

MUSIC			
	AUTUMN	SPRING	SUMMER
Y7	<p>The Elements of Music</p> <p>Skills Listening and appraising Group Work Collaborating Evaluating Reflecting Co-operating Independent learning Singing Imagining Performing Composing Applying knowledge to a listening task</p> <p>Knowledge Rhythmic Notation Key elements – e.g Pitch, Tempo, Texture Basics of musical theory How music is constructed Key words relating to unit Introduction to extended writing How to structure a composition Understanding of basic performance techniques for singing and keyboards. SET WORK: 4 Sea Interludes by Benjamin Britten</p> <p>Assessment Group Performance Group Composition Listening assessment at end of unit.</p> <p>Links (to other curriculum areas or other key stages in your subject) Links to history within the listening work English – in extending writing MFL – in comparing music theory/reading to a new language</p>	<p>Melody and Form</p> <p>Skills Listening and appraising Group Work Collaborating Evaluating Reflecting Co-operating Independent learning Singing Imagining Performing Composing Applying knowledge to a listening task</p> <p>Knowledge Pitch notation Features of a 'good' melody Key words relating to unit Developing extended writing Major and pentatonic scales Musical theory including clefs, staves and basic keys How to create a basic accompaniment using ostinato or basic chords Learning about Ternary Form SET WORK: New World Symphony (3rd Mvmt) by Dvorak</p> <p>Assessment Group Performance Individual Composition Listening assessment at end of unit.</p> <p>Links (to other curriculum areas or other key stages in your subject) Links to maths in construction of scales and systems Links to history within the listening work Citizenship – in extended writing task</p>	<p>Vocal Textures</p> <p>Skills Listening and appraising Group Work Collaborating Evaluating Reflecting Co-operating Independent learning Singing Imagining Performing Composing Applying knowledge to a listening task</p> <p>Knowledge More advanced vocal techniques Vocal traditions of Africa Learning to sing in Unison, Harmony and multi-layers. Creating a vocal piece Key words relating to unit Focus on TEXTURE - how to create different layers within a piece Using percussion Preparing for a solo performance Set WORK: Adiemus by Karl Jenkins</p> <p>Assessment Individual Performance Group Composition Listening assessment at end of unit.</p> <p>Links (to other curriculum areas or other key stages in your subject) Drama/Theatre/Dance – used within performance piece English – creating lyrics for composition Links to history within the listening work Geography – in music from other cultures</p>

MUSIC			
	AUTUMN	SPRING	SUMMER
Y8	<p>Tonality – Major and Minor</p> <p>Skills Listening and appraising Group Work Collaborating Evaluating Comparing Reflecting Co-operating Independent learning Singing Imagining Performing Composing Music Technology Applying knowledge to a listening task</p> <p>Knowledge Learning about tonal systems – major and minor Key signatures and how they are related Syncopated rhythms Melodic Sequences Tango music of Argentina Including comparisons in extended writing Introduction to Sibelius notation software Basic chords SET WORK: Libertango – Astor Piazzolla</p> <p>Assessment Group Performance Individual Composition Listening assessment at end of unit.</p> <p>Links (to other curriculum areas or other key stages in your subject) Links to history within the listening work English – in extending writing Computing – Using Sibelius software Geography – Music from other cultures</p>	<p>Musical Cycles</p> <p>Skills Listening and appraising Group Work Collaborating Evaluating Comparing Reflecting Co-operating Independent learning Singing Imagining Performing Composing Music Technology Applying knowledge to a listening task</p> <p>Knowledge Techniques associated with minimalism – motivic development, layering, phasing etc. Historical context of minimalism and the avant garde Key words relating to unit Including comparisons in extended writing More advanced Sibelius techniques and introduction to GarageBand software Significant composers such as Steve Reich, Phillip Glass and Terry Riley Musical Cycles from other parts of the world e.g. Gamelan music SET WORK: Electric Counterpoint – Steve Reich</p> <p>Assessment Group Performance Paired Composition Listening assessment at end of unit.</p> <p>Links (to other curriculum areas or other key stages in your subject) Maths - in minimalist techniques 20th Century history - in listening work Geography – in music from other cultures Citizenship – in extended writing task</p>	<p>Folk Music of the British Isles</p> <p>Skills Listening and appraising Group Work Collaborating Evaluating Comparing Reflecting Co-operating Independent learning Singing Imagining Performing Composing Music Technology Applying knowledge to a listening task</p> <p>Knowledge Modal tonal systems Historical/social context of folk music Learning of folk songs Features of a JIG Instruments associated with British folk music such as Uilleann Pipes, Hurdy Gurdy, Bodhran etc. Development of chords Continued experience of using Sibelius software More detailed preparation for a solo performance Set WORK: Suffolk Morris – anon.</p> <p>Assessment Individual Performance Individual Composition Listening assessment at end of unit.</p> <p>Links (to other curriculum areas or other key stages in your subject) History – learning about social context of folk music English – studying significance of lyrics in folk songs Computing – developing Sibelius techniques</p>



MUSIC

	AUTUMN	SPRING	SUMMER
Y9	<p>From Blues to Pop</p> <p>Skills Listening and appraising Group Work Collaborating Evaluating Comparing Reflecting</p> <p>Researching Co-operating Independent learning Singing Imagining Performing</p> <p>Improvisation Composing Music Technology Applying knowledge to a listening task</p> <p>Developing aural skills - melodic and rhythmic dictation</p> <p>Knowledge Learning history of Blues music and its significance Understanding chord sequences and use of primary/secondary chords Key words relating to unit The Blues Scale Using and creating lyrics in Blues music Learning how to improvise History of Jazz Using GarageBand to multi-track a song Developing extended writing to include wider listening SET WORK: All Blues – Miles Davis</p> <p>Assessment Group Performance Individual Composition Listening assessment at end of unit.</p> <p>Links (to other curriculum areas or other key stages in your subject) Links to history within the listening work English – in extending writing Computing – Using GarageBand software Geography – Music from other cultures Citizenship – writing lyrics from the point of view of African slave</p>	<p>Variations and Cover Versions</p> <p>Skills Listening and appraising Group Work Collaborating Evaluating Comparing Reflecting</p> <p>Researching Co-operating Independent learning Singing Imagining Performing</p> <p>Improvisation Composing Music Technology Applying knowledge to a listening task</p> <p>Developing aural skills - melodic and rhythmic dictation</p> <p>Knowledge Techniques associated with classical Theme and Variations, such as inversion, retrograde, note addition etc. Key words relating to unit Learning about significant composers of T & V such as Mozart and Rachmaninov Developing knowledge of more sophisticated harmony including 7th chords and inversions Learning about cover versions and remixes Researching examples of cover versions and remixes More advanced GarageBand techniques to develop remix SET WORK: Various cover versions/remixes</p> <p>Assessment Group Performance Paired Composition Listening assessment at end of unit.</p> <p>Links (to other curriculum areas or other key stages in your subject) Maths - in variation techniques History - in listening work Computing – Using Sibelius and GarageBand software Citizenship – in extended writing task</p>	<p>Music for Film and TV</p> <p>Skills Listening and appraising Group Work Collaborating Evaluating Comparing Reflecting</p> <p>Researching Co-operating Independent learning Singing Imagining Performing</p> <p>Improvisation Composing Music Technology Applying knowledge to a listening task</p> <p>Developing aural skills - melodic and rhythmic dictation</p> <p>Knowledge Techniques used in film music Learning about some important composers such as John Williams, Rachel Portman etc. Learning how to play some famous LEITMOTIFS Developing more advanced composition techniques such as Chromaticism, Chord Clusters and Pedal Notes Further development of musical harmony Continued experience of using Music Technology – including composing to the timings of a film clip Preparing for a final solo recital Set WORK:.. Star Wars Main Theme/Rebel Blockade Runne</p> <p>Assessment Individual Performance Individual Composition Listening assessment at end of unit.</p> <p>Links (to other curriculum areas or other key stages in your subject) Media – in studying film and Tv Computing – developing music technology techniques English – in extended writing</p>