

Music

Department Overview:

Year 7

Topic	Time Allocated	Skills	End Point
Major Melodies ‘Can I learn a musical instrument and how will it help me throughout school and beyond?’	7 lessons	- Decode and identify pitches on the stave using rhymes and mnemonics. - Know how to use equipment safely and correctly in the music room. - Perform melodies which use 5 notes. - Perform with fluency using all the fingers on their right hand. - Begin the foundation skills of using left hand to accompany a melody. - Students will develop listening skills to be able to identify instruments, sounds, and comment on what they are hearing critically.	Students will have developed a foundation knowledge in keyboard performance , be able to perform for their peers and teacher, receive and give peer feedback, understand routines inside the music room, and start to develop listening skills through a range of different musical genres.
Blues Music ‘How did the emergency of the Blues music genre affect music which I listen to today?’	7 lessons	- Students will continue to rehearse the ability to decode the stave and become more familiar with a greater range of pitches. - Further development of listening skills will enable students to identify AAB musical patterns in lyrics and music. - Performance skills will be developed so that students perform more complex rhythms and use a wider variety of pitches. - Students will be increasingly fluent in right hand melody performance whilst using left hand to accompany melodies on the keyboard.	Students will have a base knowledge of the emergence of Blues music in connection with the transatlantic slave trade, whilst further developing their performance and listening skills. Students will be able to identify AAB lyric structure. Students will be able to comment on their own rehearsal process and give peer feedback to others.
Haunted House ‘How does music enhance the viewing experience in film, and how do composers make music which sounds scary?’	3 lessons	- Students will learn how to use ostinato, chromatic movement, and cluster chords to create music features in a haunted house scene. - Use of different tone sounds on the keyboard to change timbre suited to music which is scary. - Students will learn the meaning of dynamic and tempo terms and how these can be used effectively to create scary sounding music. - Students will listen to music and media and understand how composers use music effectively to enhance viewing. - What is graphic notation and how can it help me to write down my compositional ideas?	Students will have composed their first piece of music suited to a haunted house scene. Students will use unconventional notation to do this – either through pictures or words.

Fanfares 'How can I write my own music for an occasion, and can I do this using music software?'	3 lessons	- Students will listen to fanfares for different occasions and develop listening skills more critically to identify instruments, dynamics, tempo, and timbre. - The introduction of music notation software and basic rhythm skills to be able to use Sibelius for basic compositions. - Students will compose their own fanfare using the open notes on a trumpet using music notation software.	Students will be able to compose their own notated fanfare for a trumpet using Sibelius software. Students will have a foundation knowledge of rhythm.
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Year 8			
Topic	Time Allocated	Skills	End Point
Popular Music 'How do 4 chord songs influence the music we hear today?'	7 lessons	- Use of chord sequences in popular music and 4 chord songs will be studied by students using popular songs e.g. Bad Romance. Revision of how chords are constructed will be covered initially and this developed into the structure used in a 4-chord song. - Students will revise their performance skills on the keyboard and learn to add melody and accompaniment.	Students will be able to perform a 4 chord, chord structure and begin to learn how to combine this in a melody and accompaniment.
Film Music 'How do film music composers create certain emotions and feelings within a film?'	7 lessons	- The use of character music or leitmotif in film music and how these are used will be explored e.g. Harry Potter, Jaws, and Indiana Jones. Students will learn to perform famous leitmotif on the keyboard. - Students will additionally explore the emotions which music creates and how composers change sound to create this. - Students will learn the difference between diegetic and non-diegetic film music.	Students will be able to perform a leitmotif of their choice on the keyboard and will understand how it impacts the viewing experience.
Video Game Music 'How have iconic character themes shaped video game music? Can I perform my own background music?'	7 lessons	- Students will learn how character music is important in video game music as well as the use of ground themes, sound effects, and decision themes are incorporated into the music of video games. - The history of video game music will be explored through iconic character themes e.g. Sonic and Mario. - Students will have the opportunity to perform mickey mousing along to a short video game sequence using the keyboard.	Students will be able to perform a video game character theme and be able to perform some sounds which would suit a video game play sequence.
Rock 'n' Roll	6 lessons	Students will learn how the genre of rock 'n' roll grew out of early blues music in the aftermath of the second world war in America.	A keyboard performance of Hound Dog using two hands will be completed

‘Are the 12-bar blues responsible for all popular music’s existence since the 1950s?’		- Iconic artists such as Elvis Presley will be studied as the first celebrity rock ‘n’ roll artist. - Students will take existing learning on chord sequences and study the 12-bar blues and its impact on modern popular music whilst learning how to perform Hound Dog.	whilst students will be able to listen to and identify the 12-bar blues chord sequence.
Electronic Dance Music ‘How do I know I am listening to EDM and how do DJs create music in this style?’	4 lessons	- Students will be able to listen effectively to electronic dance music and identify relevant key musical terms – four to the floor, build up, drop, breakdown. - The introduction of digital audio workstation (Mixcraft) will be used by students to create their own piece of EDM music in a trance or house style.	Students will be able to listen critically to examples of EDM music and compose a short extract in a given style.
I Got Rhythm ‘Does everyone have rhythm?’	7 lessons	- Students will take their earlier understanding of rhythm in year 7 and add additional understanding of how rhythm and pulse are connected. - Sibelius skills will be revised in preparation for assessment and students will demonstrate their understanding of rhythm and pulse using Teaching Gadget. - Students will compose their own rhythm for a wind instrument and add a complementary rhythmic instrument.	Students will be able to write more complex rhythms than in year 7 and compose their own 8 bar short piece combining rhythm and pitch.

Year 9			
Topic	Time Allocated	Skills	End Point
Reggae ‘How is syncopation used in Reggae music and which ways can I perform syncopated chords?’	7 lessons	- Students will learn about the origins of Reggae music and chords and patterns which are used in this genre of music. Three Little Birds will be studied so students can perform triad chords in a syncopated way along to the melody (hook). - Syncopation as a rhythmic skill using chords to develop coordination through keyboard performance with a partner. Students will develop coordination and rhythmic skills by playing the chords on the ukulele to a backing track.	Students will be able to perform the Reggae song ‘Three Little Birds’ in a pair on the keyboard and using a ukulele along to a backing track.
Variations ‘How do composers use techniques in theme and variation to develop thematic ideas?’	7 lessons	- Student will study a unit on composition looking at techniques to complete a theme and variation on the theme ‘God Save the King’. - Sibelius score writing software will be used to complete a theme and variations including rhythmic rearrangement, retrograde, diminution, inversion, and time signature change.	Students will be able to compose a short theme and variations using a range of techniques studied and create their own version of ‘God Save the King’.

		Listening skills will be developed to identify methods of theme and variation using Mozart's Twinkle, Twinkle, Little Star and Harry Potter theme music.	
Composition or Performance Project 'How do I demonstrate the knowledge I have gained throughout key stage 3 to showcase best my skills in composition and performance?'	6 lessons	Composition – students are given 6 pictures as a stimulus e.g. haunted house, eleven forest, cartoon, war scene, and will compose a suitable piece of music which fits the background and represents the picture. Students will use Mixcraft DAW as a software option, recalling skills gained in year 8, or use keyboard composition skills gained from year 7 and 8. Performance – students will revise rhythm and the stave to showcase their skills in a keyboard performance of Hound Dog or Stand by Me.	Students will be able to demonstrate their learning throughout key stage 3 using skills gained in composition and performance .

Year 10			
Topic	Time Allocated	Skills	End Points
Theory / Component 1 'How are the sonic and compositional features of Blues and Rock 'n' Roll music linked, and how do these affect my understanding of music today?'	15 lessons	Theory (grade 1 & 2) Listening and appraisal skills Understanding of musical styles and genres – Blues and Rock 'n' Roll Practical music-making skills Music technology and production awareness Creative thinking and idea generation Research and presentation skills Collaboration and teamwork	Grade 1 and 2 theory skills will be firmly established in students giving a firm grounding in theoretical knowledge for the BTEC course. Students will be able to describe the sonic and compositional features of both Blues and Rock 'n' Roll music, understand the connections between both genres, and be able to perform, listen/analyse, and create music in both genres.
Component 1	15 lessons	Listening and appraisal skills Understanding of musical styles and genres – West African Djembe Drumming and Electronic Dance Music Practical music-making skills Music technology and production awareness Creative thinking and idea generation Research and presentation skills Collaboration and teamwork	Students will be able to describe the sonic and compositional features of West African Djembe drumming and Electronic Dance Music, and be able to perform, listen/analyse, and create music in both genres.

Component 1	15 lessons	Composition and Arranging using the sonic and compositional features of a piece of music in the Reggae style into that of a Blues or Rock 'n' Roll piece. Component 1 Summative Assessment	Students will be able to arrange music for a rock 'n' roll band from a piano/vocal reduction using Sibelius software and be able to produce their arrangement using Mixcraft DAW software. Component 1 coursework submitted.
Component 2	15 lessons	How to Compose using a Melody Students will revise use of Sibelius software and learn key skills in use of melody writing including tonality, conjunct and disjunct movement, use of scales, idiomatic writing, and theme and variation.	Students will learn how to compose their own song using a short melody and guided by a set of compositional rules. Initially for solo instrument students will then develop this to include further accompanying instrumentation.
Component 2	10 lessons	How to Compose using an Accompaniment Students will learn how to compose melody guided by a chord progression. Students will explore common chord progressions e.g. I, IV, vi, V and how these can be used to guide melodic writing.	Students will learn how to compose their own short song using an accompaniment as the basis for their song.
Component 2	15 lessons	Creating a Performance and Composition Portfolio over time Students will explore a practical and compositional project guided by their classroom and peripatetic music teachers. Students will learn how to write a development plan, complete a skills audit, write SMART targets, complete a rehearsal diary, and reflect on milestones in performance and composition.	Students will learn how to manage a project over time which focuses on composition and performance.

Year 11			
Topic	Time Allocated	Skills	End Points
Component 2	15 lessons	Creating a Performance and Composition Portfolio over time Students will explore a practical and compositional project guided by their classroom and peripatetic music teachers. Students will learn how to write a	Students will learn how to manage a project over time which focuses on composition and performance.



		development plan, complete a skills audit, write SMART targets, complete a rehearsal diary, and reflect on milestones in performance and composition.	
Component 2	15 lessons	Students will complete their component 2 portfolio.	Component 2 coursework submitted.
Component 3	15 lessons	Students will explore a range of songs which have been changed from one genre to another including exploring works by Postmodern Jukebox. The compositional and sonic features of both styles will be studied. Students will use Sibelius and Mixcraft software, and their learning from C1, to complete their own mini versions.	Students will be able to identify sonic and compositional features of opposing genres and rewrite one song/instrumental into a different genre.
Component 3	15 lessons	Students will complete their component 3 portfolio.	Component 3 coursework submitted for marking.
NA		Post May Revision	Post May Revision
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