

Year 7	Half Term 1	Half Term 2	Half Term 3 & 4	Half Term 5 & 6
Theme	Exploring the musical elements		Programme Music	Music Around the World
Knowledge	<ul style="list-style-type: none"> Rhythm and notes duration: semibreve, minim, crotchet, quaver - Kodaly Single staff and Grand staff Treble and Bass clefs Rhythm sight reading & dictation Simple and Compound time signatures Key Signature – Major Scales Single and double bar lines. Tempo The Pulse and use of Metronome Simple rhythmic patterns Polyrhythm Melodic intervals Solfa 	<ul style="list-style-type: none"> Ear Training – Aural assessment. Rhythm and notes duration: triplets and quintuplets. Major and minor scales. Elements of choir and voices. Voice ranges. Developing the use of Dynamics. Unison singing. Choir singing practice. 	<ul style="list-style-type: none"> Exploring soundscapes within the musical elements Creating a positive mood – major scales Creating an alternative mood – minor scales Developing texture Understanding how timbre depicts music characters Developing an understanding of music structure - ABA. Developing composition skills by creating melodies in response to a brief as well as chords and bassline. 	<ul style="list-style-type: none"> Analysing, practising and performing music repertoire Understanding and evaluating music structure Exploring polyrhythmic patterns. Exploring diminished and augmented chords Exploring sevenths chords Understanding and evaluating different music styles/genres. Exploring chord progression in different music styles and genres Realising a piece of music/song that reflects a traditional/cultural background.
Skills	<ul style="list-style-type: none"> Pitch recognition Recognise and recreate melodies by ear Reading and singing Music without prior preparation – Sight-reading Clapping and tapping rhythmic patterns. Clapping and tapping polyrhythms Performing on an instrument 	<ul style="list-style-type: none"> Voice leading – understanding how individual notes move from one chord to another. Texture – Monophonic, homophonic and polyphonic. Form and Structure Articulation and Phrasing Shape Choral singing 	<ul style="list-style-type: none"> Create a melody in response to a music brief Create a chord progression in response to a music brief Create a rhythmic pattern in response to a music brief Create a bassline in response to a music brief Create, finalise and perform a short piece of music in response to a music brief. 	<ul style="list-style-type: none"> Develop music analysis skills in styles and genres such as Calypso, Jazz, Blues, Cuban, Bossa Nova, etc. Create a piece of music that reflects a specific style or genre. Create rhythmic pattern in response to a brief. Evaluate a piece of music and rearrange its style or genre. Practice, play and perform music repertoire to improve instrumental abilities. Create a piece of music/song in response to a brief.
Independent Learning	KS3 Music - BBC Bitesize	KS3 Music - BBC Bitesize	KS3 Music - BBC Bitesize – Ten pieces	Music and Dance from Bali London Symphony Orchestra

Year 8	Half Term 1 & 2	Half Term 3 & 4	Half Term 5 & 6
Theme	Song Writing	Musical roots	Dance Music
Knowledge	<ul style="list-style-type: none"> Understanding Song Structure: Verse-Chorus Form (A-B-A-B) or Verse-Chorus-Bridge Form (A-B-A-B-C-B) Exploring music repertoire as well as well-known songs to evaluate success criteria. Creating memorable, 'singable' melodies that are easy to recall. Understanding how to work within a melodic range complements the genre and vocals. Using a second melody to complement or contrast with the main melody, adding complexity. Deciding on a central theme or message that the song will convey. Using rhyme schemes to structure lyrics while paying attention to rhythm. Understanding Chord Progressions: I-IV-V - ii-V-I - I-V-vi-IV. Understanding how to introduce new elements (like a second verse or bridge) to maintain interest. 	<ul style="list-style-type: none"> Exploring a typical structure based on a 12-bar chord progression, 12-Bar Blues. Understanding a conversational style between vocals and instruments - Call and Response. Exploring Improvisation techniques within pentatonic scales for solos and riffs. Using complex harmony with extended chords – 7ths and 9ths. Understanding rhythmic accents placed off the beat – Syncopation and Clave Rhythm to create complex grooves. Analysing music repertoire and evaluating its rhythmic characters, such as typical salsa bands with timbales, congas, bongo drums, and a piano or guitar section, alongside brass instruments like trumpets and trombones. Exploring multiple overlapping rhythms to create layered rhythmic feels. 	<ul style="list-style-type: none"> Understanding Dance Music Genres from Baroque to contemporary music Exploring each genre's characteristics, tempo ranges, and audience expectations. Analysing music repertoire by focusing on layering and Understanding how to mix and create melodies in the same key and modulating between keys for variation. Exploring chord progressions in dance music. Understanding basic chord progressions (I-IV-V or variations) Melody Writing: Writing catchy, simple melodies that are easy to remember and conducive to dancing. These often revolve around short, repetitive hooks. Writing basslines that complement the beat. In many forms of dance music.
Skills	<ul style="list-style-type: none"> Use music theory tools such as major and minor scales, intervals, modes, and chord structures. Use simple and compound time. Key Changes and Modulations to add an unexpected lift or emotional shift, often used in the bridge or after a chorus. Rhythmic or Melodic Variation: Slightly changing the rhythm or melody in different song parts to create interest and progression. Use of vocal warm-ups. Collaborating with other musicians to bring new ideas and perspectives to a song/lyric writing/melody creation. 	<ul style="list-style-type: none"> Develop improvisation skills by using the Blues scale and its variations. Practice and perform major, minor and diminished scales as well as Dorian, Phrygian and Mixolydian. Practice and perform rhythmic patterns on percussion instruments such as congas, bongos and cowbells. Practice and perform bass lines that fit within the syncopated rhythm of salsa. Practice and perform arrangements that incorporate the interaction between rhythm, melody and harmony. Create a piece of music/song in response to a brief. 	<ul style="list-style-type: none"> Develop music analysis skills that can be applied to styles and genres such as Minuet, Gavotte, Waltz, etc. Create a piece of music that reflects a specific style or genre. Create a rhythmic pattern in response to a brief. Evaluate a piece of music and rearrange its style or genre. Practice, play and perform music repertoire to improve instrumental abilities. Create a piece of music/song in response to a brief.
Independent Learning	Writing lyrics - KS3 Music - BBC Bitesize Writing songs - KS3 Music - BBC Bitesize	Improvisation - with instruments - KS3 Music - BBC Bitesize	Compose your own minimalist music - with Steve Reich and Ten Pieces - KS3 Music - BBC Bitesize

Year 9	Half Term 1 & 2	Half Term 3 & 4	Half Term 5 & 6
Theme	Protest Music	Music & Media	Plan, Develop and Deliver a Musical Product
Knowledge	<ul style="list-style-type: none"> Exploring chord progression and cadences Understanding rhythmic sight reading & dictation Creating a walking bass Analysing elements of the Blues, including the history of modern music such as R&B, Hip-hop and Rock'n'Roll Using the 7th chord in the C Major Harmony Exploring arpeggios and chord tones Analysing elements of Jazz music and improvisation. Evaluating and analysing music repertoire. Exploring well-known music pieces/songs and evaluating their instrumental and compositional characteristics. 	<ul style="list-style-type: none"> Exploring musical elements, techniques and resources to interpret and communicate musical ideas with technical control and expression. Analysing music repertoire such as radio, movies, operas, games and social media. Understanding how the musical elements impact creating a specific scenario. Exploring alternative ways of making music – music in a digital format. Understanding how to create a layered piece of music in a digital format. Exploring alternative ways of inputting notes – use of MIDI keyboards. Exploring how to coordinate/align and quantise a digital piece of music. Understanding how to refine, complete and publish a piece of music. 	<ul style="list-style-type: none"> Defining a message or theme for a music product: album, single, playlist, concert or gig. Targeting audience to understand the genre, style and tone of the music Marketing strategies to analyse trends in the music industry. Budgeting to establish a more comprehensive understanding of the financial resources required. Developing a more comprehensive understanding of the Music Industry Producing a Live/Digital product within a fixed deadline in response to a brief. Releasing and Promoting strategies – Live/Digital Performances
Skills	<ul style="list-style-type: none"> Develop music analysis skills that apply to styles and genres such as classical, romantic, Impressionism, serialism, minimalism, etc. Create a piece of music that reflects a specific style or genre. Create a chord progression in response to a brief. Analyse music repertoire and understand its compositional techniques. Practice, play and perform music repertoire to improve instrumental abilities. Create a piece of music/song in response to a brief. 	<ul style="list-style-type: none"> Develop music analysis skills that apply to styles and genres such as classical, romantic, Impressionism, serialism, minimalism, etc. Create a piece of music that reflects a specific style or genre. Create a chord progression in response to a brief. Analyse music repertoire and understand its compositional techniques. Practice, play and perform music repertoire to improve instrumental abilities. Create a piece of music/song in response to a brief. 	<ul style="list-style-type: none"> Planning & Organization: Develop a timeline with clear milestones for each phase of the music project (pre-production, production, post-production, and release). Budgeting & Resource Management: Creating a budget, securing necessary resources (studio time, session musicians, etc.), and staying within financial constraints. Team Coordination: Managing a team of musicians, producers, engineers, and other collaborators to ensure the smooth running of the project. Scheduling: Managing time effectively to meet deadlines for recording, mixing, and mastering. Copyrights & Licensing: Understanding music rights, licensing, and ensuring proper legal protections for your compositions and recordings. Collaboration & Feedback: Being open to feedback from other professionals. DAW Proficiency: Familiarity with digital audio workstation synthesizers and sampling for recording, producing, and editing music. Musicianship: Proficiency in playing instruments or understanding their role in music production.
Independent Learning	Playing together - KS3 Music - BBC Bitesize	Composing music for video games - KS3 Music - BBC Bitesize	Music rights and publishing - who owns your music? - KS3 Music - BBC Bitesize