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Music - Curriculum Plan

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Year 7 curriculum overview	**Musical Building Blocks** **Whole class and smaller group singing, exploring the musical elements via performance and listening.**	**Music Rhythm** **Reading rhythm notation, performing accurately from a score, holding your own part in a performance, composing**	**Performing Melodies** **Keyboard Skills Learning to play melodies on the keyboard, note identification, correct playing technique, reading staff notation**	**Melody & Accompaniment** **Intro to Music technology Students will learn how to use music software to compose, they will explore song structure.**	**Ukulele Skills** **Playing chords I, IV, VI Strumming patterns Reading chord charts and tab**	**Recycled Rhythms** **Perform! Students will prepare a solo and ensemble performance of a reggae song. They will learn about the features of reggae music.**
Key knowledge outcomes (students should know)	To be able to sing accurately and fluently, with a focus on interpretation To understand and recognise the terms melody, accompaniment, rhythm, beat, harmony, pitch, dynamics To perform confidently in small/large ensembles. To develop and apply knowledge of the musical elements	To be able to identify basic notation, such as crotchet, minim, etc. To be able to perform accurately from basic notation To be able to hold your own part in a group performance To be able to create a polyrhythmic composition	To learn the note names and positions on the keyboard.. To be able to use the right hand to play simple melodies, using the correct technique. To recognise note pitch and rhythm using stave notation. To be able to add a left hand, playing hands together.	To be able to select appropriate instrumental resources to meet the brief To be able to insert loops, manipulate loops, organise loops To understand musical structure and texture To be able to create structure in compositions, using different textures. Use automation and panning to enhance composition work. To work collaboratively to provide peer	Demonstrate proper playing posture and technique. Play basic chords (C, Am, F) with accuracy and smooth transitions. Maintain a steady beat and perform basic strumming patterns Perform simple songs in large and small ensembles. Use musical vocabulary to describe their playing	To be able to select appropriate instrumental resources to meet the brief To be able to insert loops, manipulate loops, organise loops. Be able to identify treble clef notes C-G. Be able to perform a Reggae piece hands together on the keyboard.

				feedback to each other throughout the project, aiming to improve the accurate use of musical vocabulary	and musical choices. Work collaboratively in small and large ensembles to create successful performances.	Be able to play accurately and fluently
Key skills (students should be able to)	Vocal technique Accuracy and fluency when singing Communicating with an audience Identifying musical elements when listening to a range of music	Note values Notation - rhythm grids Percussion playing technique Polyrhythm Ensemble skills Vocal technique Composition - Q&A phrases Identifying musical elements when listening to a range of music	Reading staff notation - treble clef Note values Identifying notes on the keyboard Playing technique Vocal technique	Tech skills Composition - choosing musical elements to contrast Identifying musical elements when listening to a range of music	Strumming patterns Reading chord charts and tab. Identifying musical elements when listening to a range of music	Reading staff notation - treble clef Note values Identifying notes on the keyboard Playing technique Vocal technique Communicating with an audience Identifying musical elements when listening to a range of music Accuracy and fluency when performing

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Year 8 curriculum overview	**Pop piano Learning to play chords and bass lines, inversions, composing own chord patterns**	**Ensemble Skills Ukulele, Singing, group performances**	**Technology 2: creating a drum loop, manipulating midi in Bandlab**	**Technology 2: creating a drum loop, manipulating midi in Bandlab**	**The Classical Era: Theme and Variations Performing a theme, understanding tonality, identifying musical features, applying changes in tempo, pitch, tonality, dynamics,etc**	**The Classical Era: Perform! Students will prepare a solo and ensemble performance of Classical Era repertoire**
Key knowledge outcomes (students should know)	To be able to play I, V, VI, IV chord progression on the keyboard To understand and recognise the terms chord, bass, broken chord, melody, accompaniment To play confidently as a soloist and in a duet To develop knowledge of music theory and listening skills	Be able to play at least 4 chords (C, G, Am, F) on the ukulele. Be able to use a range of strumming techniques Be able to rehearse and improve performance. To perform in a small group with accuracy and confidence.	Students will **explain what MIDI is** and how it differs from audio recording. Students will **identify key components** of a MIDI setup (controller, DAW, virtual instruments, piano roll) Students will **insert basic MIDI notes** using a MIDI controller or mouse. Students will **use MIDI editing tools** (quantize, velocity, note length, copy/paste) to refine musical ideas. Students will **adjust instrument sounds** using virtual instruments to explore timbre choices Students will **layer tracks** (melody, harmony, bass, drums) to build a fuller composition. Students will **export and share their composition**, demonstrating technical and musical understanding		Be able to accurately play a theme. Be aware of a range of techniques used in variations. Identify how a theme has been changed. Be able to create 2 contrasting variation	Be aware of the main features of music from the classical era Be able to accurately perform Fur Elise on the keyboard (solo) Be able to perform in a pair or small ensemble, holding your own part.

Key skills (students should be able to)	Playing chords and bass line Identifying musical elements when listening to a range of music	Ensemble skills vocal/ukulele/percussion performance skills Identifying musical elements when listening to a range of music	Creating musical contrasts, developing melody, selecting chords to change tonality	Tech skills Composition - choosing musical elements to contrast Identifying musical elements when listening to a range of music	Analysis Reading staff notation - treble clef Note values Identifying musical elements when listening to a range of music	Reading staff notation - treble clef Note values Identifying notes on the keyboard Playing technique Vocal technique Communicating with an audience Identifying musical elements when listening to a range of music Accuracy and fluency when performing
Year 9 curriculum overview (carousel)	**Film Music Analysis of film scenes, leitmotifs, themes, instrumentation, diminished chords, composing leitmotifs, selecting the appropriate tonality.**		**Film Music Analysis of film scenes, leitmotifs, themes, instrumentation, diminished chords, composing leitmotifs, selecting the appropriate tonality.**		**Film Music Analysis of film scenes, leitmotifs, themes, instrumentation, diminished chords, composing leitmotifs, selecting the appropriate tonality.**	
Key knowledge outcomes (students should know)	<u>Performance</u> Know what a theme and motif are in film music Be able to perform well known themes and motifs Be able to perform an extended melody, with	<u>Composition</u> Be able to use midi and audio files in a horror soundtrack Be able to create a horror film soundtrack Be able to compose a motif for a protagonist/	<u>Performance</u> Know what a theme and motif are in film music Be able to perform well known themes and motifs Be able to perform an extended melody,	<u>Composition</u> Be able to use midi and audio files in a horror soundtrack Be able to create a horror film soundtrack Be able to compose a motif for a	<u>Performance</u> Know what a theme and motif are in film music Be able to perform well known themes and motifs Be able to perform an extended	<u>Composition</u> Be able to use midi and audio files in a horror soundtrack Be able to create a horror film soundtrack Be able to compose a motif

	accidentals and changes in hand position. Be able to identify musical elements in film music	antagonist	with accidentals and changes in hand position. Be able to identify musical elements in film music	protagonist/ antagonist	melody, with accidentals and changes in hand position. Be able to identify musical elements in film music	for a protagonist/ antagonist
Key skills (students should be able to)	Listening and appraising, performing, composing, group work		Listening and appraising, performing, composing, group work		Listening and appraising, performing, composing, group work	
Year 10 curriculum overview	**Musical styles 1 Performance and composition skills, exploring rock n roll, reggae and house music. Music theory and listening.**	**Musical styles 2 Performance and composition skills, exploring African Drumming, Blues and the Classical Era 1750-1825. Music theory and listening**	**Component 1: Exploring Music Products and Styles BTEC assessment period In response to Task 1, learners will compile a portfolio of evidence that demonstrates their understanding of four different styles of music using musical examples related to a theme. In response to Task 2, learners will create three 30–60-second examples of ideas for music products related to a theme, using a range of realisation techniques.**		**Music skills development: Performance focus Preparation for component 2**	**Music skills development: Composition focus Preparation for Component 2 and 3 - arranging music into a new style.**
Key knowledge outcomes (students should know)	Demonstrate an understanding of styles of music.	Apply understanding of the use of techniques to create music.	Demonstrate an understanding of styles of music.	Apply understanding of the use of techniques to create music.	Demonstrate professional and commercial skills for the music industry	Apply development processes for music skills and techniques.

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Key skills (students should be able to)	Performing accurately and fluently as a soloist and in an ensemble, aural skills, analysing, composing using key musical features	Performing accurately and fluently as a soloist and in an ensemble, aural skills, analysing, composing using key musical features	Performing Composing Analysing Presentation Evaluation	Performing Composing Analysing Presentation Evaluation	Auditing existing skills and maintaining a development plan Performing, musical analysis, effective rehearsal time, aural skills	Composing, analysing, aural skills
Year 11 curriculum overview	**Component 2: Developing Skills and techniques in the Performing Arts Developing performance skills, working towards a final performance, keeping rehearsal logs, participating in workshops, evaluating progress.**		**Component 3: Responding to a Music Brief Learners work on an externally set brief by Edexcel. They complete 3 activities on either: ● Creating and Performing ● Creating and Producing**			
Key knowledge outcomes (students should know)	Demonstrate professional and commercial skills for the music industry	Apply development processes for music skills and techniques.	Be able to identify key features of a specific musical style Be able to present research in response to a brief. Be able to create an arrangement/performance of an existing piece into a prescribed style. Be able to evaluate the effectiveness of your arrangement/performance			
Key skills (students should be able to)	Performance Composition Evaluation		Performance Composition Evaluation			

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