

Year 9 - Music

Year 9	AUTUMN I/Autumn II	LATE AUTUMN II	SPRING I	SPRING II	SUMMER I	SUMMER II
Title:	ROCK/POP BAND INSTRUMENTS SKILLS Project	CHRISTMAS SING	RAP/HIP HOP MUSIC	Film Music	MUSIC TECHNOLOGY PROJECT	Solo MUSIC PERFORMANCE
	Understanding how pop musicians learn instrumental skills	Understanding the conventions of Christmas Music from the 1990s to the present day.	Understanding the conventions of Rap Music	Understanding the conventions of Film music	Understanding how music technology is used in creating contemporary music	Understanding what makes a good musical performance and effect rehearsal techniques.
Context:	Learning how pop music composers use hooks, riffs and lyrics to create memorable songs.	To learn about and develop understanding of the Christmas songs and how songs are used within this context	Learning how rap music uses bass lines and chordal accompaniment, single time and double time rapping and rhyme/slang.	Learning about and understanding how music is used to enhance the visual images and dramatic impact of films.	Learning how music technology is used to create contemporary forms of music for dance.	To learn how to select appropriate repertoire, manage learning and rehearsal session and preparing for a musical performance
Convention:	Learning to create a pop song using pop song structure, primary chords and bass hooks/riffs	To understand the conventions of pop/rock singing Chorus/Solos/duets	Learning to perform in a rap style, create rap lyrics and perform using stylistic techniques – single time and double time	Learning how film music uses: sound effects, synchronous sounds, background mood music and melodic motifs to enhance the representation of a character or situation	Learning that they key characteristics of Club Dance Music are a 4 to the floor drum beats, simple harmonies, repetitive riffs and melodies and common structure.	To understand the conventions of instrumental playing and effective rehearsal techniques
Element(s) Focus:	Pitch/rhythm: Hooks and Riffs Listening: taking inspiration from existing pop songs	Pitch/ tempo/ Rhythm/ Structure	Rhythm: single and double time rapping Pitch: creating bass line and melodies as a backing track	Timbre: learning how specific timbres can be manipulated to create expressive impact Pitch/tempo/rhythm/structure/ texture	Tempo: conventions in tempo for dance music Texture: layers of percussion and synthesised sounds, vocals and samples	Pitch/ tempo/ Rhythm/ Structure
Skill(s) Focus:	Performance: group performances of an original song Listening: to examples of riffs and hooks	Singing: solo / part singing skills Listening skills Composition skills Performing skills Group skills	Composition: to create a rap song using characteristics of the style Performance: to perform and record compositions	Composition: learning to combine expressive motifs with other patterns of sounds to create a section of music with an identifiable mood or character. Listening skills Group skills/ICT skills	Composition/Performing: creating and performing a dance-style track.	Singing: solo / part singing skills Listening skills Performing skills solo performing skills
What Parents can do to support	**Encourage students to try all band instruments and learn given and chosen repertoire. *To practise at least once a week for homework	**Encourage students to get involved in various community singing opportunities	**To support students in writing lyrics **Support students in practicing given, chosen and composed repertoires	**Encourage students to listening to given pieces of music **to complete set listening and research homework about film music	***Encourage students to listening to given pieces of music **to complete set listening and research homework **Complete set compositional tasks	**Support students to learn chosen repertoire on chosen instrument either aurally or from notation **Support student to practise regularly and keep a log **Support students to prepare for performance



Year 7 - Music

Year 7	AUTUMN I	AUTUMN II	LATE AUTUMN II	SPRING I	SPRING II	SUMMER I	SUMMER II
Title:	<i>Baseline Assessment</i> <i>Key skills in Music</i> DIAGNOSTIC UNIT (Rhythm & Pulse)	PITCH & Elements <i>(Peterborough Music Hub Instrumental Project)</i>	CHRISTMAS SING	BAROQUE MUSIC (1600-1750) <i>(Keyboard Skills)</i>	INSTRUMENTS OF THE ORCHESTRA (1700-1800)	UKULELE PROJECT	POP MUSIC (PERFORMANCE)
	To demonstrate knowledge, understanding and skills from KS2	To understand pitch in relation to the chosen instrument and solfege	Understanding the conventions of Christmas Music from the 1990s to the present day.	To understand the characteristics of baroque music	To develop understanding of how an orchestra is made up and their various different instruments.	To learn how to play and understand conventions of a Ukulele in a folk and pop context	Understanding the conventions of Pop Music from the 1990s to the present day.
Context:	To demonstrate singing, rhythm and listening skills.	To learn and develop understanding of pitch through woodwind/brass instrumental skills and singing in solfege.	To learn about and develop understanding of the Christmas songs and how songs are used within this context	To learn about and develop understanding of baroque music, instruments and ornamentation	Learn about sections of the orchestra, individual instruments and sounds and they fit together within a larger ensemble.	To learn how to play a Ukulele within a in a folk and pop context	To learn about and develop understanding of the Rock/pop songs in a performing context
Convention:	To visually and aurally recognise rhythm. To demonstrate understanding of Elements of Music.	To read basic rhythms and Pitches, Understand importance of hand position, to play basic hand positions.	To understand the conventions of pop/rock singing Chorus/Solos/duets	To play a baroque piece both solo and as an ensemble, exploring composition through grounds bass and using ornamentation and decoration	To play/handle instruments of the orchestra and play a classical piece as an ensemble using keyboards and orchestral instruments	To read basic rhythms and Pitches, Understand importance of hand position to play basic chords. Understand what a chord is and how chords fit together.	To understand the conventions of pop/rock singing Chorus/Solos/duets To understand the conventions of pop/rock instrumental playing
Element(s) Focus:	Rhythm/ Tempo/ Duration/Structure Dynamics / Timbre	Rhythm/ Tempo/ Pitch / Duration Dynamics / Timbre	Pitch/ tempo/ Rhythm/ Structure	Rhythm/ Tempo/ Pitch / Duration/Textures Dynamics(Tiered) / Timbre	Rhythm/ Tempo/ Pitch / Duration Dynamics / Timbre	Rhythm/ Tempo/ Pitch / Duration Dynamics / Timbre	Pitch/ tempo/ Rhythm/ Structure
Skill(s) Focus:	Listening skills Performing skills Aural Skills Composing/improvising	Listening skills Performing Technical instrumental skills Group skills	Singing: solo / part singing skills Listening skills Composition skills Performing skills	Listening skills Performing skills Composing skills	Listening skills Performing, ensemble skills Keyboard orchestra	Listening skills Performing skills Instrumental skills Group skills	Singing: solo / part singing skills Listening skills Performing skills Group skills
What Parents can do to support	**Help students prepare for 1 minute musical performance, **learn and practise note values and rhythmic repertoire for performance	**Help students learn the notes on the staff, practise tonic solfa, scales, and learn a melody on chosen instrument **Encourage students to practise	**Encourage students to get involved in various community singing opportunities	*Help research and create presentation on Baroque music/instruments. *Practise Basic Keyboard skills and playing 'Spring' from Four Seasons)	*Help Learn about Instruments of the Orchestra. *Listen to various orchestral instruments to help recognise their sounds * Learn and Practise playing 'Fur Elise'	**Learn and Practise basic chords **Learn and Practise chosen ukulele repertoires	**Support students to learn chosen repertoire on chosen instrument either aurally or from notation **Support student to practise regularly and prepare for performance



Year 8 - Music

Year 8	AUTUMN I	AUTUMN II	LATE AUTUMN II	SPRING I	SPRING II	SUMMER I	SUMMER II
	BLUES MUSIC (Keyboard Skills)	DANCE MUSIC (GROUND BASS Intro to Music Technology)	CHRISTMAS SING	POP MUSIC (Composition)	Samba Music	INDIAN (BOLLYWOOD)	MUSICALS
Title:	Understanding the conventions of BLUES AND ROCK N ROLL	Understanding the conventions of Dance.	Understanding the conventions of Christmas Music from the 1990s to the present day.	Understanding the conventions of Pop Music from the 1990s to the present day.	Understanding the conventions of samba music, exploring polyrhythms and percussion	Understanding the conventions of Indian music and how it has influenced some popular music in the UK	Understanding the conventions of Musicals from the 1960s
Context:	To learn about the and develop understanding of the 'BLUES/ROCK N ROLL' genres and how musical characteristics are used within this context	Learning Dance Music, its cultural context and how technology has impacted it.	To learn about and develop understanding of the Christmas songs and how songs are used within this context	To learn about and develop understanding of the Rock/pop songs in a Composition context	Learning how music is used in Samba music is performed both vocally and percussion in ceremonies and events	Learning how music is used in Indian Culture in India and the UK.	To learn about the and develop understanding of the 'Musicals' genre and how songs are used with in this context
Convention:	To understand the conventions 12 bar blues, improvisation, walking bass, call and response	How Dance music is constructed, Its musical characteristics and how to use Technology.	To understand the conventions of pop/rock singing Chorus/Solos/duets	To understand the conventions of pop/rock singing Chorus/Solos/duets To understand the conventions of pop/rock instrumental playing, composition and lyric writing	Understanding the conventions of samba music and percussion. Call and response/ polyrhythm/ syncopation/	Learn how Indian music uses IMPROVISATION/TALA/ RAGA/s	To understand the conventions of Musicals singing Chorus/Solos/duets
Element(s) Focus:	Pitch/ tempo/ Rhythm/ Structure Harmony/Texture	Tonality/ Rhythm Tempo/ Pitch Dynamics/ Texture Structure	Pitch/ tempo/ Rhythm/ Structure	Pitch/ tempo/ Rhythm/ Structure	Pitch / Texture/ Rhythm/ Tempo: melody and close harmony	Pitch / Rhythm Tempo/ Structure	Pitch/ tempo/ Rhythm/ Structure
Skill(s) Focus:	Percussion and holding own Composition	Listening skills Composing skills ICT skills	Singing: solo / part singing skills Listening skills Performing skills Group skills	Singing: solo / part singing skills Listening skills Composition skills Group skills	Singing Percussion & holding own part Composition	Singing: solo / ensemble Listening skills Composition skills Performing skills Group skills	Singing: solo / part singing skills Listening skills Performing skills Group skills
What Parents can do to support	*Support students to learn and scales/chords/bassline **Support student to write lyrics and compose songs	**Support students to learn ground bass line **Support students to complete compositional tasks	**Encourage students to get involved in various community singing opportunities	**Support students to learn chords **Support student to write lyrics **Support students to compose song and practise for recordings	**Support students to learn rhythmic notation **Support students to research and present findings about Samba Music	**Support to learn and practise ragas **Support students to research and present findings about Indian Music	**Support students to research and present findings about Musicals **Support students in performing and composing musical repertoires.

