

YEAR 7	Autumn Term (Cycle 1)	Spring Term (Cycle 2)	Summer Term (Cycle 3)
Theme	"All Together Now"	"Programme Music"	"Music in the Wider World"
Students will know and remember ...	<p><b>Understanding the nature of live performance</b>  <i>There are different kinds of concerts with different ways of behaving</i></p> <p>Music Theory:  <i>The layout of a Piano/Keyboard, Treble Clef, Treble Clef Staff Notation, Stave, Staff, Lines, Spaces, Black Notes, Sharps, Flats, Scale, Left Hand (LH), Right Hand (RH), Melody, Keyboard Functions, Fingering (1-5), Keyboard Chords, Octave, Warm-Up, "Middle C", Major, Minor</i></p>	<p><b>Understanding the conventions of the orchestra</b>  <i>Programme music is a 19th Century classical genre inspired by art (pictures and stories). Composers such as Mussorgsky, Saint-Saens and Debussy. Closely linked to film music.</i></p> <p>Learn about the layout and structure of the symphony orchestra.</p> <p>Develop an understanding of musical instruments and how they are played, the families/sections, construction, different sound production methods and characteristic timbres.</p> <p>Develop an understanding of the elements of music (focussing on <i>melody, rhythm, timbre, and texture</i>) and how these can be manipulated to achieve different effects.</p>	<p><b>Understanding the conventions of African music</b>  <i>Community music. Regional styles. Ancient traditions. Roots of many other styles. Music and dance are seen as one experience.</i></p> <p><u>Djembe Performance Technique:</u> Bass, Tone and Slap Sounds, Improvisation; <u>Textures:</u> Cyclic and Polyrythms; <u>African Musical Instruments:</u> Membranophones, Idiophones, Chordophones, Aerophones; Master Drummer, Ostinato, Syncopation, Call and Response, Pentatonic Scales.</p> <p><b>Understanding the conventions of Caribbean music</b>  <i>Links with African music through the slave trade. Recognise the stylistic conventions of Reggae music. How do chords contribute to the texture of a song? Recognise the key features of a Reggae bass line. Understanding syncopation and how it is used in Reggae music</i>  <i>To identify the different layers that make up Reggae music.</i></p> <p>Reggae, Mento, Ska, Rock Steady, Rastafarianism, Lyrics, Offbeat, Strong Beats, Weak Beats, Syncopation, Riffs, Simple Harmonies: Primary Triads (Tonic, Dominant and Subdominant Chords), Textural Layers, Chords, Call and Response.</p> <p>Understand how the bass line is the fundamental textural layer upon which a piece of reggae is based and the harmonic foundation which is the basis for the chords.</p> <p><b>Understanding the conventions of Chinese music</b>  <i>Develop an understanding of the origin, use and construction of Chinese music. Be able to recognise Chinese music as distinct from other types of world music. Be able to describe the various instruments</i></p>

			<i>used. Use the black note pentatonic scale as a resource in composing.</i>
<b>Students will revisit and remember :</b>		<p>Music Theory:  <i>The layout of a Piano/Keyboard, Black Notes, Sharps, Flats, Scale, Left Hand (LH), Right Hand (RH), Melody</i></p>	<p>Music Theory:  <i>The layout of a Piano/Keyboard, Treble Clef, Treble Clef Staff Notation, Stave, Staff, Lines, Spaces, Black Notes, Sharps, Flats, Scale, Left Hand (LH), Right Hand (RH), Melody</i></p> <p>The elements of music (focussing on <i>melody, rhythm, timbre, texture</i>) and how these can be manipulated to achieve different effects.</p> <p>Understanding musical instruments and how they are played, construction, different sound production methods and characteristic timbres.</p>
<b>So that they can:</b>	<p>Communicate with an audience  <i>Concerts are an opportunity to share music with an audience.</i></p> <p>Rehearse effectively  <i>(warm-up, target setting, reflection)</i></p> <p>Perform confidently  <i>(instrumental, focussing on Keyboard &amp; Ukulele, &amp; singing)</i></p> <p>Work together (<i>ensemble skills - "Class Band"</i>)</p>	<p>Compose (group) using storyboards and graphic scores.</p> <p>Use the story of the Aberfan disaster as the stimulus for their final composition.</p>	<p>Recognise, perform and create African music with an understanding of musical conventions and processes</p> <p>Explore different rhythmic processes used in African music – cyclic rhythms, polyrhythms, syncopation and call and response and apply these to own composition and performance activities.</p> <p>Identify musical features in a variety of different Caribbean music.  Perform the chords part of a Caribbean song accurately changing between chords smoothly.  Perform repeated chords "offbeat" in a reggae style.</p> <p>Improvise in groups and as a class.</p> <p>Use the black note pentatonic scale as a resource in composing.</p>
<b>Students will secure their ability to:</b>		<p>Work together (<i>Group Composition</i>)</p> <p>Rehearse effectively (<i>warm-up, target setting, reflection</i>)</p> <p>Perform confidently (<i>of group composition</i>)</p> <p>Communicate with an audience</p>	<p>Compose (group)</p> <p>Work together (<i>Group Performance &amp; Composition</i>)</p> <p>Perform (<i>of group composition</i>)</p> <p>Communicate with an audience</p>

YEAR 8	Autumn Term (Cycle 1)	Spring Term (Cycle 2)	Summer Term (Cycle 3)
Theme	"The Blues"	"What Makes A Good Song?"	"The Virtuoso"
Students will know and remember :	<p><b>Understand the conventions &amp; history of the Blues</b></p> <p>The history, origins and development of the Blues from its African roots.</p> <p>Know how Chords and Triads are performed, notated, and used in Jazz and Blues e.g., within a 12-bar Blues Chord Sequence.</p> <p>Know and recognise different types and styles of Jazz and instruments, timbres and sonorities within Jazz and Blues music.</p> <p>Music Theory: 12-Bar Blues, Blues Chord Sequence, Blues Song Structure (AAB) Blues Scale, Blues Song Lyrics; Chords and Seventh Chords I, I7, IV, IV7, V &amp; V7; Chord Vamps; Improvisation; Swing/Swung Rhythms; Ostinato, Riffs, Fills and Solos; Instruments of Jazz &amp; Blues: Frontline (Solos) and Rhythm Section.</p>	<p><b>Understanding the conventions of song writing</b></p> <p>Understand the different textural and structural elements of a song/popular song.</p> <p>Popular Song Structure: Introduction (intro), Verse(s), Strophic, Link, Pre-Chorus, Chorus, Bridge/Middle 8, Coda (outro); Lyrics, Hook, Riff, Melody, Counter-Melody, Texture, Chords, Accompaniment, Bass Line, Lead Sheet, Arrangement, Cover Version, Range; Instruments, Timbres and Sonorities in Songs.</p> <p>Good songs have a catchy melody, and are very memorable, whatever the style.</p> <p>Identify the purpose of riffs within a song structure</p> <p>Music Theory: Hooks and riffs, middle-8, song structure; Structure, melody, chord progressions.</p>	<p><b>Understanding the conventions of rehearsal</b></p> <p>A virtuoso is an individual who possesses outstanding technical ability in a particular field.</p> <p>What makes effective performance?: <i>Resilience / persistence; Thinking (about our rehearsal) [Metacognition]; Questioning; Listening; Communication skills; Creativity; Performance</i></p>
Students will revisit and remember :	<p><i>The layout of a Piano/Keyboard, Treble Clef, Treble Clef Staff Notation, Stave, Staff, Lines, Spaces, Black Notes, Sharps, Flats, Scale, Left Hand (LH), Right Hand (RH), Melody, Keyboard Functions, Fingering (1-5), Keyboard Chords &amp; Chord Building, Octave, Warm-Up, "Middle C", Major, Minor.</i></p> <p><i>Links with African music through the slave trade</i></p>	<p>The elements of music (focussing on <i>DR P SMITH</i>) and how these can be manipulated to achieve different effects.</p> <p>How key features of the Blues continue to influence popular music.</p> <p><i>The layout of a Piano/Keyboard, Treble Clef, Treble Clef Staff Notation, Stave, Staff, Lines, Spaces, Black Notes, Sharps, Flats, Scale, Left Hand (LH), Right Hand (RH), Melody, Keyboard Functions, Fingering (1-5), Keyboard Chords &amp; Chord</i></p>	<p>Understand the different textural and structural elements of a song/popular song.</p> <p>Popular Song Structure: Introduction (intro), Verse(s), Strophic, Link, Pre-Chorus, Chorus, Bridge/Middle 8, Coda (outro); Lyrics, Hook, Riff, Melody, Counter-Melody, Texture, Chords, Accompaniment, Bass Line, Lead Sheet, Arrangement, Cover Version, Range; Instruments, Timbres and Sonorities in Songs.</p>

	<i>(relate back to Caribbean music from Y7)</i>	<i>Building, Octave, Warm-Up, "Middle C", Major, Minor.</i>	
<b>So that they can...</b>	<p>Know, recognise, and perform Chords I, I7, IV, IV7, V &amp; V7 in different ways e.g., as a Walking Bass Line.</p> <p>Understand and demonstrate what makes an "effective" Jazz improvisation e.g., using the notes of the Blues Scale.</p>	<p>Apply composition skills by writing own riffs</p> <p>Apply a range of chords in a sequence to create a convincing verse and/or chorus sections</p> <p>Create effective lyrics within song structure</p> <p>Demonstrate a range of vocal techniques in order to differentiate between the verses and chorus</p> <p>Develop own song structure using texture effectively</p> <p>Apply a range of musical elements to develop own songs (DR P SMITH)</p>	<p>Perform from a range of pieces of music</p> <p>Explore the way in which music can be learnt online</p> <p>Learn to play music from different kinds of notation: <i>Lead Sheet, Score and TAB</i></p> <p>Thinking (about our rehearsal) [Metacognition]</p> <p><b>Persistence</b> (striving for accuracy and precision)  <b>Thinking</b> (about Thinking)  <b>Questioning skills</b> (and posing problems)  <b>Listening</b> (with understanding and empathy)  <b>Communication skills</b> (communicating with clarity and precision)  <b>Creativity</b> (imagining and innovating)</p> <p><b>Terminology:</b> musical elements as found in DR P SMITH</p>
<b>Students will secure their ability to:</b>	<p>Communicate with an audience  <i>Concerts are an opportunity to share music with an audience.</i></p> <p>Rehearse effectively  <i>(warm-up, target setting, reflection)</i></p> <p>Perform confidently  <i>(instrumental, focussing on Keyboard)</i></p>	<p>Work together (<i>Group Composition</i>)</p> <p>Rehearse effectively (<i>warm-up, target setting, reflection</i>)</p> <p>Perform confidently (<i>of group composition</i>)</p> <p>Communicate with an audience</p> <p>Perform own part within a group song</p> <p>Self and peer assess own and others' work</p> <p>Demonstrate critical listening skills</p>	<p>Develop instrumental and performance skills</p> <p>Resilience / persistence;  Questioning; Listening;  Communication skills; Creativity</p>

YEAR 9	Autumn Term (Cycle 1)	Spring Term (Cycle 2)	Summer Term (Cycle 3)
Unit Name	"Repetition in Music"	"Music and the Moving Image"	"All About The Bass" / "The Festival"
Students will know and remember :	<p><b>Exploring Repeated Musical Patterns (Hooks, Riffs and Ostinato)</b></p> <p>How music is based on Repeated Musical Patterns.</p> <p>How to distinguish between Hooks, Riffs and Ostinatos.</p> <p>Music Theory: <i>Repeat, Repetition, Repeat Symbol :  , Melodic Hook, Rhythmic Hook, Verbal Hook, Bass Clef, Bass Line</i></p>	<p><b>Exploring Film Music</b></p> <p>How music can enhance the visual images and dramatic impact of film and can reflect the emotional and narrative messages of the drama.</p> <p>How timing is a crucial factor in the composition and performance of music for film.</p> <p>How film music can change the viewer's interpretation of a scene.</p> <p>Know and understand the challenges faced by a film music composer.</p> <p>How to create an effective musical narrative for a film scene, using appropriate techniques to create an intended effect.</p> <p><i>Leitmotif, Soundtrack, Theme Song, Mickey-Mousing, Concord/Discord, (Chromatic) Sequencing, Storyboard, 'Borrowed' Music, Music-Spotting, Interval of a 5th, Click Tracks/Timing, Theme, Sound Effects, Motif, Timbre/Sonority, Musical Clichés, Diegetic and Non-Diegetic Music.</i></p>	<p><b>Exploring Bass Clef Reading and Notation and Bass Line Musical Patterns.</b></p> <p>Understand how the Bass Clef is used as a form of musical notation.</p> <p>Identify musical instruments and voices which use the Bass Clef.</p> <p>Know and understand the construction of commonly used Bass Line Patterns, using these when performing and creating music.</p> <p>Understand the importance of a Bass Line in terms of texture and harmony within a song or piece of music.</p> <p><i>Musical Instruments that use the Bass Clef, The Bass Guitar, Chords: Root, Third, Fifth, Passing Notes, Bass Line Patterns: Bass Line Riffs, Alberti Bass, Broken Chords, Arpeggios, Pedal.</i></p> <p><b>Planning your own Music Festival</b></p> <p>Understanding of the Music Industry: <i>production, promotion, venues, live performance, health &amp; safety, security, royalty collection agencies, artist representation, unions, hire &amp; transport companies, performance &amp; creative roles; and how all the above inter-relate.</i></p>
Students will revisit and remember :	Music Theory: <i>Hook, Riff, Ostinato, Treble Clef, Melody, Chords</i>	Music Theory: <i>Repeat, Repetition, Repeat Symbol :  , Ostinato, Bass Clef, Bass Line, Hook, Riff, Ostinato, Treble Clef, Melody, Chords</i>	Music Theory: <i>Bass Line, Bass Clef, Bass Clef Staff Notation, Stave, Staff, Lines/Spaces, Pitch, Walking Bass</i>
So that they can...	Perform, create and listen to and appraise a range of music from different times and places based on	Compose (group) music for a range of 'scenes'  Produce a final extended composition to a scene/script	Identify most musical instruments, including the Bass voice type that use the Bass Clef aurally and visually.

	<p>Repeated Musical Patterns.</p> <p>Identify, perform and create hooks, riffs and ostinatos within a musical structure.</p> <p>Recognise their own contributions to group performances taking a solo part.</p> <p>Evaluate how purpose can affect the way music is used.</p> <p>Draw links between the use of hooks and riffs in popular music and the use of ostinato in other music.</p>	<p>making use of discovered &amp; explored film music techniques</p> <p>Use storyboards and/or cue sheets to plan an effective film music soundtrack revising and refining ideas through rehearsal.</p>	<p>Know, identify, describe, and use a range of more technical Bass Line Patterns when performing: playing and singing, creating: composing and improvising and critically engaging: listening and appraising.</p> <p><b>Planning your own Music Festival</b> Prepare for live performance in front of an audience</p>
<p><b>Students will secure their ability to...</b></p>	<p>Perform own part within a group piece</p> <p>Self and peer assess own and others' work</p> <p>Demonstrate critical listening skills</p> <p>Develop instrumental and performance skills</p> <p>Resilience / persistence; Questioning; Listening; Communication skills; Creativity</p>	<p>Perform own part within a group piece</p> <p>Self and peer assess own and others' work</p> <p>Demonstrate critical listening skills</p> <p>Develop instrumental and performance skills</p> <p>Resilience / persistence; Questioning; Listening; Communication skills; Creativity</p>	<p>Self and peer assess own and others' work</p> <p>Demonstrate critical listening skills</p> <p>Develop instrumental and performance skills</p> <p>Resilience / persistence; Questioning; Listening; Communication skills; Creativity</p>