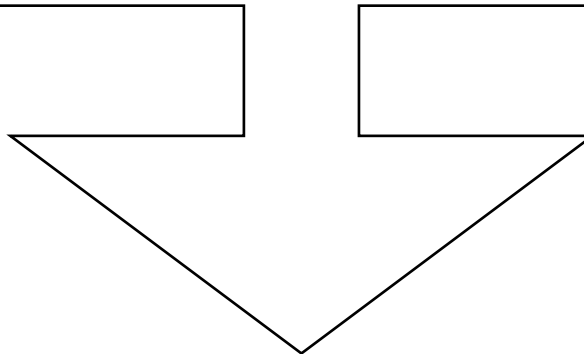**Aims of Study**

Key stage 1 Pupils should be taught to:

♣ use their voices expressively and creatively by singing songs and speaking chants and rhymes

♣ play tuned and untuned instruments musically

♣ listen with concentration and understanding to a range of high-quality live and recorded music

♣ experiment with, create, select and combine sounds using the inter-related dimensions of music.

Key stage 2 Pupils should be taught to sing and play musically with increasing confidence and control. They should develop an understanding of musical composition, organising and manipulating ideas within musical structures and reproducing sounds from aural memory. Pupils should be taught to:

♣ play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression

♣ improvise and compose music for a range of purposes using the inter-related dimensions of music

♣ listen with attention to detail and recall sounds with increasing aural memory

♣ use and understand staff and other musical notations

♣ appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians

Year 7

Unit Title	Keyboard and Vocal Skills	Ensemble Skills	Tonality	Just Play 1	Instruments Of The Orchestra	Beethoven
Composite Knowledge/End Point (big idea that should be answered at the end of a unit)	Perform a song in unison as a class displaying correct vocal technique. Perform a simple piano melody using right hand 5-finger technique	Perform a song in three parts as a class. Perform a duet on piano using right hand 5-finger technique.	Perform a song with a minor tonality as whole class vocal in two parts, and on pianos as a duet.	Perform 5 songs as a whole class ensemble – guitar, ukulele, piano and vocal.	Through study of Prokofiev's Peter and the Wolf pupils will learn about the families/instruments of the orchestra and understand the purpose of a musical motif. They will learn to play Peter's motif on piano and compose their own motif for a character.	Through Beethoven's Fur Elise, pupils will be introduced to the concept of chromaticism and the music of Beethoven. They will analyse chromatic content of
Examples of Key Substantive Knowledge (specific subject knowledge relied upon for later study or to grasp the composite idea for that unit)	How to stand with correct posture for singing. How to read treble clef notation.	How to stand with correct posture for singing. How to read treble clef notation.	How to stand with correct posture for singing. How to read treble clef notation. What is a sharp? What is a tie? What are bass notes?	Bars are divided into beats. Beats are divided into sub-beats. Chords are multiple notes played at once. How to read guitar chord symbols	Families/Instruments of the Orchestra. How to read treble clef notation. Flats Chords	Chromaticism How to read treble clef notation. Melody & Accompaniment texture
Examples of Key Disciplinary Knowledge (methods/framework to establish knowledge)	How to sing with energy and focus. How to use right hand 5-finger technique.	Singing in parts. How to use right hand 5-finger technique. Performing a duet.	Singing in parts. How to use right hand 5-finger technique. Performing a duet. How to find sharp notes. How to play tied notes.	Playing chords on piano Guitar technique Ukulele technique Ensemble performance.	5-finger piano technique	5-finger piano technique Paired performance Broken chords

Examples of Reading Opportunity	Theory sheets in booklets	Theory sheets in booklet.	Theory sheets in booklet.	Chord sequences.	Orchestra Task on Focus On Sound	Beethoven Task on Focus On Sound
Examples of Key Tier 2 Vocabulary	Technique Posture Effort Performance Unison	Technique Posture Performance Parts	Technique Adapt Listen Describe	Technique Adapt Listen Rehearse	Perform Technique Rehearse	Collaborate Rehearse Technique
Examples of Key Tier 3 Vocabulary	Stave Treble Clef	Duet Ensemble	Tonality Major Minor Sharp Tie Bass	Guitar Ukulele Chord Strum Rhythm	Flat Sharp Motif Woodwind Brass Strings Percussion	Chromaticism Arpeggio Broken Chord Chord Sharp
Examples of Numeracy	Counting beats accurately.	Counting beats accurately.	Counting beats accurately.	Counting beats accurately.		

Year 8

Unit Title	Chords	The Bass Clef	Music for Atmosphere	Just Play Unit 2	Reggae	Introduction to Music Technology (Samba)
Composite Knowledge/End Point (big idea that should be answered at the end of a unit)	Knowledge of what a chord is Knowledge of how to compose a chord sequence within a given key	Bass Clef notation Knowledge of how to play Greig's In The Hall of the Mountain King on piano	Knowledge of Saint-Saens' Danse Macabre How to use musical elements to create a particular atmosphere	Develop and build on knowledge of performance skills from Just Play Unit 1 Whole Class Performance Chair Drumming	Knowledge of features of Reggae music Paired piano performance skills	How to use Cubase software to create rhythms
Examples of Key Substantive Knowledge (specific subject knowledge relied upon for later study or to grasp the composite idea for that unit)	Triads consist of three notes Knowledge of how to build a chord Primary chords I, IV & V	How to read bass clef notation Sharps Flats Naturals 5-finger piano technique	Changing musical elements (pitch, tonality, dynamics, sonority) can create an atmosphere for a piece of music	Chord Sequences Chord finger positions Strum patterns Reading guitar/ukulele chord symbols	How to play chords Sharps Reggae rhythmic features	Knowledge of Samba music Bars are divided into beats and sub-beats Names of percussion instruments
Examples of Key Disciplinary Knowledge (methods/framework to establish knowledge)	How to perform a triad using fingers 1,3,5 How to make a smooth transition between chords Chord playing techniques (Block/apreggio)	Paired performance 2-handed performance	How to perform Death's Waltz How to compose music for a specific purpose	Ensemble performance skill	Paired performance Chord sequences Melody	How to set up a Cubase project How to add Midi tracks How to input beats How to loop Call & response
Examples of Reading Opportunity	Theory sheets in booklets	The Bass Clef task on Focus on Sound	Dynamics task on Focus on Sound	Chord Sequences	Theory sheets in booklets	Theory sheets in booklets

Examples of Key Tier 2 Vocabulary	Create Technique Adapt Listen Rehearse	Create Explore Collaborate Listen Rehearse	Collaborate Rehearse Listen Explore Improve	Rehearse Improve Develop	Perform Develop Improvise Rehearse	Create Compose Develop
Examples of Key Tier 3 Vocabulary	Chord Triad Block Arpeggio Compose	Pitch Dynamics Tonality Chromaticism	Bass Snare Hi-hat Strum Rhythm	Bass Clef Stave Tempo Dynamics	Melody Chords Reggae Off-beats	Percussion Samba Midi Syncopation

Year 9

Unit Title	Loop project	Just Play Unit 3	Remixing Pachelbel's Canon	Composing a Pop Song	Take 5	Just Play Unit 4
Composite Knowledge/End Point (big idea that should be answered at the end of a unit)	Knowledge of how to use sequencing software and loops	Develop and build on knowledge of performance skills from Just Play Unit 2 Whole Class Performance	Knowledge of how to create a remix	Use knowledge of pop songs developed in Just Play to compose a pop song	Paired performance of Take 5 to include their own improvised development	Develop and build on knowledge of performance skills from Just Play Unit 3 Whole Class Performance
Examples of Key Substantive Knowledge (specific subject knowledge relied upon for later study or to grasp the composite idea for that unit)	Functionality of Bandlab software Note durations	Chord Sequences Chord finger positions Strum patterns Reading guitar/ukulele chord symbols Time Signature	Functionality of Cubase Features of Club Dance	Chords Chord Sequences Knowledge of Cubase functionality	Paired/Ensemble performance techniques Piano technique	Chord Sequences Chord finger positions Strum patterns Reading guitar/ukulele chord symbols Time Signature
Examples of Key Disciplinary Knowledge (methods/framework to establish knowledge)	Opening a Bandlab project Selecting loops Selecting instruments Creating cells Adding notes to cells	Ensemble performance skill	Copying cells Adjusting existing music to create a remix	How to compose: Chord sequence Bassline Drum Pattern Melody	How to perform a piano melody How to perform a chord sequence How to structure a piece of music	Ensemble performance skill

Examples of Reading Opportunity		Chord Sequences	Drum Kit task on Focus on Sound	Pop Song Structure task on Focus on Sound	Theory sheets in booklets	Chord Sequences
Examples of Key Tier 2 Vocabulary			Create Adapt Develop Experiment	Compose Listen Improve Adapt	Structure Develop Adapt Improve	Collaborate Rehearse Listen Explore Improve
Examples of Key Tier 3 Vocabulary	Semibreve Minim Crotchet Quaver Semiquaver Quantize Pitch		Drum Pattern Bass Drum Snare Drum Hi-Hat Synthesized instruments	Chords Melody Bassline Drum Pattern Major Minor Rhythm	Ostinato Chords Melody Improvise Jazz	Medley Ensemble Chord sequence Tonality

Year 10

Unit Title	Composing: Composition 1 Performing: Solo Performance	Composing: Composition 1 Performing: Solo Performance Listening: AoS 2	Composing: Composition 2 Performing: Solo Performance Listening: AoS 3	Composing: Composition 2 Performing: Ensemble Performance Listening: AoS 1	Composing: Composition 3 Performing: Ensemble Performance Listening: AoS 1	Composing: Composition 3 Performing: Ensemble Performance

	Listening: General Theory and MADTSHIRT					Listening: Consolidation of AoS 1 & 3
Composite Knowledge/End Point (big idea that should be answered at the end of a unit)	Composing: Create a pop song or Jazz piece Performing: Prepare a solo performance Listening: Knowledge of General GCSE theory & the Elements of music	Composing: Create a pop song or Jazz piece Performing: Prepare a solo performance Listening: Knowledge of AoS 2 Genres	Composing: Create a Bhangra piece Performing: Prepare a solo performance Listening: Knowledge of AoS 3 Genres	Composing: Create a Bhangra piece Performing: Prepare an ensemble performance Listening: Knowledge of AoS 1 Genres	Composing: Create a Waltz piece Performing: Prepare an ensemble performance Listening: Knowledge of AoS 1 Genres	Composing: Create a Waltz piece Performing: Prepare an ensemble performance Listening: Knowledge of AoS 1 & 3 Genres
Examples of Key Substantive Knowledge (specific subject knowledge relied upon for later study or to grasp the composite idea for that unit)	Composing: How to use Cubase to compose. Features of pop/jazz Performance: How to create a successful solo performance on their instrument Listening: General music theory & MADTSHIRT in application	Composing: How to use Cubase to compose. Features of pop/jazz Performance: How to create a successful solo performance on their instrument Listening: General music theory & MADTSHIRT in application. Knowledge of AoS 3 genres	Composing: How to use Cubase to compose. Features of bhangra Performance: How to create a successful solo performance on their instrument Listening: General music theory & MADTSHIRT in application. Knowledge of AoS 3 genres	Composing: How to use Cubase to compose. Features of bhangra Performance: How to create a successful ensemble performance on their instrument Listening: General music theory & MADTSHIRT in application. Knowledge of AoS 1 genres	Composing: How to use Cubase to compose. Features of bhangra Performance: How to create a successful ensemble performance on their instrument Listening: General music theory & MADTSHIRT in application. Knowledge of AoS 1 genres	Composing: How to use Cubase to compose. Features of bhangra Performance: How to create a successful ensemble performance on their instrument Listening: General music theory & MADTSHIRT in application. Knowledge of AoS 1 & 3 genres
Examples of Key Disciplinary Knowledge (methods/framework to establish knowledge)	Composing: Cubase functionality, layers/structure within a piece of music, features of pop/jazz	Composing: Cubase functionality, layers/structure within a piece of music, features of pop/jazz	Composing: Cubase functionality, layers/structure within a piece of music, features of bhangra	Composing: Cubase functionality, layers/structure within a piece of music, features of bhangra	Composing: Cubase functionality, layers/structure within a piece of music, features of waltz	Composing: Cubase functionality, layers/structure within a piece of music, features of waltz

	Performing: performance technique on their instrument Listening: Vocabulary linked to general theory & MADTSHIRT	Performing: performance technique on their instrument Listening: Application of general theory & MADTSHIRT in context of AoS 3	Performing: performance technique on their instrument Listening: Application of general theory & MADTSHIRT in context of AoS 3	Performing: performance technique on their instrument. Ensemble awareness. Listening: Application of general theory & MADTSHIRT in context of AoS 1	Performing: performance technique on their instrument. Ensemble awareness. Listening: Application of general theory & MADTSHIRT in context of AoS 1	Performing: performance technique on their instrument. Ensemble awareness. Listening: Application of general theory & MADTSHIRT in context of AoS 1 & 3
Examples of Reading Opportunity			Booklets	Booklets	Booklets	Booklets
Examples of Key Tier 2 Vocabulary	Create Improve Develop Rehearse	Create Improve Develop Rehearse	Create Improve Develop Rehearse	Create Improve Develop Rehearse	Create Improve Develop Rehearse	Create Improve Develop Rehearse
Examples of Key Tier 3 Vocabulary	Compose Melody Articulation Dynamics Texture Structure Harmony Instruments Rhythm Tempo	Compose Melody Articulation Dynamics Texture Structure Harmony Instruments Rhythm Tempo	Compose Melody Articulation Dynamics Texture Structure Harmony Instruments Rhythm Tempo	Compose Melody Articulation Dynamics Texture Structure Harmony Instruments Rhythm Tempo	Compose Melody Articulation Dynamics Texture Structure Harmony Instruments Rhythm Tempo	Compose Melody Articulation Dynamics Texture Structure Harmony Instruments Rhythm Tempo

Year 11

Unit Title	Composing: Composition 4 Performing: Solo & Ensemble Performance Listening: AoS 2	Composing: Composition Submission piece 1 Performing: Solo & Ensemble Performance Listening: AoS 2 Little Shop of Horrors Set Works	Composing: Composition Submission piece 2 Performing: Solo & Ensemble Performance Listening: AoS 1 Mozart Clarinet Concerto Set Work	Composing: Composition Submission pieces 1 & 2 Performing: Solo & Ensemble Performance Listening: AoS 4	Listening: Consolidation of AoS 1 – 4, LSOH Set Works, Mozart Clarinet concerto	Listening: Consolidation of AoS 1 – 4, LSOH Set Works, Mozart Clarinet concerto

Composite Knowledge/End Point (big idea that should be answered at the end of a unit)	Composing: Create a Minimalist piece/composition to a brief Performing: Prepare solo & ensemble performances Listening: Knowledge of AoS 2 Genres	Composing: Finalise Composition 1 for NEA submission Performing: Prepare solo & ensemble performances Listening: Knowledge of LSOH Set works	Composing: Finalise Composition 2 for NEA submission Performing: Prepare solo & ensemble performances Listening: Knowledge of Mozart Concerto	Composing: Finalise Compositions 1 & 2 for NEA submission Performing: Prepare solo & ensemble performances Listening: Knowledge of AoS 4 genres	Knowledge of AoS 1 – 4 genres How to answer unfamiliar listening questions How to answer Section B questions on Mozart & LSOH	Knowledge of AoS 1 – 4 genres Knowledge of LSOH set works Knowledge of Mozart set work
Examples of Key Substantive Knowledge (specific subject knowledge relied upon for later study or to grasp the composite idea for that unit)	Composing: How to use Cubase to compose. Features of minimalism Performance: How to create a successful solo & ensemble performances on their instrument Listening: General music theory & MADTSHIRT in application. Knowledge of AoS 2 genres	Composing: How to use Cubase to compose. Features of chosen genre Performance: How to create a successful solo & ensemble performances on their instrument Listening: General music theory & MADTSHIRT in application. Knowledge of LSOH set works	Composing: How to use Cubase to compose. Features of chosen genre Performance: How to create a successful solo & ensemble performances on their instrument Listening: General music theory & MADTSHIRT in application. Knowledge of Mozart set work	Composing: How to use Cubase to compose. Features of chosen genre Performance: How to create a successful solo & ensemble performances on their instrument Listening: General music theory & MADTSHIRT in application. Knowledge of AoS 4 genres	Listening: General music theory & MADTSHIRT in application. Knowledge of AoS 1 - 4 genres Knowledge of LSOH Set works Knowledge of Mozart set work	Listening: General music theory & MADTSHIRT in application. Knowledge of AoS 1 - 4 genres Knowledge of LSOH Set works Knowledge of Mozart set work
Examples of Key Disciplinary Knowledge (methods/framework to establish knowledge)	Composing: Cubase functionality, layers/structure within a piece of music, features of minimalism Performing: performance technique on their instrument. Ensemble awareness.	Composing: Cubase functionality, layers/structure within a piece of music Performing: performance technique on their instrument. Ensemble awareness.	Composing: Cubase functionality, layers/structure within a piece of music Performing: performance technique on their instrument. Ensemble awareness.	Composing: Cubase functionality, layers/structure within a piece of music Performing: performance technique on their instrument. Ensemble awareness.	Listening: Application of general theory & MADTSHIRT in context of AoS 1- 4 & Section B set works	Listening: Application of general theory & MADTSHIRT in context of AoS 1- 4 & Section B set works

	Listening: Application of general theory & MADTSHIRT in context of AoS 2	Listening: Application of general theory & MADTSHIRT in context of LSOH	Listening: Application of general theory & MADTSHIRT in context of Mozart concerto	Listening: Application of general theory & MADTSHIRT in context of AoS 4		
Examples of Reading Opportunity	Booklets	LSOH task on FoS	Mozart task on FoS	Booklets	Booklets	Booklets
Examples of Key Tier 2 Vocabulary	Create Improve Develop Rehearse	Create Improve Develop Rehearse	Create Improve Develop Rehearse	Create Improve Develop Rehearse	Listen Analyse Recall	Listen Analyse Recall
Examples of Key Tier 3 Vocabulary	Compose Melody Articulation Dynamics Texture Structure Harmony Instruments Rhythm Tempo	Compose Melody Articulation Dynamics Texture Structure Harmony Instruments Rhythm Tempo	Compose Melody Articulation Dynamics Texture Structure Harmony Instruments Rhythm Tempo	Compose Melody Articulation Dynamics Texture Structure Harmony Instruments Rhythm Tempo	Melody Articulation Dynamics Texture Structure Harmony Instruments Rhythm Tempo	Melody Articulation Dynamics Texture Structure Harmony Instruments Rhythm Tempo