

Year 7	Aut 1	Aut 2	Spr 1	Spr 2	Sum 1	Sum 2
<b>TOPIC</b>	Baseline Assessment	Rhythm and Pulse	Instruments of the Orchestra		Ukulele	
<b>KNOWLEDGE TAUGHT</b>	This is their baseline assessment so will be taught where the notes are on the keyboard.	Different note durations and what they look like.	What instruments are in each family of the orchestra and what they sound and look like?		How to hold and play a ukulele. Chords taught will be Am, C, F and G which will be linked to popular songs.	
<b>SKILLS DEVELOPED</b> <i>(Include any trips and visits.)</i>	Performing a solo performance and building up confidence. Resilience as well as they will need to try and figure the work out with as little help as possible.	Performing in time as a solo and within a group. Students will also compose their own rhythms based on countries within Africa.	Playing note durations. Treble clef notation reading. Playing pitches correctly. Developing understanding of treble clef and bass clef notes and applying them to practical performance.		All skills learnt throughout the year will be transferred onto a new instrument. They will also develop the following skills; Performing to a steady pulse. Different strumming patterns. Introduction of chords. Students may also sing in this unit as well as perform on the uke.	
<b>ASSESSMENTS</b> <i>(Minimum two per half term, with focussed marking.)</i>	1. Baseline Assessment – Students will be assessed on rehearsal, performance and a mini evaluation.	1. Composition of a group djembe piece. Students will be asked to compose a 4 – 8 bar rhythm. They will then be expected to play this within their group as well as a solo to demonstrate that they can play polyrhythms.	2. Students will be asked to perform The Greatest Showman medley on the keyboard as a solo performance. They will be assessed in the following areas; rehearsal performance and evaluation.		3. Students will work in groups to perform a song on the ukulele. Students will also have to complete a full written evaluation which should include how to hold and how to play each of the chords. They will be assessed in the following 3 areas, rehearsal, performance and a full written evaluation.	
<b>HOME LEARNING</b> <i>(To be made available via Century Tech; one per week.)</i>	Getting to know the notes on the keyboard. Worksheet style homework where students will have to place different notes on the keyboard.	Design a djembe. Students will be asked to design a djembe that they would want to play because of the design. As they have been taught the history and culture	Treble Clef Notation Quiz. Students will be asked questions based on pitches. online wuiz that is added to century tech.	Instrument quiz based on the orchestra. Students will answer question based on the Instrument of the Orchestra.	To label / design a ukulele. Students will have to design a ukulele and label the different parts.	To rehearse in their groups for their assessment. Students will be expected to rehearse their chosen piece in groups.

		of this music style they will develop this knowledge through research into the designs and then will have to design their own.			
<p><b>SEQUENCING</b> <i>(What must students already have been taught in order to begin to learn this topic? Identify opportunities to address knowledge gaps)</i></p>	It is found only a handful of students have been taught music in primary school in year 6 so we will start from scratch but provide extension and challenges for students who have previous music experience.	Development of basic student note length and duration through African rhythms. Learning about quavers and semi quavers and how these create complicated rhythms throw different note durations	Note durations Where C is on the keyboard. They need to know note durations to be able to play them on the keyboard. They will also begin to develop an understanding of pitch as they will be leaning about all the different instruments in the orchestra and how they work together to create pieces of music.	Students will learn how to hold a ukulele and how to strum. They will also learn how to play chords on this instrument and develop strumming patterns. This is last as students will have learned how to keep a steady pulse whilst performing in the djembe unit	
<p><b>SCHEMAS</b> <i>(Where might students learn about elements of this topic in other subjects? Which subjects might this topic feed into beyond your own?)</i></p>	-	Geography – Africa Dance - African Dance Styles	Science – How sound is made/Vibrations D&T – How instruments are put together. SMSC – How different Africa is to the UK.	Science – How sound is made/Vibrations	
<p><b>CAREERS LINKS</b> <i>(How might this benefit them in the future?)</i></p>	Students will learn how to be a performer and for most of them, the 1 <sup>st</sup> time they play a keyboard.	Students may wish to become a percussionist.	Students may wish to go on a learn a classical instrument within the 4 families within the orchestra.  Students will be spoken to about different careers within the music industry such as marketing, composers, reviewers, bloggers, musician, liaison, interpreter.	We will watch performers perform the songs they are learning. Students may wish to become a musician/artist.  Students will be spoken to about the artists that perform/ compose the songs we are performing.  Links are singer-song writers.	
<p><b>Cultural Capital</b></p>	Students will hear and see a version of this being played live. They will also be told about what Music	Students will watch professional djembe players to hear and see what they are doing.	Students will hear/see a professional orchestra at the Symphony Hall as part of the KS3 CBSO schools concert. They will also hear what each instrument sounds like and how it is played.	Students will watch how to tune a uke and different strumming patterns will be demonstrated. Students will watch different professional artists and the businesses that they have grown and how	

	Instruments they can learn and they will be told where the letters are kept to help themselves.		They listen to some classical examples of music? Remember we want to be exposing students to professional examples as much as possible. They listen to examples of classical and pop music to get rid of the stigmatism that classical music is “old”	artists can make money other than with just their music. E.g. merch, own brand
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Year 8	Aut 1	Aut 2	Spr 1	Spr 2	Sum 1	Sum 2
<b>TOPIC</b>	Blues		Reggae		Video Games	
<b>KNOWLEDGE TAUGHT</b>	Students will learn the 12 Bar Blues chord structure, along with a walking bass line and melody.		Where Reggae Comes from, how texture is used within Reggae, how different genres have contributed to reggae.		Students will be taught how video game music has evolved over time. They will learn key words that are used within the industry and will be expected to use these within the lesson.	
<b>SKILLS DEVELOPED</b> <i>(Include any trips and visits.)</i>	How to play music within a given structure, fluency, accuracy, timing.		Students will develop use of rhythm within music such as syncopation.		Students will now be expected to perform two parts at the same time following a score. Timing, Rhythm Identify different features within video game music, Dexterity	
<b>ASSESSMENTS</b> <i>(Minimum two per half term, with focussed marking.)</i>	Students will be expected to perform two parts as a pair from walking bass line, chords and hook. Students will be assessed in 3 areas rehearsal performing and verbal evaluations.		Full written evaluation on Reggae as well as performance and rehearsals. Students will be assessed in 3 areas, rehearsal, performance and written evaluation.		Performance or given music and composed music. Rehearsal will be marked. Students will be assessed in 3 areas rehearsal, performance and evaluation.	
<b>HOME LEARNING</b> <i>(To be made available via Century Tech; one per week.)</i>	Describe 3 pictures related to the Blues.	To complete a comprehension task based on the development of Blues.	Students will be asked to create a Reggae Fact file.	To learn keywords within this unit.	Revise keywords	To review a performance from the lesson giving successes and areas for improvement.
<b>SEQUENCING</b> <i>(What must students already have been taught in order to begin to learn this topic? Identify opportunities to address knowledge gaps)</i>	Students will already know the notes on the keyboard, and they will have learned about chords in the last unit of year 7 on a different instrument		How to read a different type of structure within Music and to play chords and how different parts fit together within a structure.		Students must know how to read pitches and how to follow a structure. This is the last thing taught in year 8 because it will keep them engaged going into year 9 and will hopefully increase uptake in KS4.	

	This is the 1 <sup>st</sup> thing taught in year 8 as it introduces playing chords within a different structure.	This is after Blues as it follows on from playing within a structure and how other parts are based on this despite having different rhythms.	
<b>SCHEMAS</b> <i>(Where might students learn about elements of this topic in other subjects? Which subjects might this topic feed into beyond your own?)</i>	History - Slavery Geography - Migration	Geography – Jamaica History of Jamaica R.E. - Religion	IT – Computers used to make music Media – How do characters determine certain themes within music.
<b>CAREERS LINKS</b> <i>(How might this benefit them in the future?)</i>	Could want to be a researcher and research how slavery has affected the 21 <sup>st</sup> century.	Could want to be a journalist/historian documenting why certain religions were created.	Video Game composer Professional video gamer Blogger reviewing games Graphics designer
<b>Cultural Capital</b>	Students will be shown Blues players. Students will listen to Bessie Smith, Louis Armstrong, B.B King and Elvis Presley as he used this structure in Hound Dog.	Students will hear and see examples of Reggae and how the tempo changes the mood. Students will listen to Mento, Ska and Rocksteady to compare the similarities and differences.	Students will be shown clips of different characters within video game and how the music relates. Super Mario Bros Theme Bowsers Theme Fortnite Zelda

Year 9	Aut 1	Aut 2	Spr 1	Spr 2	Sum 1	Sum 2
<b>TOPIC</b>	Hooks		Bands		Film Music	
<b>KNOWLEDGE TAUGHT</b>	Students will be taught different features within Music such as broken chords, octaves, chromatics and harmony.		Students will learn how to work more as a group than as an individual or a pair. How to use the drums/guitars. They will also learn how music is promoted and about industry practice and what this means and how to apply this within the project.		Students will learn how composers write to fit in with a given story board and different devices used. They will also learn one of 2 pieces of film music to perform.	
<b>SKILLS DEVELOPED</b> <i>(Include any trips and visits.)</i>	Students will be able to explain what each feature means and be able to identify them within a piece of music by hearing or seeing the sheet music.		Communication, Performance Skills, Technical Skills, Confidence, Listening, Creativity		Students who have picked Music can use one of their pieces for their solo performance. This will also keep the students who haven't picked Music engaged.	

<p><b>ASSESSMENTS</b> (Minimum two per half term, with focussed marking.)</p>	<p>1. Students will be assessed on rehearsals, the performance of all 4 hooks and their evaluation which should include and explanation of each of the features. This will be a full written evaluation.</p>		<p>2. Students will perform their chosen song and will be assessed on their rehearsal process as well as their verbal evaluation.</p>		<p>3. Students will perform their chosen song and will be assessed on their rehearsal process as well as their verbal evaluation.</p>	
<p><b>HOME LEARNING</b> (To be made available via Century Tech; one per week.)</p>	<p>1. Students will have to create a verbal hook. This can be completed in groups.</p>	<p>2. They will be expected to come and rehearse so they feel prepared for their assessment.</p>	<p>1. Students will be expected to research the song they have chosen in their groups.</p>	<p>2. Students will analyse how they think their performance went and how they can improve.</p>	<p>1. Students are to complete the genres of film quiz.  They are to listen to different genres of film music and say what they are.</p>	<p>2. Students are to think about their favourite piece of music from a film and say why it is their favourite.</p>
<p><b>SEQUENCING</b> (What must students already have been taught in order to begin to learn this topic? Identify opportunities to address knowledge gaps)</p>	<p>Students must already know how to play chords, and how to use the flats and sharps on a keyboard.  This is 1<sup>st</sup> to keep students engaged and can link hooks to BTEC as they will be expected to perform songs and describe features within them. As these are popular songs, it should make them think about the options process next term.</p>		<p>In all songs there is a catchy part (hook). Tempo sets the mood of the piece. How to play a Uke and use a djembe correctly How to follow a structure within a group setting doing different things. Students must know how to play instruments such as a djembe, ukulele, keyboard and sing which incorporates all skills from the last two years.  This unit links to a unit in BTEC (Unit 2) and gives students an introduction into this if they choose Music as part of the options process. They will already have some knowledge when we come to do the unit of what industry practice is.</p>		<p>Note pitches, Note durations, Communication Focus, Independence.  Students have the option of composing their own film music to a given brief or performing a piece of film music.  At this time, students have chosen their options and this unit will hopefully keep them engaged until the end of the year as they all watch films. They will get a chance to be creative as they have the option to create their own based on a theme.</p>	
<p><b>SCHEMAS</b> (Where might students learn about elements of this topic in other subjects? Which subjects might this topic feed into beyond your own?)</p>	<p>Maths – “Oct” means 8. French – “Chrome” means colour. RE – Why were some songs written (Black Eyed Peas) Media – How music is used within TV programmes (Riverdale)</p>		<p>Media – Creating promotional material and following “industry practice” Drama – Projection/Teamwork</p>		<p>Media – Diegetic/Non-Diegetic Sound Media/It – CGI use Art – How drawings are turned into live action.</p>	

<p><b>CAREERS LINKS</b> <i>(How might this benefit them in the future?)</i></p>	<p>Students may want to be a musician so will need to know different features within music.</p> <p>This could link to careers such as TV editors, music producers, video editors.</p>	<p>Students will learn how to listen carefully and work as a team. This can apply to all jobs that they may wish to go into.</p> <p>Students may wish to go into promotion and can be interested in marketing designer, event promoters, artists, web design.</p>	<p>Students may wish to become a film composer so need to know how films and music are put together, composer, director</p>
<p><b>Cultural Capital</b></p>	<p>Students will see the song being performed and how it should be played.</p> <p>Students will hear the songs of Clocks, Where Is The Love, Mad World and One Last Time.</p>	<p>Students will be shown different bands working together and how they interact on stage.</p> <p>Students will be shown examples of Clean Bandit on stage, as well as how solo artists such as Rag and Bone Man present themselves on stage. This will depend on the music that I choose depending on the group.</p>	<p>They will be shown different clips of film music with and without the music to discuss the impact music has within film.</p> <p>Students will be shown James Bond, Jaws, Mission Impossible, Spider Man, Pirates of the Carribean.</p>