

## Music

	AUTUMN 1	AUTUMN 2	SPRING 1	SPRING 2	SUMMER 1	SUMMER 2
KEY TOPIC/VALUE						
YEAR 7	<b>Keyboard Skills</b>  Effective keyboard performance technique Treble Clef Basic staff notation Sharps and Flats Melody and Chords.	<b>Voiceworks (Exploring vocal textures)</b>  Vocal warmups Call and Response Rounds Vocal effects Voice types – SATB Vocal textures- Harmony/unison/a capella  BIG CHRISTMAS SING	<b>I've Got Rhythm</b>  Pulse Beat Rhythm Ostinato Cyclic and Polyrythms Note durations Rhythm grid notation	<b>Form and Structure</b>  Musical structures: Question and Answer Phrases Binary Form Ternary Form Rondo Form.	<b>Ukulele project</b>  Ukulele performance technique Primary chords, Basic chord sequences Three and four chord songs The four chord trick Seventh chords Cadences. Reading TAB notation	<b>Sonority City</b>  Instruments of the Orchestra, The role of the conductor, Beating time Performing as an ensemble.
YEAR 8	<b>Hooks and Riffs</b>  Exploring Riffs and Hooks Repeated musical patterns Ostinato Singing in parts/unison	<b>Film Music</b>  Atmosphere & Mood Story Board Cue Sheet Leitmotif Adverts/Jingles Sci-Fi/Horror/Western James Bond Films Soundtrack	<b>Guitar project</b>  Guitar performance technique Primary chords Finger picking Basic chord sequences Reading TAB notation Three and four chord songs	<b>Offbeat- Reggae</b>  Calypso Bass Line Offbeat chords Syncopation Reggae Basic textures	<b>All about the Bass</b>  Bass Clef reading and notation, Bass Clef Instruments Bass line Patterns Riffs, Walking Bass, Pedal notes.	<b>Saharan Sounds</b>  Bass/Tone/Slap, Master Drummer Rhythm grid notation Call & Response, Polyrythms Cyclic rhythms Syncopation Improvisation

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YEAR 9	<b>Introduction to GCSE Music/Popular Music</b>  Musical Arrangements Cover Songs Popular Songs Song Structure Textures & Layers Recording a Song Music Technology Digital Effects	<b>Fanfares</b>  History, origins and uses of Fanfares. Harmonic Series Musical imitation Commission to write a Fanfare for the opening ceremony of an event. Introduction to musical score notation software Developing performance practice (Performance 1)	<b>The Development of Music- Baroque</b>  Development of the Baroque Period Key dates, composers and styles Ornaments Baroque Dance Suite Solo instruments Baroque Instrumental Music composing	<b>Jazz and Blues</b>  History of Jazz and Blues 12 Bar Blues Chord progressions Blues Scale Improvisation Call and Response Jazz Styles Developing performance practice (Performance 2)	<b>Musical Theatre</b>  Performance and Analysis of songs and music from Musicals – Chords & Chord Vamps Jazz, Tango Part-Singing Composition of a scene from a Musical	<b>Samba (Exploring polyrhythms and improvisation)</b>  Carnival Music Latin-American Instruments Rhythm & Pulse Ostinato Call and Response Improvisation Cyclic/Polyrhythms Developing performance practice (Performance 3)

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YEAR 10	<p>Appreciating and using the elements of music Aural, notational and listening skills.</p> <p>Introduction to Area of Study 1: <b>Forms and Devices</b>.</p> <ul style="list-style-type: none"> <li>repetition, contrast, sequence, ostinato, dotted rhythms, conjunct and disjunct movement, broken chord/arpeggio, melodic and rhythmic motifs, simple chord progressions</li> </ul> <p>Introduction to prepared extract – Badinerie by JS Bach.</p>	<p>Introduction to Area of Study 4: <b>Popular Music</b>:</p> <p>Appraising - more challenging theoretical and aural work:</p> <p>Composing using primary and secondary chords, cadences, standard chord progressions, power chords and rhythmic devices.</p> <p>Introduction to prepared extract- Africa by Toto.</p> <p>Performing - performance practice and end of term assessment.</p>	<p>Introduction to area of study 2: <b>Music for Ensemble</b></p> <p>Performing in smaller ensembles; (e.g. chamber music, jazz, musical theatre etc.) as suited to learner interests (cover other topics in year 11).</p> <p>Composing using texture and sonority (chords and melody).</p>	<p>Introduction to area of study 3: <b>Film Music</b>, with devices and terminology:</p> <p>Layering, imitation, chromatic movement, dissonance, leitmotifs, thematic transformation of ideas</p> <p>The relationship between the story and the music.</p> <p>The effect of audience, time and place.</p> <p>Use of sonority, texture and dynamics to create a mood-contrast and development.</p> <p>Performing - performance practice and end of term assessment.</p>	<p>Revisit all topics from Year 10 using different pieces as listening and performing examples</p> <p>Complete free composition project (of choice) and submit</p> <p>Continue to build aural skills through frequent practice.</p> <p>Performing - performance practice and end of term assessment.</p>	

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YEAR 11	<p>Revisit area of study 1: <b>Forms and Devices</b> (with more advanced topics and practical content)</p> <ul style="list-style-type: none"> <li>▪ Variation form and strophic form in classical music</li> <li>▪ Recognition of features of baroque, classical and romantic periods</li> <li>▪ Revisit: imitation, pedal, canon, alberti bass and all harmonic features</li> </ul> <p>Revisit and revision: <i>Badinerie</i></p> <ul style="list-style-type: none"> <li>▪ Exam techniques: hints and tips</li> <li>▪ Building a vocabulary revision list</li> <li>▪ Clarifying theoretical points</li> </ul>	<p>Revisit area of study 4: Popular Music (with more advanced topic/class/practical content)</p> <ul style="list-style-type: none"> <li>• Bhangra and fusion</li> <li>• Loops, samples, panning, phasing, melismatic/syllabic</li> </ul> <p>Revisit <i>Africa</i></p> <ul style="list-style-type: none"> <li>• Exam techniques: hints and tips</li> <li>• Building a vocabulary revision list</li> <li>• Clarifying all relevant theoretical points</li> </ul> <p>Performing - performance practice and final recording.</p>	<p>Revisit <b>Music for Ensemble</b> (with more advanced topic/class/practical content): Polyphonic, layered, round, canon and countermelody</p> <p>Cover all styles not completed in year 10.</p> <p>Revisit <b>Film Music</b> (with any further topics/content).</p> <p>Complete all composing coursework.</p>			<p>Listening practice and final examination.</p> <p>Ensure the specification content is fully covered</p>