

| Year 7                    | Half Term 1  | Half Term 2  | Half Term 3 & 4   | Half Term 5   | Half Term 6   |
|---------------------------|--|--|---|---|---|
| Music Genre               | African Music  | Choral Music   | Baroque Era   | Pop Modern Music  | Musical Theatre   |
| Knowledge                 | <b>The Musical Elements 1:</b> <ul style="list-style-type: none"> <li>Rhythm and notes duration: semibreve, minim, crotchet, quaver</li> <li>Rhythm sight reading &amp; dictation</li> <li>Time Signature</li> <li>Bars</li> <li>Tempo</li> <li>Metronome</li> <li>Dynamics</li> <li>Polyrhythm</li> <li>African traditional and modern music instruments</li> <li>Pitched and non-pitched percussion</li> <li>Elements of African music patterns and implementation in contemporary performances</li> </ul> | <b>The Musical Elements 2:</b> <ul style="list-style-type: none"> <li>Ear Training</li> <li>Rhythm and notes duration: Semiquavers</li> <li>The C major scale</li> <li>Pitch</li> <li>Notes on the stave (Treble Clef)</li> <li>Create a melody based on the C major scale</li> <li>Elements of choir and voices</li> <li>Voice ranges</li> <li>Developing the use of Dynamics</li> <li>Unison singing</li> <li>Choir in classical and modern music</li> </ul> | <b>Piano Skills with Baroque Music:</b> <ul style="list-style-type: none"> <li>Begin to developing Piano Skills</li> <li>Learning the C Major scale pitches on the piano</li> <li>Learning how to play and read the C Major scale from the stave</li> <li>Developing an understanding of Baroque music main features such as polyphony and counterpoint as well as the ABA structure.</li> <li>Continuing to develop sight reading</li> <li>Learning chords triads and apply them on the piano</li> <li>Learning how to play basic chords on piano with a melody</li> <li>Developing timing and tempo skills on the piano</li> <li>Developing musical elements previously studied and apply them on the piano (melody, rhythm, dynamics)</li> <li>Learn the musical elements of the baroque orchestra including instrumentation.</li> <li>Learning basic piano technique with both left and right hand</li> <li>Developing theory by continuing to practice music dictation and learning 'semiquavers'</li> </ul> | <b>Ukulele &amp; Chord Progressions:</b> <ul style="list-style-type: none"> <li>Students to begin to play and learn ukulele technique</li> <li>Understanding the main feature of a POP piece of music structure</li> <li>Continuing to develop sight reading</li> <li>Learning chords shapes on the ukulele</li> <li>Learning the meaning of chord progression in POP music</li> <li>Develop a knowledge of modern instrumentation by listening activities as well as the ability to identify them</li> </ul> | <b>Ensemble Music 1:</b> <ul style="list-style-type: none"> <li>To begin to develop instrumental skills by ensemble performance</li> <li>To learn the development of the orchestra in modern musical theatre</li> <li>Securing the knowledge of musical elements previously studied through the year such as Dynamics, Melody, Tempo and Rhythm in the ensemble context</li> <li>Developing singing and instrumental technique</li> </ul> |
| Skills                    | <b>Performance on Djembes:</b> <ul style="list-style-type: none"> <li>Students will learn and play a piece of music written in 3 different level of difficulties during lessons (Easy, Medium, Difficult)</li> <li>Students will challenge themselves by playing a polyrhythm in pairs</li> <li>Teamwork</li> <li>Performing on an instrument</li> </ul>   | <b>Singing Performance:</b> <ul style="list-style-type: none"> <li>Students will sing a piece of music in the key of C major by paying attention to the pitch of the melody</li> <li>Choral singing</li> <li>Listening to each other</li> <li>Teamwork</li> <li>Collaboration</li> </ul>   | <b>Piano Performance:</b> <ul style="list-style-type: none"> <li>Students have to practice proper piano technique on the piano to make sure they can successfully play Bach's prelude in C Major by the end of the term</li> <li>Play with peers</li> <li>Evaluate own practice</li> <li>Collaboration</li> <li>Listening to themselves and correct own mistakes</li> <li>Performing on an instrument</li> </ul>  | <b>Ukulele Performance:</b> <ul style="list-style-type: none"> <li>Students will learn and play a piece of music written in 3 different level of difficulties during lessons (Easy, Medium, Difficult)</li> <li>Students will challenge themselves by playing a chord shapes on a string instrument</li> <li>Teamwork</li> <li>Play with peers</li> <li>Evaluate own practice</li> <li>Performing on an instrument</li> </ul>   | <b>Ukulele/Piano/Singing Ensemble Performance:</b> <ul style="list-style-type: none"> <li>Students will learn and play their own part of a given piece of music and learn how to play it with others correctly</li> <li>Teamwork</li> <li>Collaboration</li> <li>Listening to each other</li> <li>Choral singing</li> <li>Performing with others</li> </ul>   |
| Independent Learning Link | <a href="#">The National Academy Sight Reading Factory</a>   | <a href="#">BBC Ten Pieces Classical</a><br><a href="#">BBC Bitesize</a>   |   |   |   |

| Year 8      | Half Term 1 & 2   | Half Term 3 & 4  | Half Term 5 & 6   |
|-------------|---|--|---|
| Music Genre | Traditional from the world & Indian Music   | Classical Era – Mozart & Beethoven   | Reggae  |
| Knowledge   | <p><b>The Musical Elements 3:</b></p> <ul style="list-style-type: none"> <li>Developing the knowledge of rhythm by learning rests: semibreve, minim, crotchets and quavers.</li> <li>Rhythm sight reading &amp; dictation to be developed by using both rests and notes</li> <li>Learning Ostinato and developing polyrhythm]</li> <li>Learning meaning of texture and basic structure in a percussion ensemble</li> <li>Compound Time Signature</li> <li>Tempo applied on compound time signature</li> <li>Developed use of dynamics</li> <li>Introduction of Improvising Concepts</li> <li>Listening and learning on International traditional instruments as well as enhance the ability to identify them</li> <li>Elements of international &amp; Indian traditional music patterns and their implementation in contemporary music</li> </ul> | <p><b>Piano Skills 2 &amp; Classical Era Composition:</b></p> <ul style="list-style-type: none"> <li>Developing Piano Skills on higher level of challenge</li> <li>Learning the G and F Major scale pitches and accidentals</li> <li>Learning how to play and read both previous scales from the stave on the piano</li> <li>Developing an understanding of the Classical Era music main features such as the Sonata Form</li> <li>Continuing to develop sight reading</li> <li>Developing the knowledge of chords triads and inversions and apply them on the piano in all keys studied</li> <li>Learning how to play chords and inversions on piano with a melody and apply them in the composition</li> <li>Developing timing and tempo skills on the piano also with a compound time signature</li> <li>Developing musical elements previously studied and apply them on a composition</li> <li>Learn the musical elements of the Classical Era orchestra including instrumentation</li> <li>Developing piano technique with both left and right hand</li> <li>Developing theory by continuing to practice music dictation and identifying notes by ear</li> </ul> | <p><b>Ensemble Music 2:</b></p> <ul style="list-style-type: none"> <li>To develop instrumental skills by playing in a band from 2 to maximum 4 elements</li> <li>To learn the meaning of syncopation from Reggae music</li> <li>Developing Securing the knowledge of musical elements previously studied through the year such as Dynamics, Melody, Tempo and Rhythm in a band context</li> <li>Developing singing and instrumental technique</li> <li>Learn how to sing in harmony</li> <li>Developing theory by continuing to practice music dictation and identifying notes by ear also by adding syncopation</li> <li>Learn the elements of Reggae Music</li> <li>Developing tempo skills within the use of syncopation</li> <li>Securing the knowledge of chords and understanding the concept of accompaniment within a band context</li> </ul> |
| Skills      | <p><b>Performance on Djembes and Body Percussion:</b></p> <ul style="list-style-type: none"> <li>Students will learn and play a pattern written in 3 different level of difficulties during lessons (Easy, Medium, Difficult)</li> <li>Students will challenge themselves by playing more challenging rhythms in groups and encouraged to improvise a solo</li> <li>Teamwork</li> <li>Collaboration</li> <li>Performing on an instrument</li> </ul>   | <p><b>Composition piece:</b></p> <ul style="list-style-type: none"> <li>Students to create a peer pastiche composition by using Studio One 5 software template based on Classical Era Orchestra by creating melodies using 3 different tonality (C/G/F) in order to get challenged.</li> <li>Collaboration</li> <li>Teamwork</li> <li>Music Technology Skills (software)</li> <li>Evaluating own work and how to improve</li> </ul>  | <p><b>Piano Performance:</b></p> <ul style="list-style-type: none"> <li>Students have to perform a piece of Reggae music at different level of difficulties (Easy, Medium and Hard) of their given part on an instrument of their choice between Ukulele, Piano and Singing. Some students are allowed to play their own instrument</li> <li>Play with peers</li> <li>Collaboration</li> <li>Listening to others</li> <li>Support others</li> <li>Performing on an instrument</li> </ul>  |

| Year 9      | Half Term 1 & 2  | Half Term 3 & 4   | Half Term 5 & 6  |
|-------------|--|---|--|
| Music Genre | Blues & Jazz   | Pop/Rock/Blues/Jazz/Classical   | Film Music   |
| Knowledge   | <p><b>The Blues:</b></p> <ul style="list-style-type: none"> <li>• Securing the knowledge of rhythm and notes duration including rests: semibreve, minim, crotchet, quaver, semiquavers</li> <li>• Rhythm sight reading &amp; dictation</li> <li>• Chord rhythmic patterns</li> <li>• The Walking Bass line</li> <li>• Notes on the bass clef</li> <li>• 12 and 24 bars blues structure</li> <li>• Application of Walking Bass line and chords with the use of two hands on the piano or played instrument such as guitar or bass</li> <li>• Elements of the Blues including history of modern music</li> <li>• Developing improvisation skills using notes</li> <li>• The Pentatonic Scale and its application in improvising music</li> <li>• Chord grades (I-IV-V)</li> <li>• The Dominant Chord meaning and function</li> </ul> <p><b>Jazz Music:</b></p> <ul style="list-style-type: none"> <li>• Ear Training</li> <li>• 7<sup>th</sup> chord in the C Major Harmony</li> <li>• Use of Arpeggios and chord tones</li> <li>• Notes on the bass Clef</li> <li>• Element of Jazz music such as swing and instrumentations</li> <li>• Developing tempo and rhythm by using swing</li> <li>• Developing improvisation skills by using complex melody lines</li> <li>• How to mixing Pentatonic and Major scales</li> </ul> | <p><b>Solo Performance:</b></p> <ul style="list-style-type: none"> <li>• Understanding of musical elements, techniques and resources to interpret and communicate musical ideas with technical control and expression.</li> <li>• Understanding how to perform music with control</li> <li>• Learning how to make expressive use of phrasing and dynamics appropriate to the style and mood of the music.</li> <li>• Methodology of practicing and consistency</li> <li>• perform one or pieces of music for an instrument/voice/technology under supervised conditions</li> <li>• Demonstrate an understanding of performing with accuracy and fluency including correct use of Tempo and Rhythm</li> <li>• Understanding how to perform with technical control appropriate to the instrument</li> <li>• Demonstrate an understanding of performing musically and with appropriate expression and interpretation by correct use of Tempo and Dynamics</li> <li>• Understand how and be able to perform confidently and stylishly.</li> </ul> | <p><b>Film Music Composition &amp; Music Technology:</b></p> <ul style="list-style-type: none"> <li>• Developing music software skills at highest standard for music production and film scoring</li> <li>• Securing the learning of the C, G and F Major keys to create a composition</li> <li>• Developing an understanding of the Modern and Contemporary Classical music main features</li> <li>• Developing the knowledge of 7<sup>th</sup> chords and inversions and apply them on the composition</li> <li>• Learning how to create a Leitmotif and its meaning</li> <li>• Developing a deep understanding of dynamics and tempo to create specific atmosphere or mood</li> <li>• Learn the features of the Modern and Contemporary orchestra including instrumentation</li> <li>• Developing theory by continuing to practice music dictation and identifying notes by ear</li> <li>• Cadences and their importance in creating tension and release</li> </ul> |
| Skills      | <p><b>Performance on individual instrument:</b></p> <ul style="list-style-type: none"> <li>• Students will learn and play a piece of blues music written in 3 different level of difficulties during lessons (Easy, Medium, Difficult)</li> <li>• Students will develop their knowledge implementing Blues by performing a piece of Jazz music in 3 level of difficulties using their own instrument as well as singing</li> <li>• Teamwork</li> <li>• Performing on an instrument</li> <li>• Improvising skills</li> <li>• Multitasking</li> </ul>  | <p><b>Performance on Individual Instrument:</b></p> <ul style="list-style-type: none"> <li>• Students will practice and play a piece of music from a list given by the teacher at different level of difficulty for a minimum of 1min performance</li> <li>• Working under pressure</li> <li>• Performing on an instrument</li> <li>• Organisation</li> <li>• Time management</li> <li>• Confidence</li> <li>• Improving individual musical skills</li> </ul>   | <p><b>Composition piece:</b></p> <ul style="list-style-type: none"> <li>• Students to create a peer pastiche composition by using Studio One 5 software template based on Modern Orchestra by creating melodies and adding harmony.</li> <li>• Teamwork</li> <li>• Music Technology Skills (software)</li> <li>• Evaluating own work and how to improve</li> </ul>   |