

Week/Unit	Year 7	Assessment	Homework	Consolidation of Previous Learning	Link to National Curriculum	Unit	Year 8	Assessment	Homework	Consolidation of previous learning	Link to N.C	Unit	Year 9	Assessment	Homework	Consolidation of previous learning	Link to N.C				
	Year 7																				
1	Introduction to music using 'St. Louis Blues' (Blues Music)		Research and presentation: Sociopolitical and musical context of Blues	Baseline assessment for learning to gauge pupils' previous knowledge	Perform, listen to, review and evaluate music across a range of historical periods, genres, styles and traditions, including the works of the 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.	The Beatles	Understanding the features of The Beatles' music. Review understanding of musical language.		Listen to selected Beatles song and respond to listening analysis questions sheet	Plenary: Silent Study to revise Pop Music features and terms covered in Year 7	Perform, listen to, review and evaluate music across a range of historical periods, genres, styles and traditions, including the works of the 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.	Solo Performing	Introduction to Performance & Solo Performance		Research performance pieces and collect materials to rehearse in school	Feedback Activity to revise performance techniques and terms					
2	Vocal performance of 'St. Louis Blues'				Learn the melody and chords from a selection of Beatles songs		Extended practice	chorus formulae, chord inversions and melodies			Use staff and other relevant notations appropriately and accurately in a range of musical styles, genres and traditions.		Rehearsal techniques and performance techniques	Teacher verbal			Peer feedback on effectiveness of composition and techniques	Peer feedback on effectiveness of composition in relation to musical elements covered in composition tasks in Unit and musical elements (e.g. chords, melody, harmony/ Silent Study/Melody theory)	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		
3	Learn the chords of 'St. Louis Blues'	Peer FAR Assessment		Silent Study to reflect previous learning: social-political context	Use staff and other relevant notations appropriately and accurately in a range of musical 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.		Rehearsal techniques and performance techniques	Self - FAR written				Peer feedback on effectiveness of composition and techniques	Peer feedback on effectiveness of composition in relation to musical elements covered in composition tasks in Unit and musical elements (e.g. chords, melody, harmony/ Silent Study/Melody theory)	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	
4	Learn the melody of 'St. Louis Blues'				Listen with increasing discrimination to a wide range of music from great composers and musicians.						Listen with increasing discrimination to a wide range of music from great composers and musicians.		Rehearsal techniques and performance techniques	Self - FAR written					Peer feedback on effectiveness of composition and techniques	Peer feedback on effectiveness of composition in relation to musical elements covered in composition tasks in Unit and musical elements (e.g. chords, melody, harmony/ Silent Study/Melody theory)	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
5	Ensemble performance		Extended Practice	Silent Study to reflect previous learning: chords, melody, social-			Ensemble rehearsal	Self FAR Assessment			Listening and Appraising: Discuss Musical features and identify in a piece of music.		Rehearsal techniques and performance techniques	Self - FAR written					Peer feedback on effectiveness of composition and techniques	Peer feedback on effectiveness of composition in relation to musical elements covered in composition tasks in Unit and musical elements (e.g. chords, melody, harmony/ Silent Study/Melody theory)	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
6	Introducing improvisation and arranging (extension tasks)												Rehearsal techniques and performance techniques	Self - FAR written					Peer feedback on effectiveness of composition and techniques	Peer feedback on effectiveness of composition in relation to musical elements covered in composition tasks in Unit and musical elements (e.g. chords, melody, harmony/ Silent Study/Melody theory)	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
7	Final Performance and Assessment	Teacher Summative Assessment					Final ensemble performance	Teacher Summative Assessment					Final performances	Summative Assessment			Rehearse Solo Performance pieces	Silent Study to revise key terms/musical elements		Peer feedback on effectiveness of composition and techniques	Peer feedback on effectiveness of composition in relation to musical elements covered in composition tasks in Unit and musical elements (e.g. chords, melody, harmony/ Silent Study/Melody theory)
October																					
8	Introduction to vocal techniques and Performing Confidence Building			Link to singing experience in Blues Unit			Listening exercise to understand key features of Britpop		Listen to/learn 'Don't Look Back in Anger'		Feedback Activity to revise Pop Music features and musical terms previously learned		Introduction to Appraisal				Silent Study to revise key terms/musical elements covered in previous Unit.				
9	Applying vocal techniques to a range of repertoire						Learn the melody and/or chords of 'Don't Look Back in Anger'	Extended practice					Introduce Set Work: Killer Queens. Annotate and				Theory Task 1				
10					Silent Study to reflect terminology recap/revise and revision of vocal techniques and practice techniques					Silent Study to reflect learning in Unit and the correlation between the Beatles and Britpop Unit			Introduce Exam Question - Set work/comparison	Self/Teacher verbal/written			Theory Task 2				
11	Singing	Self FAR Assessment			Learn to sing and to use their voices, to create and compose music on their own and with others, have the opportunity to learn a musical instrument, use technology appropriately and have the opportunity to progress to the next level of musical excellence	Britpop							Introduce Wider listening - Annotate and discuss				Silent Study to revise key terms/musical elements covered in lesson				
12	Preparation and rehearsal for Carol Concert		Listen to selected Christmas Carol		Understand and explore how music is created, produced and communicated, including through the inter-related dimensions: pitch, duration, dynamics, tempo, timbre, texture, structure and appropriate musical notations		Ensemble rehearsal							Introduction to exam question and writing techniques. Discuss and practice.				Theory Task 3			
13					Silent Study to assess all skills covered so far in all Units.									Plan exam question	Self/Teacher verbal/written			Silent Study to revise key terms/musical elements covered in lesson			
14		Teacher Summative Assessment			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		Final ensemble performance	Teacher Summative Assessment			Silent Study to assess all skills covered so far in all Units, and knowledge previously learned			Repond to exam question	Summative Assessment			Silent Study to reflect on skills covered so far			
Christmas																					
15	Understanding the features and functions of Riffs through listening and discussion		Listen to selected Riffs	Feedback activity to revise key terms e.g. chords, melody etc.	Develop a deepening understanding of the music that they perform and to which they listen, and its history.		Introduction to the features of Musical Theatre. Vocal performance of 'This Is Me'		Listen to 'This Is Me' from the 'Greatest Showman'.	Silent Study to link to Singing scheme of learning including vocal techniques and terminology			Introduction to composition & composing to a brief.				Feedback Activity to revise composition techniques and terminology				
16	Learn, practise and perform selected riffs			Quick fire: What is a riff & 'Spot the riff' game (listening Activity)	Play and perform confidently in a range of solo and ensemble contexts using their voice, playing instruments musically, fluently and with accuracy and expression.		Learn the melody and/or chords of 'This Is Me'			Discussion Activity to cover terminology e.g. chords, melody etc.			Create two composition ideas from guided examples e.g. chords, melodies etc.	Teacher verbal	Theory Task 4		Silent Study to revise terminology				
17	Riffs	Peer FAR Assessment			Perform, listen to, review and evaluate music across a range of historical periods, genres, styles and traditions, including the works of the 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.	Musical Theatre	Create a staged ensemble performance of 'This Is Me' include Musical Theatre conventions			Listening and Appraising: Discuss Musical features and context of the genre and identify in a piece of music.			Chords				Silent Study: Chords Theory				
18					Understand and explore how music is created, produced and communicated, including through the inter-related dimensions: pitch, duration, dynamics, tempo, timbre, texture, structure and appropriate musical notations		Ensemble rehearsal	Self FAR Assessment			Learn to sing and to use their voices, to create and compose music on their own and with others, have the opportunity to learn a musical instrument, use technology appropriately and have the opportunity to progress to the next level of musical excellence			Harmony	Self - FAR written	Theory Task 5		Silent Study to revise terminology/ Harmony Theory			
19	Introduction to Composition: Compose and rehearse own riffs	Extended Practice	Silent Study to reflect knowledge of riffs and key terms		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		Final ensemble performance	Teacher Summative Assessment			Understand and explore how music is created, produced and communicated, including through the inter-related dimensions: pitch, duration, dynamics, tempo, timbre, texture, structure and appropriate musical notations.			Methods & interim performances	Peer verbal			Composition in relation to the brief and musical elements e.g. chords.			
20	Perform set Riff and own composed Riff	Teacher Summative Assessment			Listen with increasing discrimination to a wide range of music from great composers and musicians					Silent Study to revise key terms and features learned in Unit			Introducing music notation: chord chart/lead sheet/fully notated/creating parts.	Self - FAR written Summative Assessment	Theory Task 6 & Select ensemble performance		Silent Study to reflect on skills covered so far				
February																					
21	Introduction to 4-chord pop songs - features of Pop Music & key terminology		Listen to selected pop song choruses	Plenary: Listening and Appraising - link to key terms and features learnt in the Starter: Chords & Melodies recap.	Perform, listen to, review and evaluate music across a range of historical periods, genres, styles and traditions, including the works of the 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.	Jazz	Understanding the key features of jazz, in particular the swing rhythm		Listen to selected Jazz piece and respond to listening analysis questions sheet	Plenary: Silent Study to reflect previous learning: social-political context			Introduction to Ensemble Performance			Bring in ensemble performance materials	performance techniques and terms from solo performance unit				
22	Constructing diatonic chords, including chord inversions				Play and perform confidently in a range of solo and ensemble contexts using their voice, playing instruments musically, fluently and with accuracy and expression.			Learn the bass-line of 'So What' by Miles Davis			Listening and Appraising: Discuss Musical features and context of the genre and identify in a piece of music.			Repertoire selection & Ensemble Performance/Rehearsal Techniques	Teacher verbal			Silent Study to revise key terms/musical elements			
23	Applying chord knowledge to a range of pop repertoire	Self FAR Assessment			Use staff and other relevant notations appropriately and accurately in a range of musical styles, genres and traditions.			Learn the chords of 'So What'	Peer FAR Assessment		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.			Rehearsal techniques and performance techniques into practice	Teacher verbal			Silent Study: Practice Log entries			
24	Learning pop song chorus melodies		Extended practice	Silent Study to reflect knowledge of and key terms and features of genre.	Listen with increasing discrimination to a wide range of music from great composers and musicians.			Improvisation using the D Dorian scale			Silent Study to revise 'Composition' and 'Improvisation' covered in Blues Unit in Year 7			Interim performances	Self - FAR written & Teacher verbal			Silent Study: Practice Log entries			
25	Ensemble rehearsal of pop song choruses							Create an arrangement of 'So What'	Teacher Summative Assessment					Reflect on feedback from last lesson: Developing our performance.				Silent Study: Practice Log entries			
26	Ensemble performance of pop song choruses	Teacher Summative Assessment					Final ensemble performance	Teacher Summative Assessment					Rehearsal techniques and performance techniques	Self - FAR written	Arrange ensemble rehearsals & Complete Practice Log Entries		Silent Study to revise key terms/musical elements				
March																					
27	Introduction to Minimalism			Silent Study to revise terminology covered to date			Understanding the features of contemporary pop music, including revising prior knowledge		MUSIC INDUSTRY LIVE EVENTS: 1) Watch a concert and answer associated questions 2) Events management research and explanation 3) Create a presentation of proposed concert to include plans and promotional material	Silent Study to revise Pop Music features and musical terms previously learned			Introduction to Appraisal: Exam papers				Terms/musical elements covered previously				
28	Learn key musical fragments from Terry Riley's 'In C'		Listen to Terry Riley's 'In C'		Perform, listen to, review and evaluate music across a range of historical periods, genres, styles and traditions, including the works of the 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.	Pop Song Chorus Performance	Learn a range of contemporary pop song choruses as models for own composition.			Feedback Activity to revise Performance and musical terms previously learned			Exam Paper Model/Walkthrough. Skills	Self written			Skills audit				
29	Compose own musical fragments for 'In C'	Peer FAR Assessment	Extended practice	Silent Study to revise composition aspects in 'In C' unit	Improvise and compose, and extend and develop musical ideas by drawing on a range of musical structures, styles, genres and traditions.			Create and rehearse an ensemble arrangement and performance of one pop song chorus			Use staff and other relevant notations appropriately and accurately in a range of musical styles, genres and traditions.			Next 3 lesson content will be determined by results from skills audit.				Silent Study to revise key terms/musical elements covered in lesson			
30	Ensemble practice/composition of a short minimalist piece				Use staff and other relevant notations appropriately and accurately in a range of musical styles, genres and traditions.				Teacher FAR Assessment		Listening Activity to identify Pop Music features and musical terms previously learned							Silent Study to revise key terms/musical elements covered in lesson			
31	Develop musical fragments and extend piece using musical structures				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.													Silent Study to revise key terms/musical elements covered in lesson			
32	Final rehearsal and performance	Teacher Summative Assessment			Listen with increasing discrimination to a wide range of music from great composers and musicians.			Final performance	Teacher Summative Assessment		Silent Study to revise terminology covered to date			Mock Exam Paper	Summative Assessment				Silent Study to revise key terms/musical elements covered in lesson		
April																					
33	Introduction to Reggae		Research and presentation: Sociopolitical and musical context of Reggae	Plenary: Silent Study to revise sociopolitical context of Reggae.	Perform, listen to, review and evaluate music across a range of historical periods, genres, styles and traditions, including the works of the 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.	Pop song chorus Composition	Review understanding of features of pop song choruses: singable - repetition - catchy - simple structure etc.		Listen to given pop song choruses	Feedback Activity to revise Composition			Introduction to Appraisal: Recap on composition and introduce to Free composition.				Feedback Activity to revise composition techniques and terminology				
34	Learn/practise the melody of 'Three Little Birds'				Use staff and other relevant notations appropriately and accurately in a range of musical styles, genres and traditions.			Understanding and applying basic theory of scales and chords in pop song choruses						Composition Task 1: Compose 2 ideas	Teacher verbal	Theory Task 10		Silent Study Aural/Notation Task			
35	Understand synopogon and learn/practise the chords of 'Three Little Birds'	Self FAR Assessment			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.			Compose melody and chorus ideas for a pop song chorus						Composition Task 2: Develop and Extend your ideas: Harmony & Melody	Self - FAR written & teacher verbal	Theory Task 11		Silent Study Aural/Notation Task			
36	Learn different parts (melody, harmony or rhythm), ensemble rehearsal		Extended practice	Silent Study to revise terminology and application to performance	Listen with increasing discrimination to a wide range of music from great composers and musicians.			Arrange and rehearse composition						Structure & Interim performances/reflection	Self - FAR written & teacher verbal			Silent Study Aural/Notation Task			
37	Ensemble rehearsal										Peer feedback on effectiveness of composition and techniques.							Peer Feedback on effectiveness of composition in relation to musical elements covered in composition tasks in Unit and musical elements (e.g. chords, melody, harmony/ Silent Study/Melody theory)			
38														Developing and Extending your ideas: Articulation and Dynamics	Peer verbal			Silent Study Aural/Notation Task			
39	Final Performance	Teacher Summative Assessment						Final performance	Teacher Summative Assessment		Silent Study to revise terminology covered to date			Introducing music notation: chord chart/lead sheet/fully notated/creating parts.	Self - FAR written	Theory Task 12		Silent Study Aural/Notation Task			
													Notating/Presenting Ideas	Summative Assessment	Summer homework		Silent Study to reflect on skills covered so far				