

| | Autumn 1 | Autumn 2 | Spring 1 | Spring 2 | Summer 1 | Summer 2 |
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| Y7 | Topics and content to be learnt | | Topics and content to be learnt | | Topics and content to be learnt | |
| | ELEMENTS of MUSIC 1. Introducing the Elements of Music 2. Composing with the Elements of Music 3. Performing with the Elements of Music | ELEMENTS of MUSIC 4. Assessing 5. Evaluating | RHYTHM and PULSE 1. The difference between a rhythm and a pulse 2. Rhythm grid notation 3. Accents and Silence | RHYTHM and PULSE 4. Composing a rhythm 5. Performing and Evaluating | The ORCHESTRA 1. | NOTES READING 2. How music is written down 3. Notation 4. The notes and their values 5. Musical maths 6. Assessment |
| | <p>Knowledge, skills and understanding explicit to these topics/stage Key Learning:</p> <ul style="list-style-type: none"> Understand and recognise the Elements of Music: PITCH, TEMPO, DYNAMICS, DURATION, TEXTURE, TIMBRE or SONORITY, ARTICULATION, SILENCE. Use the Elements of Music effectively when performing and singing. Recognise the Elements of Music when listening to and appraising music from different times and different places. <p>Skills:</p> <ul style="list-style-type: none"> Composing Performing Listening <p>NC 2014 Learning objectives</p> <ul style="list-style-type: none"> Play and perform confidently in a range of solo and ensemble contexts using their voice, playing instruments musically, fluently and with accuracy and expression Improvise and compose; and extend and develop musical ideas by drawing on a range of musical structures, styles, genres and traditions Listen with increasing discrimination to a wide range of music from great composers and musicians | | <p>Knowledge, skills and understanding explicit to these topics/stage Key Learning:</p> <ul style="list-style-type: none"> Increase pupils' awareness to the importance of pulse Develop a feeling for and awareness of a regular pulse Distinguish between rhythm and pulse Learn about note values, bars and notation <p>Skills:</p> <ul style="list-style-type: none"> Listening Composing Performing <p>NC 2014 Learning objectives</p> <ul style="list-style-type: none"> Play and perform confidently in a range of solo and ensemble contexts using their voice, playing instruments musically, fluently and with accuracy and expression Improvise and compose; and extend and develop musical ideas by drawing on a range of musical structures, styles, genres and traditions Use staff and other relevant notations appropriately and accurately in a range of musical styles, genres and traditions | | <p>Knowledge, skills and understanding explicit to these topics/stage Key Learning:</p> <ul style="list-style-type: none"> Learn about the symphony orchestra – its layout and structure Develop understanding of musical instruments and how they are played, the families or sections, construction, different sound production methods and characteristic timbres Perform on orchestral instruments as part of a class orchestra (where possible!) with awareness of the experience of performing together as a large group and the roles of different instrumental parts and textural layers on the music as a whole <p>Skills:</p> <ul style="list-style-type: none"> Listening Composing Performing <p>NC 2014 Learning objectives</p> <ul style="list-style-type: none"> Develop a deepening understanding of the music that they perform and to which they listen, and its history Listen with increasing discrimination to a wide range of music from great composers and musicians Play and perform confidently in a range of solo and ensemble contexts using their voice, playing instruments musically, fluently and with accuracy and expression | |
| Y8 | Topics and content to be learnt | | Topics and content to be learnt | | Topics and content to be learnt | |
| | AFRICAN MUSIC 1. What is a rhythm? 2. learn about some of the different techniques in African drumming 3. learn about how cyclic and polyrhythms | AFRICAN MUSIC 4. perform rhythms turning these into cyclic rhythms and a group polyrhythm 5. Assessing 6. Evaluating | THE KEYBOARD 1. LEFT hand / RIGHT hand 2. Treble Clef and Treble clef notation 3. Keyboard Chords | THE KEYBOARD 4. Black keys sharps and flats 5. Assessment 6. evaluating | The BLUES 1. Learn about the history, origins and development of Blues music 2. Perform the bass line, chords and walking bass line parts of the 12-bar blues chord sequence | The BLUES 3. Understand the difference between "straight" and "swing" rhythms 4. Improvise using the notes of the blues scale 5. Identify features of jazz and blues music in a popular song |
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| <p>Knowledge, skills and understanding explicit to these topics/stage Key Learning:</p> <ul style="list-style-type: none"> To recognise, perform and create African music To 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 To learn about different African musical instruments and make connections between these sounds and timbres available within the classroom Listen to a range of different African music, identifying characteristic musical features <p>Skills:</p> <ul style="list-style-type: none"> Listening Composing Performing <p>NC 2014 Learning objectives</p> <ul style="list-style-type: none"> To recognise, perform and create African music with an understanding of musical conventions and processes To 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 To learn about different African musical instruments and make connections between these sounds and timbres available within the classroom Listen to a range of different African music, identifying characteristic musical features | <p>Knowledge, skills and understanding explicit to these topics/stage Key Learning:</p> <ul style="list-style-type: none"> Understand how the classroom keyboard is used and played Practicing pieces of keyboard music to build skills and understanding of reading music and playing an instrument using correct posture, fingering and accuracy of pitch and rhythm Understand the importance of “warming-up” before playing a keyboard or piano and the concept of piano fingering (1-5) Explore different keyboard instruments from different times and places. <p>Skills:</p> <ul style="list-style-type: none"> Listening Composing Performing <p>NC 2014 Learning objectives:</p> <ul style="list-style-type: none"> Play and perform confidently in a range of solo and ensemble contexts using their voice, playing instruments musically, fluently and with accuracy and expression Improvise and compose; and extend and develop musical ideas by drawing on a range of musical structures, styles, genres and traditions Identify and use the inter-related dimensions of music expressively and with increasing sophistication, including use of tonalities, different types of scales and other musical devices | <p>Knowledge, skills and understanding explicit to these topics/stage Key Learning:</p> <ul style="list-style-type: none"> Understand the bass lines and chords as a harmonic foundation upon which a melody can be constructed Learn about the history, origin and development of the Blues and its characteristic 12-bar Blues structure exploring how a walking bass line is developed from a chord progression. Explore the effect of adding a melodic improvisation using the Blues scale and the effect which “swung” rhythms have as used in jazz and blues music. Learn about the seventh chords and how these are formed and their characteristic sound used in jazz and blues music. Examine the lyrics of blues songs before composing their own set of lyrics for a performance of their blues song using different textural layers. Explore Ragtime Music as a type of jazz. <p>Skills:</p> <ul style="list-style-type: none"> Listening Composing Performing <p>NC 2014 Learning objectives</p> <ul style="list-style-type: none"> Identify and use the inter-related dimensions of music expressively and with increasing sophistication, including use of tonalities, different types of scales and other musical devices Listen with increasing discrimination to a wide range of music from great composers and musicians Develop a deepening understanding of the music that they perform and to which they listen, and its history |
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| Y9 | Autumn 1 | Autumn 2 | Spring 1 | Spring 2 | Summer 1 | Summer 2 |
| | Topics and content to be learnt | | Topics and content to be learnt | | Topics and content to be learnt | |
| | <p style="text-align: center;">FILM MUSIC</p> <ol style="list-style-type: none"> Learn about the concept of mood and how music and soundtracks encapsulate the main mood of a film Learn how leitmotifs are used to represent certain characters and situations in film music | <p style="text-align: center;">FILM MUSIC</p> <ol style="list-style-type: none"> Learn to perform a Leitmotif and different musical Themes based on a film character To compose and perform a short soundtrack for a film Evaluating | <p style="text-align: center;">MUSICALS</p> <ol style="list-style-type: none"> Learn about the origins and development of musical theatre which have led to the modern day musical Understand how these influences have led to a wide variety of styles in musical theatre | <p style="text-align: center;">MUSICALS</p> <ol style="list-style-type: none"> Learn about the importance on the “opening number” of a musical and how it sets the scene and style for forthcoming events, plot, storyline and characters Sing and perform an opening song from a musical with a sense of style | <p style="text-align: center;">LOGIC PRO X</p> <ol style="list-style-type: none"> Learn about musical the logic pro x software Learn about the sibelius software Compose a piece using Logic Pro or Sibelius Evaluating | <p style="text-align: center;">Theory of Music</p> <ol style="list-style-type: none"> Learn about the notes, values, rests, time and key signature, pitch and musical terms Assessing and Evaluating |
| <p>Knowledge, skills and understanding explicit to these topics/stage Key Learning:</p> <ul style="list-style-type: none"> How music can enhance the visual images and dramatic impact of film and can reflect the emotional and narrative messages of the drama. How timing is a crucial factor in the composition and | | <p>Knowledge, skills and understanding explicit to these topics/stage Key learning:</p> <ul style="list-style-type: none"> Learn about the history and development of the modern day stage musical with its origins in opera | | <p>Knowledge, skills and understanding explicit to these topics/stage Key Learning:</p> <ul style="list-style-type: none"> Learn about the interface Learn about apple loops Learn about the recording midi software Learn about the treble, bass clef and ledger lines | | |

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| | <p>performance of music for film.</p> <ul style="list-style-type: none"> • How film music can change the viewer’s interpretation of a scene. • How to create an effective musical narrative for a film scene, using appropriate techniques to create an intended effect. <p>Skills:</p> <ul style="list-style-type: none"> • Listening • Composing • Performing <p>NC2014 Learning objectives</p> <ul style="list-style-type: none"> • Identify and use the inter-related dimensions of music expressively and with increasing sophistication, including use of tonalities, different types of scales and other musical devices • Listen with increasing discrimination to a wide range of music from great composers and musicians • Develop a deepening understanding of the music that they perform and to which they listen, and its history | <ul style="list-style-type: none"> • Learn about different types of songs used in operas and musicals Learn about the importance of the “opening number” in a musical • Explore a range of songs from musicals in class and ensemble performances Learn about the importance of occasion, style and context when composing and/or performing songs and scenes from a musical <p>Skills</p> <ul style="list-style-type: none"> • Listening • Composing • Performing <p>NC 2014 Learning objectives</p> <ul style="list-style-type: none"> • Identify and use the inter-related dimensions of music expressively and with increasing sophistication, including use of tonalities, different types of scales and other musical devices • Listen with increasing discrimination to a wide range of music from great composers and musicians • Develop a deepening understanding of the music that they perform and to which they listen, and its history | <ul style="list-style-type: none"> • Learn about the Key and time signature <p>Skills:</p> <ul style="list-style-type: none"> • Listening • Composing • Performing <p>NC 2014 Learning objectives</p> <ul style="list-style-type: none"> • Compose a piece of music using a musical software. • Identify the use of tonalities, different type of scales • Develop a deepening understanding of the music they listen to, perform and its history |
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