



## 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 composition skills and the instruments of the orchestra.	This will focus on instrumental performance skills and structure.
Knowledge Covered	<ul style="list-style-type: none"> <li>• Singing knowledge – rhythm language, posture</li> <li>• Elements of Music: MAD TSHIRT – <b>pitch, tempo, rhythm, dynamics</b>, texture, timbre, structure</li> <li>• Instrumental knowledge using the djembe drums</li> </ul>	<ul style="list-style-type: none"> <li>• Instrumental knowledge building on the drumming and using keyboards – posture, <b>dynamic control, exploration of timbre</b> in singing</li> <li>• To be able to interpret simple notation and play it on the keyboards.</li> <li>• Elements of Music - <b>pitch, tempo, rhythm, dynamics, texture, timbre, structure.</b></li> </ul>	<ul style="list-style-type: none"> <li>• Composition knowledge and instruments of the orchestra – building on from the knowledge of instruments</li> <li>• Look at cells/hooks/riffs, triads (major and minor)</li> <li>• DAW – Digital Audio Workstation. Working with computers to record edit and mix our own music.</li> </ul>
	<ul style="list-style-type: none"> <li>• Singing Skills – breath control, Teacher directed warming up, unison singing, confidence</li> <li>• Group work</li> <li>• Creativity</li> <li>• Recognition of strengths of own/others performance</li> </ul>	<ul style="list-style-type: none"> <li>• Instrumental skills – <b>instrumental techniques, tempo</b></li> <li>• Solo and Ensemble performance building on from the singing of first term.</li> <li>• Appraising music and using this appraisal to edit and improve our work</li> </ul>	<ul style="list-style-type: none"> <li>• Composition skills – texture, structure</li> <li>• Elements of Music - <b>pitch, tempo, rhythm, dynamics, texture, timbre, structure</b></li> </ul>
Online Resources	<ul style="list-style-type: none"> <li>• YouTube</li> <li>• BBC Bitesize</li> </ul>	<ul style="list-style-type: none"> <li>• YouTube – Peter and the Wolf</li> <li>• BBC Bitesize</li> </ul>	<ul style="list-style-type: none"> <li>• YouTube</li> <li>• BBC Bitesize - Structure</li> </ul>



## 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"> <li>• Singing knowledge - posture, understanding of how and why to warm up</li> <li>• Looking at popular song linking with popular Christmas songs.</li> <li>• Elements of Music – <b>pitch, tempo, rhythm, dynamics, texture, timbre, structure (simple Italian terms)</b></li> <li>• Looking at blues music as a basis to pop music</li> <li>• Looking at keyboard skills. Building into multi part ensemble playing and looking at harmony. With the blues / 12 bar blues solo and improvisation.</li> </ul>	<ul style="list-style-type: none"> <li>• Elements of Music</li> <li>• Simple notation</li> <li>• Building on African drumming looking at structure and solo.</li> <li>• Structure</li> <li>• Simple phrase structures</li> <li>• Elements of Music-Italian terms.</li> <li>• Apprising music and using this appraisal to edit and improve our work</li> </ul>	<ul style="list-style-type: none"> <li>• Film Music</li> <li>• Building on the orchestra from yr 7</li> <li>• Looking at how music can show feelings and portray a scene</li> <li>• Instruments of the orchestra</li> <li>• DAW – Digital Audio Workstation. Working with computers to record edit and mix our own music.</li> <li>• Building on the film music to write music for adverts on the DAW software</li> </ul>
	<ul style="list-style-type: none"> <li>• Singing Skills – breath control, <b>part singing</b>, confidence</li> <li>• <b>Aural Perception skills</b></li> <li>• <b>Improvisation and chords</b></li> <li>• Solo &amp; Group work</li> <li>• Creativity</li> </ul>	<ul style="list-style-type: none"> <li>• Instrumental Skills</li> <li>• Solo/Group work</li> <li>• Aural Perception</li> <li>• Creativity</li> </ul>	<ul style="list-style-type: none"> <li>• Instrumental Skills (relevant instruments)</li> <li>• Solo/Group work</li> <li>• Aural Perception</li> <li>• Creativity</li> <li>• Compositional skills</li> </ul>
Online Resources	<ul style="list-style-type: none"> <li>• YouTube</li> <li>• BBC Bitesize</li> </ul>	<ul style="list-style-type: none"> <li>• YouTube – blues artists</li> <li>• BBC Bitesize - blues</li> </ul>	<ul style="list-style-type: none"> <li>• YouTube - musicals</li> <li>• BBC Bitesize</li> </ul>



## 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"> <li>Building on pop music to write music on the DAW software</li> <li>Notation – be able to access and interpret at least one form of musical notation</li> <li>To compare and contrast different styles of music using appropriate terminology Comment critically using music elements</li> <li>Rehearsal techniques</li> <li>Pop songs at Christmas and spirituals in singing.</li> </ul>	<ul style="list-style-type: none"> <li>Singing/Instrumental knowledge – unison, understanding of parts and instrumental techniques</li> <li>Some Italian terminology, examples include Crescendo, Diminuendo, Accelerando, Allegro</li> <li>Create a band to make a cover of Hallelujah.</li> <li>Links with Hallelujah and Christmas pop music</li> </ul> Performance	<ul style="list-style-type: none"> <li>Extended phrases, chord progressions, texture and structure Compare and contrast different styles commenting critically using appropriate terminology (music elements)</li> <li>More advanced African drumming building on techniques looking at dotted and off beat rhythms.</li> <li>Pop music performance building on all the techniques we have covered in the year.</li> </ul>
	<ul style="list-style-type: none"> <li>Singing/Instrumental Skills – dynamic control, application of tempo, texture</li> <li>Self-led warm up</li> <li>Group work</li> <li>Fluency</li> <li>Confidence and flair</li> <li>DAW – Digital Audio Workstation. Working with computers to record edit and mix our own music.</li> </ul>	<ul style="list-style-type: none"> <li>Notation – be to apply (practically) at least one form of notation</li> <li>Use listening skills to improve performance techniques</li> <li>Articulate strengths of own/others performance and identify strategies for improvement</li> <li>Recognition of strengths of own/others performance</li> </ul>	<ul style="list-style-type: none"> <li>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</li> </ul>
Online Resources	<ul style="list-style-type: none"> <li>YouTube</li> <li>BBC Bitesize</li> </ul>	<ul style="list-style-type: none"> <li>YouTube</li> <li>BBC Bitesize</li> </ul>	<ul style="list-style-type: none"> <li>YouTube</li> <li>BBC Bitesize</li> </ul>