosika Call and response Syncopation Improvising	Melody Articulation Dynamics Tempo Structure Harmony Instruments Rhythm and silence Texture Ident Composing	Chord – triad and inversion Keyboard Instruments Rhythm section – bass guitar, drum kit, keyboard Ensemble Structure – Introduction Verse Pre-chorus Chorus Rhythm and silence Tempo Syncopation Melody/tune
Reading and Oracy	5 Minutes reading – Blues Discussion of musical examples	5 Minutes reading – Brass instruments Percussion instruments Discussion of musical examples	West African Drumming West African Instruments 1 The Music of West Africa Discussion of musical examples	What is Film Music for? Early Film Music The Purpose of Film Music Discussion of musical examples	Bass clef and bass notation The bass guitar Discussion of musical examples
Numeracy	Time signature - 4/4 Creating rhythmic improvisations that add up to four beats in a bar	Time signature - 2/4 and 4/4	Time signature – 4/4	Beats per minute Time signature – 4/4	Time signature – 4/4
Opportunities					

Year 9 Music Curriculum Sequence

Big Question: What makes an independent musician?						
	Autumn Term 1	Autumn Term 2	Spring Term 1	Spring Term 2	Summer Term 1	Summer Term 2
Big idea/Theme	Pop song writer Pop music producer	What makes a piece of jazz music?	What is a bass riff?	What makes a good film composition?	What careers are available in the music industry? Which one appeals to you the most?	
Knowledge that needs to stick	<p>Explore the elements through listening exercises focussing on melody, structure, rhythm, tempo, harmony, texture</p> <p>Keyboards and ukuleles</p> <p>Instruments (electric guitar, bass guitar, drum kit, vocals)</p> <p>Notation read standard notation of chords and melody line and ukulele chord diagrams</p>	<p>Explore the elements through listening exercises focussing on melody, tempo, rhythm, structure, harmony, texture</p> <p>Keyboards 5 – I IV V <u>E minor key signature</u> (Em6, Am7, Em7, B7)</p> <p>Rhythm section (bass guitar, drum kit, keyboard/piano, guitar) Front line (saxophone, trumpet, trombone, flute, vibraphone, violin)</p>	<p>Explore the elements through listening exercises focussing on melody, tempo, rhythm, structure, harmony, texture</p> <p>Keyboards 4 – I vi IV V <u>C major key signature</u> (C, Am, F, G)</p> <p>Instruments (electric guitar, bass guitar, drum kit, vocals, violins)</p>	<p>Explore the elements through listening exercises focussing on structure, instruments, rhythm, texture, melody</p> <p>Instruments of the orchestra – strings, woodwind, brass and percussion</p> <p>iPads - composition</p> <p>Notation – use of music technology (piano roll and grids)</p>	<p>Students are encouraged to produce a project of their own choosing. Options include:</p> <ul style="list-style-type: none"> • Research into a career in the music business • Research into their favourite composer or performer • Produce a Newspaper article about a current event in the music industry • Perform a solo piece of their choosing • Perform a group piece of their choosing • Compose a pop song • Compose a piece to their own brief • Piece chosen by the teacher 	

	<p>Melody three-part structure: verse, pre-chorus, chorus Harmony – four chord song</p>	<p>Notation following standard notation, extended structure: Dal Segno and Coda symbols.</p> <p>Melody syncopated rhythm Harmony extended chords and inversions</p> <p>Aural skills creating improvisations that match an extended chord.</p>	<p>Notation – Bass clef, swung rhythms and tied notes, following standard notation</p> <p>Melody syncopated rhythm Harmony Bass riff and chords</p>	<p>Melody compose ideas for a moving image</p>	
<p>Demonstration of Knowledge (Assessment)</p>	<p>Group performance of a popular song (four to six performers) including all three layers: bass line, chord structure and melody (team work, being independent, higher stakes)</p>	<p>Paired Performance to the class including improvisation and extended structure of piece (becoming independent, playing as a smaller ensemble, higher stakes)</p>	<p>Group performance (minimum three, maximum six) of a popular song including all three of bass riff, chord structure and melody (team work, becoming independent, higher stakes)</p>	<p>Paired composition (encouraging creativity, ability to share ideas and work collaboratively) performed via iPads.</p>	<p>Final Assessment for this project could include: Presentation of PowerPoint or News Article Group ensemble performance Solo performance Final composition (being independent)</p>
<p>Links to key stage 2/ prior knowledge needed</p>	<p>Understanding of the layout of the keyboard, and how to construct chords</p>	<p>Understanding of the layout of the keyboard and some previous experience of improvising would be useful</p>	<p>Understanding of the layout of the keyboard and some previous experience of chords would be useful</p>	<p>Previous experience of iPads would be useful</p>	<p>Understanding of the chosen performance instrument or previous composing on Garageband will aid self-managed learning.</p>

Skill set development	Keyboard skills, understanding of chords	Keyboard skills, improvising, ensemble skills	Keyboard skills, playing chords, ensemble skills	Music technology	Research Independent study
Key Vocabulary (Tier 2/ Tier 3)	Chord – triad and inversion Keyboard Instruments Rhythm section – bass guitar, drum kit, keyboard Ensemble Structure – Introduction Verse Pre-chorus Chorus Instrumental Rhythm and silence Tempo Syncopation Melody/tune	Chord Primary triads Extended chord Chord structure Improvise Head Melody Ensemble Tempo Dal segno Coda Virtuoso/virtuosic	Chord I, vi,IV,V Chord structure Bass line Riff Melody Ensemble Tempo Bass Clef	Melody Articulation Dynamics Tempo Structure Harmony Instruments Rhythm and silence Texture Composing	Careers vocabulary: media and communication, music production, musical theatre (including set design & building, lights, programmes, front of house, back stage, stage management) sound engineer, composer, performer, concert promoter, booking agent, event manager, instrument technician, DJ, music teacher, music therapist, musical director, radio producer, singer, songwriter, tour manager. Education outreach A&R Music publication
Reading and Oracy	Bass clef note reading 5 Minutes reading – Bass clef and bass notation The bass guitar	5 Minutes reading – All about Jazz 1 All about Jazz 2 Types of Jazz Discussion of musical examples	Bass Clef and Bass Clef Notation Musical Instruments that use the Bass Clef (A) The Bass Guitar	The history of film music Discussion of musical examples	Research task – careers in music Discussion of musical examples

Year 10 Music Curriculum Sequence						
Big Question: What are the key features of musical styles and genres?						
	Autumn Term 1	Autumn Term 2	Spring Term 1	Spring Term 2	Summer Term 1	Summer Term 2
Big idea/Theme	Musical Forms and Devices	Popular Music	Film Music	Music for ensemble	In depth study – Bach’s Badinerie	Composing
Big idea/Theme	Elements of Music: Structure, melody, dynamics	Elements of Music: Structure, melody, texture and instruments	Elements of Music: Articulation, tempo, dynamics, harmony and instruments	Elements of Music: Ensembles,	Elements of Music	Elements of Music
Big Idea/Theme	Basic theoretical knowledge	Apply knowledge in listening examples	Composing	Performing	Theoretical knowledge	Theoretical knowledge
Knowledge that needs to stick	Through listening to and/or playing examples of music from the Western Classical Tradition (1650-1910), learners will	Through listening to and/or playing examples of music from the history of popular music, learners will develop an	Through listening to, composing and/or playing examples of music from the history of film music, learners will	Through listening to and/or playing examples of music from the history of jazz, chamber music and musicals, learners	Incorporating Composition Skills Recap of chords and key signatures. Match chords with a melody exercises.	Free Composition Create and develop musical ideas, technical control of musical elements and

Year 11 Music Curriculum Sequence						
Big Question: How do you create quality compositions and performances						
	Autumn Term 1	Autumn Term 2	Spring Term 1	Spring Term 2	Summer Term 1	Summer Term 2
Big idea/Theme	Composing and Performing	Composing and Performing	Composing and Performing	Listening	Listening	
Big idea/Theme	Consolidate Knowledge	Consolidate Knowledge	Consolidate Knowledge	Consolidate Knowledge	Consolidate Knowledge	
Knowledge that needs to stick	Elements of music Revision - Set Works	Musical forms and devices Popular music	Film Music Music for ensembles	Analysis of music using elements of music accurately	Analysis of music using elements of music accurately	
Demonstration of Knowledge (Assessment)	Listening tasks Composing Performing	Listening tasks Composing Performing	Listening tasks Composing Performing	Exam questions	Exam questions	
Links to key stage 2/ prior knowledge needed	Cadences Melody Chords	Performance directions Rhythmic accuracy	Melodic development	Understanding of musical elements	Understanding of musical elements	
Skill set development	Composing Performing Listening	Composing Performing Listening	Composing Performing Listening	Listening	Listening	
Key Vocabulary (Tier 2/ Tier 3)	Vocabulary list	Vocabulary list	Vocabulary list	Vocabulary list	Vocabulary list	



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