

**Subject:** Music      **Year** 7      **Ability** All

Term / Date(s)	Winter	Spring	Summer
<b>Topic</b>	<b>Rhythm &amp; Rap</b>	<b>Ukulele skills</b>	<b>Keyboard skills</b>
Topic overview <b>Pupils will learn...</b>	Students will be introduced to basic rhythm notation & ostinato. They will work in groups to create & record the backing beat & lyrics for an environment rap.	Students learn basic ukulele skills & understanding of chords through whole class & small group performance of a range of popular songs.	Students will be introduced to pitch notation & learn basic keyboard skills through a duet performance project including melody & improvisation.

**Subject:** Music      **Year** 8      **Ability** All

Term / Date(s)	Winter	Spring	Summer
<b>Topic</b>	<b>Rock &amp; Roll</b>	<b>Dance Remix</b>	<b>Layers</b>
Topic overview <b>Pupils will learn...</b>	Students gain understanding of the Blues/the origins of Pop music through a group performance project in the Rock and Roll style using keyboard, ukulele & voice.	Students are introduced to basic sequencing via an online platform, allowing them to arrange a piece of music which includes key features of Electronic Dance Music & explores structure.	Students will develop their understanding of texture/timbre whilst improving their ensemble skills by taking responsibility for an individual part within class/group performances of both world music & classical pieces.

**Subject:** Music      **Year** 9      **Ability** All

Term / Date(s)	Winter	Spring	Summer
<b>Topic</b>	<b>Protest Songs</b>	<b>Music for Film</b>	<b>Decades</b>
Topic overview <b>Pupils will learn...</b>	Students gain understanding of the Protest song genre through analysis/performance of songs from the last 50 years and use this as a basis for creating an original song on a topic of their choice.	Students continue to develop their sequencing skills and understanding of musical elements, using them to create their own soundtrack for a short animation.	Students will demonstrate their musical skills by creating a presentation and recording (live or DAW based) on a guided choice of genre/piece.

**Subject:** Music      **Year** 10 & 11      **Ability** All

Term / Date(s)	Y10 - HT 1 to 3	Y10 - HT4 to 5	Y10 - HT6	Y11 - HT 1&2	Y11 - HT 3 to 6
<b>Topic</b>	<b>Component 1 - Exploring Musical Styles</b> <b>Learning Aim A - Develop appreciation of styles and genres of music</b>	<b>Component 1 - Exploring Musical Styles</b> <b>Learning Aim B - Explore techniques used to create music products.</b>	<b>Component 2 - Developing Musical Skills</b> <b>Learning Aim A -Exploring professional &amp; commercial skills for the music industry</b>	<b>Component 2 - Developing Musical Skills</b> <b>Learning Aim B - Applying and developing individual musical skills and techniques.</b>	<b>Component 3 - Responding to a Commercial Brief</b> <b>Select &amp; apply musical skills in creating &amp; presenting a piece of music in response to a brief</b>
Topic overview	<p>Students explore the techniques used in the creation of music by exploring a range of styles including pop music from the last 60 years (e.g. Disco, Hip Hop, Reggae etc.) Music for Media, World Music &amp; Western Classical will also be covered.</p> <p>Students create short recordings of a performance or composition for each style. They also listen to representative music &amp; write about its key features (instrumentation, tonality, harmony, rhythm, melody, texture, timbre structure &amp; production.)</p>	<p>Students apply their understanding of musical styles by creating extended recordings in two set styles. These will be different musical products e.g. a performance or original composition, a DAW project or an audio recording.</p> <p>Students will write about how they created these products to show their understanding of the styles studied and musical elements used.</p>	<p>Students explore personal &amp; professional skills for the music industry including how to capture musical development &amp; how to share their work, communicating in a clear and organised manner.</p> <p>Students complete projects based on real world scenarios (e.g. organising a festival, creating a tutorial) to gain experience of using &amp; developing their skills in this area.</p>	<p>Students are asked to audit their musical skills &amp; create their own plan for development.</p> <p>Students work on a practical project which allows them to apply and improve their performance, creating and/or producing skills.</p> <p>Students review their progress towards achieving their targets on a regular basis by writing a self-evaluative diary.</p>	<p>Students are given a brief, commissioning them to create a piece of music for a specific purpose. Students will work as a creator, producer and/or performer to set a song in a new style based on options provided by the exam board.</p> <p>Students must also write about their initial ideas &amp; evaluate their finished product.</p>