



Year 7 Music Curriculum

	Autumn	Spring	Summer
Topic	This is a bridging unit from KS2 and will focus on performance and will be based on the Voices Foundation scheme of learning.	This will focus on instrumental performance skills and structure.	This will focus on composition skills and the instruments of the orchestra.
Knowledge Covered	<ul style="list-style-type: none"> • Singing knowledge – rhythm language, posture • Elements of Music – pitch, tempo, rhythm, dynamics, texture, timbre, structure 	<ul style="list-style-type: none"> • Instrumental knowledge using the djembe drums and keyboards – posture, dynamic control, exploration of timbre • To be able to interpret simple notation and play it on the keyboards. 	<ul style="list-style-type: none"> • Composition knowledge and instruments of the orchestra – building on from the knowledge of instruments • Look at cells/hooks/riffs, triads (major and minor) • Elements of Music - pitch, tempo, rhythm, dynamics, texture, timbre, structure.
	<ul style="list-style-type: none"> • Singing Skills – breath control, Teacher directed warming up, unison singing, confidence • Group work • Creativity • Recognition of strengths of own/others performance 	<ul style="list-style-type: none"> • Instrumental skills – instrumental techniques, tempo • Solo and Ensemble performance building on from the singing of first term. 	<ul style="list-style-type: none"> • Composition skills – texture, structure • Elements of Music - pitch, tempo, rhythm, dynamics, texture, timbre, structure
Online Resources	<ul style="list-style-type: none"> • YouTube • BBC Bitesize 	<ul style="list-style-type: none"> • YouTube • BBC Bitesize - Structure 	<ul style="list-style-type: none"> • YouTube – Peter and the Wolf • BBC Bitesize



Year 8 Music Curriculum

	Autumn	Spring	Summer
Topic	Focusing on Performance and Composition Skills	Focus on Performance and Composition Skills using the blues.	Focus on Performance and Composition Skills. Looking at musicals and classical time periods
Knowledge Covered	<ul style="list-style-type: none"> • Singing knowledge - posture, understanding of how and why to warm up • Looking at popular song linking with popular Christmas songs. • Building on African drumming looking at structure and solo. • Elements of Music – pitch, tempo, rhythm, dynamics, texture, timbre, structure (simple Italian terms) 	<ul style="list-style-type: none"> • Instrumental techniques - chords • Elements of Music • Simple notation • Looking at keyboard skills. Building into multi part ensemble playing and looking at harmony. With the blues / 12 bar blues solo and improvisation. 	<ul style="list-style-type: none"> • Structure • Understanding simple chord patterns building on harmony from the previous term. • Simple phrase structures • Elements of Music-Italian terms. • Instruments of the orchestra • Musicals – the band and the songs
	<ul style="list-style-type: none"> • Singing Skills – breath control, part singing, confidence • Aural Perception skills • Solo & Group work • Creativity 	<ul style="list-style-type: none"> • Instrumental Skills • Solo/Group work • Aural Perception • Creativity 	<ul style="list-style-type: none"> • Instrumental Skills (relevant instruments) • Solo/Group work • Aural Perception • Creativity • Compositional skills • Songs from the shows
Online Resources	<ul style="list-style-type: none"> • YouTube • BBC Bitesize 	<ul style="list-style-type: none"> • YouTube – blues artists • BBC Bitesize - blues 	<ul style="list-style-type: none"> • YouTube - musicals • BBC Bitesize



Year 9 Music Curriculum

	Autumn	Spring	Summer
Topic	Ensemble skills that focus on performance understanding the relationship between instrumentation.	Solo/Ensemble skills that focus on individual roles that enhance the performance. Hallelujah – Band	Compositional techniques that develop/demonstrate an understanding of melodic and harmonic devices using the orchestra
Knowledge Covered	<ul style="list-style-type: none"> • Singing/Instrumental knowledge – unison, understanding of parts and instrumental techniques • Some Italian terminology, examples include Crescendo, Diminuendo, Accelerando, Allegro • More advanced African drumming building on techniques looking at dotted and off beat rhythms. • Pop songs at Christmas and spirituals in singing. 	<ul style="list-style-type: none"> • Notation – be able to access and interpret at least one form of musical notation • To compare and contrast different styles of music using appropriate terminology Comment critically using music elements • Create a band to make a cover of hallelujah. • Rehearsal techniques • Performance 	<ul style="list-style-type: none"> • Film music and the orchestra. • Look at genre and the greats ie, John Williams • Extended phrases, chord progressions, texture and structure Compare and contrast different styles commenting critically using appropriate terminology (music elements)
	<ul style="list-style-type: none"> • Singing/Instrumental Skills – dynamic control, application of tempo, texture • Self-led warm up • Group work • Fluency • Confidence and flair • Recognition of strengths of own/others performance 	<ul style="list-style-type: none"> • Notation – be to apply (practically) at least one form of notation • Group work (Leadership skills) • Use listening skills to improve performance techniques • Articulate strengths of own/others performance and identify strategies for improvement 	<ul style="list-style-type: none"> • The ability to use the elements of music effectively to enhance the composition Use listening skills to identify the areas of improvement and articulate development strategies
Online Resources	<ul style="list-style-type: none"> • YouTube • BBC Bitesize 	<ul style="list-style-type: none"> • YouTube • BBC Bitesize 	<ul style="list-style-type: none"> • YouTube • BBC Bitesize